

n.§ 15497.5. Local Control and Accountability Plan and Annual Update Template.**Introduction:**

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Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

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

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

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

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

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

Victor Elementary School District Learning for All Plan

Customer Service

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

Parent Survey: I would recommend this school to others.

Student Survey: I am proud of my school.

Staff Survey: I am treated respectfully by all staff.

Student Progress

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

Parent Involvement

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

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

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

Basic: Required by law and non-negotiable; must have all completed to earn funds.

Progressive: Site above and beyond opportunities for parents; must complete at least one to earn funds.

Innovative: A pilot program and/or involves two or more school sites with parent involvement; must complete at least one to earn funds.

Basic Examples:

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

Progressive Examples:

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

Innovative Examples:

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

Communication

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

Parent Survey: *My school has informed me of the goals and progress of my child. I have a clear understanding of my school's vision/goals for my child.*

Student Survey: *My teacher(s) and I communicate about how I am doing in class and I understand the grades I have earned*

Staff Survey: *# 10 for classified: I have the opportunity to attend monthly classified meetings, # 12 for classified and certificated: There is always an avenue to express my concerns or questions.*

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

Safety

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

Parent: *I feel my child is safe at school.*

Student: *I feel safe at my school.*

Staff: *My work environment is safe, clean, and well-maintained;
I feel safe in expressing my ideas and concerns.*

Revised 5/6/15

Annual Update:

The annual Strategic Study took place on 9/24/14. This involved the four original committees (DELAC, DAC, BAC, QW). The data reviewed included budget, student results, special education, personnel, facilities, technology, LFA results and all surveys (student, parent, and staff).

In addition to the Strategic Study we held our 2nd Annual State of the District Address on April 7th to include a broader community audience. Approximately 130 stakeholders attended. Results were shared again and input was sought.

District English Learner Advisory Committee (DELAC) -- met monthly within the school year. DELAC met on 9/22/14, 10/28/14, 12/8/14, 1/26/15, 2/24/15, 3/23/15, 4/28/15, and 5/18/15.

District Advisory Committee (DAC) – met trimesterly. DAC met on 1/27/15 and 5/18/15.

Budget Advisory Committee (BAC) – met monthly within the school year. BAC met on 10/27/14, 11/10/14, 2/23/15, 3/23/15, 4/27/15, 5/18/15 and 6/1/15

Quality Works (QW) – met monthly within the school year. Quality Works met on 9/2/14, 11/4/14, 12/2/14, 1/6/15, 2/3/15, 3/3/15, 4/7/15, 5/5/15 and 6/9/15.

VESD established additional committees to represent our community and student needs. In 14/15 we added the Foster Advisory Committee and Student Focus Groups.

Foster Advisory Committee (FAC) – met frequently. FAC met 11/3/14, 12/19/14, 4/22/15 and 5/12/15. The committee included representatives from the following agencies: Children and Family Services, Helping Hands Kinship, Victor Valley College, Desert Mountain Children Center, Crittenton Therapy Services, Victor Community Support Services, San Bernardino Probation Department, and County of San Bernardino Foster Youth Services Manager.

We met with over 250 students from all VESD school sites on 8/20/14, 8/27/14, 9/3/14, 9/10/14, 10/1/14, 10/22/14, 11/12/14, 12/3/14, 1/7/15, 1/14/15, 1/21/15, 2/4/15, 2/11/15, 2/25/15, 2/26/15, 2/27/15, 4/8/15, 4/15/15, 4/17/15, 4/22/15, 4/24/15, 4/29/15, 4/30/15, 5/6/15, 5/13/15, 5/14/15 and 5/20/15.

VESD Cabinet members visited each of the 17 school sites and Classified Advisory Councils to present the 2014-15 LCAP. Every staff member was provided a copy of the LCAP. After reviewing the LCAP, input was sought and volunteers were invited to participate in existing committees.

Annual Update:

Stakeholder input indicated support to continue four original goals from the 2014-15 LCAP. Input also showed the LFA was a useful tool for monitoring metrics. Minor updates were recommended for the 2015-16 LFA plan. 2014-15 LFA results are not available yet.

As a result of stakeholder input and student need, VESD has created additional committees for the 2015-16 year. Beginning in 2015-16 VESD will convene an African American Advisory Committee (AAAC), GATE Committee, Special Education Committee and a District Behavior Committee.

Input gathered from stakeholders indicated a need for:

- building better relationships between schools and parents
- parent training for student academics and behavior
- English classes for parents
- translation for EL parents
- tiered interventions of support
- continued professional development for VESD staff
- continued alignment between State and Federal plans
- continued access to technology to ensure 21st Century skills
- continue to provide access to schools of choice
- real world experiences for students
- exposure to career pathways

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

Instructions:

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

Charter schools may adjust the table below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

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

Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

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

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

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

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

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

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

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

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

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

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

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

Budgeted Expenditures: For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement” (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA’s goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA’s goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA’s budget?

GOAL:	All students will meet or exceed mastery in State Standards by integrating 21 st Century Skills with Math, English Language Art, Science, Social Studies, and Physical Education.			Related State and/or Local Priorities: 1 <u>X</u> 2 <u>X</u> 3 <u>X</u> 4 <u>X</u> 5 <u>X</u> 6 <u>X</u> 7 <u>X</u> 8 <u>X</u> COE only: 9__ 10__ Local: Specify _____
Identified Need:	-Students are engaged and confident learners -Students have options to explore new opportunities -Improve student, parent, and staff surveys results -Students go on to college and/or career path -Improved student attendance -Safe and orderly campuses			
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All		
LCAP Year 1: 2015-16				
Expected Annual Measurable Outcomes:	Learning For All (LFA) will be reviewed and updated on an annual basis with consideration of Federal, State, County, and District expectations such as Smarter Balanced baseline scores to be determined. Students are engaged and supported in their learning as measured by the schools earning: -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 K-1 students a prewriting assessment in addition to the existing year end assessment (prewriting completed by end of October.) Students need to score proficient or above on the year end writing using the VESD CCSS rubric. Metric: LFA Student Progress -Students in grades 2-6 complete a prewriting assessment in addition to the existing year end assessment (prewriting assessments completed by end of October.) Metric: LFA Student Progress -In order to increase student performance sites will work to improve student attendance. Metric: LFA Student			
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	
			Budgeted Expenditures	

A1. Recruit, hire, assign, and retain highly qualified staff to support teaching and learning for all students that reflects instructional practices associated with the 21st century learning skills (e.g., instructional staff, paraprofessionals, site administration, district office staff).	District wide	<u>X</u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$3,441,754 LCFF Base Grant, LCFF Supp /Conc Grant and all other resources to support contract salaries
A2. Professional development and collaboration provided by support specialists to support CCSS implementation for all students as described in LEA plan, Title III, SPSA, technology plan and LCAP.	District wide and school wide	<u>X</u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Support Spec. Sal & Bens \$712,372 Sub salaries \$588,813 all 5200 \$572,267 LCFF Supp/Conc Grant (Res 0090), Title I, Title II, & Title III
A3. Maintain and improve facilities to maximize efficiency and effectiveness of resources to include necessary staffing adjustments and deferred maintenance costs; update equipment based on needs analysis.	District wide	<u>X</u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$2,052,510 LCFF (Res 8150 Obj 4000-5999 and new positions (Res 0616, 0620, 8150)
A4. Provide instructional resources (e.g., materials, supplies, technology) to support teaching and learning for all students that reflect instructional practices associated with the Common Core State Standards, Next Generation Science Standards, and 21st Century Skills as described in each SPSA.	School wide	<u>X</u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$1,724,874 School Site Budgets (Res 0100, 0090, 1100, & 3010 Obj. 4xxx)
A5. Support reduced class sizes in Grades TK – 3.	District wide	<u>X</u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$TBD in Budget year for excess above target LCFF Supp/Conc Grant (Res 0090)

A6. Add supplies, equipment, and vehicles to maintain services and accommodate growth.	District wide	<u>X</u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$1,195,000 LCFF (Res 0230, 0240, 0616 0620, 8150)
A7. Based on the technology plan, continue investment and support for classroom technology and infrastructure (e.g., computers for teachers, students, and administrators; and software).	District wide	<u>X</u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$952,200 LCFF Supp/Conc Grant (Res 0090)
A8. Provide parent outreach and education based on interests and needs expressed by stakeholder input.	District wide and school wide	<u>X</u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$46,558 Title I, III LCFF and Supp/Conc Grant (Fn 2495)
A9. Provide 2 School Resource Officers to support needs of the District, school staffs and students.	District wide	<u>X</u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$313,050 LCFF Supp/Conc Grant (Res 0090)
A10. Provide sites with LFA incentive funds to recognize and reward student progress and achievement to be spent according to the SPSA.	District wide	<u>X</u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$250,000 Lottery (Goal 1912)
A11. Research TK program.	District wide	<u>X</u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$TBD pending research LCFF Supp/Conc Grant

A12. Provide an 8 hour School Safety Coordinator at each schools site.	District wide	☒ ALL ----- OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	\$803,605 LCFF Supp/Conc Grant (Res 0090)
A13. Research Saturday school to improve attendance and suspensions.	District wide	☒ ALL ----- OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	\$TBD pending research LCFF Supp/Conc Grant
A14. Technology Instructional Aides.	District wide	☒ ALL ----- OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	\$104,401 LCFF Supp/Conc Grant (Res 0090 Dept. Site #714)
A15. Continue to provide behavior interventions, trainings and supports to address student discipline.	School wide	☐ ALL ----- OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify) <u>African American</u>	\$TBD pending research
A16. Research and consider funding Teacher in charge stipends.	District wide	☒ ALL ----- OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)	\$TBD pending research
A17. Research and consider additional positions to support LCAP needs.		☒ ALL ----- OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)	\$TBD pending research

LCAP Year 2: 2016-17

LCAP Year 2: 2016-17			
Expected Annual Measurable Outcomes:	Learning For All (LFA) will be reviewed and updated on an annual basis with consideration of Federal, State, County, and District expectations such as Smarter Balanced baseline scores to be determined.		
	Students are engaged and supported in their learning as measured by the schools earning 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 K-1 students a prewriting assessment in addition to the existing year end assessment (prewriting completed by end of October.) Students need to score proficient or above on the year end writing using the VESD CCSS rubric. Metric: LFA Student Progress		
	-Students in grades 2-6 complete a prewriting assessment in addition to the existing year end assessment (prewriting assessments completed by end of October.) Metric: LFA Student Progress		
	-In order to increase student performance sites will work to improve student attendance. Metric: LFA Student Progress		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
A1. Continue to recruit, hire, assign, and retain highly qualified staff to support teaching and learning for all students that reflects instructional practices associated with the 21st century learning skills (e.g., instructional staff, paraprofessionals, site administration, district office staff).	District wide	<u>X</u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$3,505,151 LCFF Base Grant, LCFF Supp /Conc Grant and all other resources to support contract salaries
A2. Continue to provide professional development and collaboration provided by support specialists to support CCSS implementation for all students as described in LEA plan, Title III, SPSA, technology plan and LCAP.	District wide and school wide	<u>X</u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Support Spec. Sal & Bens \$753,128 Sub salaries \$598,351 all 5200 \$572,267 LCFF Supp/Conc Grant (Res 0090), Title I, Title II, & Title III

A3. Continue to maintain and improve facilities to maximize efficiency and effectiveness of resources to include necessary staffing adjustments and deferred maintenance costs; update equipment based on needs analysis.	District wide	<u>X</u> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	\$2,170,558 LCFF (Res 8150 Obj 4000-5999 and new positions (Res 0616, 0620, 8150)
A4. Continue to provide instructional resources (e.g., materials, supplies, technology) to support teaching and learning for all students that reflect instructional practices associated with the Common Core State Standards, Next Generation Science Standards, and 21st Century Skills as described in each SPSA.	School wide	<u>X</u> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	\$1,724,874 School Site Budgets (Res 0100, 0090, 1100, & 3010 Obj. 4xxx)
A5. Continue to support reduced class sizes in Grades TK – 3.	District wide	<u>X</u> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	\$TBD in Budget year for excess above target LCFF Supp/Conc Grant (Res 0090)
A6. Continue to add supplies, equipment, and vehicles to maintain services and accommodate growth.	District wide	<u>X</u> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	\$1,195,000 LCFF (Res 0230, 0240, 0616 0620, 8150)
A7. Based on the technology plan, continue investment and support for classroom technology and infrastructure (e.g., computers for teachers, students, and administrators; and software).	District wide	<u>X</u> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	\$952,200 LCFF Supp/Conc Grant (Res 0090)
A8. Continue to provide parent outreach and education based on interests and needs expressed by stakeholder input.	District wide and school wide	<u>X</u> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	\$46,558 Title I, III LCFF and Supp/Conc Grant (Fn 2495)

A9. Continue to provide 2 School Resource Officers to support needs of the District, school staffs and students.	District wide	<u>X</u> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	\$331,833 LCFF Supp/Conc Grant (Res 0090)
Continue to provide sites with LFA incentive funds to recognize and reward student progress and achievement to be spent according to the SPSA.	District wide	<u>X</u> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	\$498,373 Lottery (Goal 1912)
A11. Possible implementation of restructuring of TK program.	District wide	<u>X</u> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	\$TBD pending research and program LCFF Supp/Conc Grant
A12. Continue to provide an 8 hour School Safety Coordinator at each schools site.	District wide	<u>X</u> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	\$864,807 LCFF Supp/Conc Grant (Res 0090)
A13. Possible implementation of Saturday school to improve attendance and suspensions.	District wide	<u>X</u> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	\$TBD pending research and program LCFF Supp/Conc Grant
A14. Continue to fund Technology Instructional Aides.	District wide	<u>X</u> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	\$107,060 LCFF Supp/Conc Grant (Res 0090 Dept. Site #714)

A15. Continue to provide behavior interventions, trainings and supports to address student discipline.	School wide	☐ ALL ----- OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify) <u>African American</u>	\$TBD pending research
A16. Possible implementation of funding Teacher in charge stipends.	District wide	☒ ALL ----- OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)	\$TBD pending research
A17. Research and consider additional positions to support LCAP needs.		☒ ALL ----- OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)	\$ TBD pending research

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	Learning For All (LFA) will be reviewed and updated on an annual basis with consideration of Federal, State, County, and District expectations such as Smarter Balanced baseline scores to be determined. Students are engaged and supported in their learning as measured by the schools earning at -At least 65% 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 K-1 students a prewriting assessment in addition to the existing year end assessment (prewriting completed by end of October.) Students need to score proficient or above on the year end writing using the VESD CCSS rubric. Metric: LFA Student Progress -Students in grades 2-6 complete a prewriting assessment in addition to the existing year end assessment (prewriting assessments completed by end of October.) Metric: LFA Student Progress -In order to increase student performance sites will work to improve student attendance. Metric: LFA Student Progress
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
A1. Continue to recruit, hire, assign, and retain highly qualified staff to support teaching and learning for all students that reflects instructional practices associated with the 21st century learning skills (e.g., instructional staff, paraprofessionals, site administration, district office staff).	District wide	<u>X</u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$3,632,726 LCFF Base Grant, LCFF Supp /Conc Grant and all other resources to support contract salaries
A2. Continue to provide professional development and collaboration provided by support specialists to support CCSS implementation for all students as described in LEA plan, Title III, SPSA, technology plan and LCAP.	District wide and school wide	<u>X</u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Support Spec. Sal & Bens \$786,457 Sub salaries \$607,887 all 5200 \$572,267 LCFF Supp/Conc Grant (Res 0090), Title I, Title II, & Title III
A3. Continue to maintain and improve facilities to maximize efficiency and effectiveness of resources to include necessary staffing adjustments and deferred maintenance costs; update equipment based on needs analysis.	District wide	<u>X</u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$2,179,340 LCFF (Res 8150 Obj 4000-5999 and new positions (Res 0616, 0620, 8150)
A4. Continue to provide instructional resources (e.g., materials, supplies, technology) to support teaching and learning for all students that reflect instructional practices associated with the Common Core State Standards, Next Generation Science Standards, and 21st Century Skills as described in each SPSA.	School wide	<u>X</u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$1,724,874 School Site Budgets (Res 0100, 0090, 1100, & 3010 Obj. 4xxx)
A5. Continue to support reduced class sizes in Grades TK – 3.	District wide	<u>X</u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$TBD in Budget year for excess above target LCFF Supp/Conc Grant (Res 0090)

A6. Continue to add supplies, equipment, and vehicles to maintain services and accommodate growth.	District wide	☒ ALL ----- OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	\$1,195,000 LCFF (Res 0000, 0230, 0240, 0616 0620, 8150)
A7. Based on the technology plan, continue to investment and support for classroom technology and infrastructure (e.g., computers for teachers, students, and administrators; and software).	District wide	☒ ALL ----- OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	\$952,200 LCFF Supp/Conc Grant (Res 0090)
A8. Continue to provide parent outreach and education based on interests and needs expressed by stakeholder input.	District wide and school wide	☒ ALL ----- OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	\$46,558 Title I, III LCFF and Supp/Conc Grant (Fn 2495)
A9. Continue to provide 2 School Resource Officers to support needs of the District, school staffs and students.	District wide	☒ ALL ----- OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	\$331,833 LCFF Supp/Conc Grant (Res 0090)
A10. Continue to provide sites with LFA incentive funds to recognize and reward student progress and achievement to be spent according to the SPSA.	District wide	☒ ALL ----- OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	\$498,373 Lottery (Goal 1912)
A11. Possible implementation of restructuring of TK program.	District wide	☒ ALL ----- OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	\$TBD pending research and program LCFF Supp/Conc Grant

A12. Continue to provide an 8 hour School Safety Coordinator at each schools site.	District wide	☒ ALL ----- OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	\$902,173 LCFF Supp/Conc Grant (Res 0090)
A13. Possible implementation of Saturday school to improve attendance and suspensions.	District wide	☒ ALL ----- OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	\$TBD pending research and program LCFF Supp/Conc Grant
A14. Continue to fund Technology Instructional Aides.	District wide	☒ ALL ----- OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	\$110,257 LCFF Supp/Conc Grant (Res 0090 Dept. Site #714)
A15. Continue to provide behavior interventions, trainings and supports to address student discipline.	School wide	☒ ALL ----- OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	\$TBD pending research
A16. Possible implementation of funding Teacher in charge stipends.	District wide	☒ ALL ----- OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	\$TBD pending research
A17. Research and consider additional positions to support LCAP needs.		☒ ALL ----- OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	\$TBD pending research

GOAL:	All students in need will meet or exceed mastery in State standards by integrating 21 st Century Skills with Math, English Language Art, Science, Social Studies, and Physical Education.		Related State and/or Local Priorities: 1 <u>X</u> 2 <u>X</u> 3 <u>X</u> 4 <u>X</u> 5 <u>X</u> 6 <u>X</u> 7 <u>X</u> 8 <u>X</u> COE only: 9__ 10__ Local: Specify _____	
Identified Need:	-Students are engaged and confident learners -Students have options to explore new opportunities -Improve student, parent, and staff surveys results -Students go on to college and/or career path -Improved student attendance -Safe and orderly campuses			
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	English Language Learners		
LCAP Year 1: 2015-16				
Expected Annual Measurable Outcomes:	-Attendance -Suspension/expulsion rates -SBAC results -Redesignation rates -CELDT annual targets -District wide multiple measures -Career Portfolio completion -Report card scores -District wide parent involvement -Increased ELAC attendance			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
EL 1. Professional development and collaboration provided by support specialists to continue providing professional development on integrated and designated instruction aligned to common core standards.	District wide	__ALL ----- OR: __Low Income pupils X English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Support Spec. Sal & Bens \$712,372 Sub salaries \$588,813 all 5200 \$558,767 LCFF Supp/Conc Grant (Res 0090), Title I, Title II, & Title III	

EL 2. Consider moving Bilingual Aides from site directed position to district directed positions.	District wide	☐ ALL ----- OR: ☐ Low Income pupils ☒ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	\$366,390 LCFF Supp/Conc Grant (Res 0090)
EL 3. Research and consider 2 classified certified translators.	District wide	☐ ALL ----- OR: ☐ Low Income pupils ☒ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	\$87,132 LCFF Supp/Conc Grant (Res 0090)
EL 4. Provide funding to sites for use in supporting their student needs in purchasing English language development materials. (LCFF, Lottery, Title I).	District wide	☐ ALL ----- OR: ☐ Low Income pupils ☒ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	\$6,742,416 School Site Budgets (Res 0100, 0090, 1100, & 3010 includes carryover funds spent)
EL 5. ELD/ELA pilot and purchase.	District wide	☐ ALL ----- OR: ☐ Low Income pupils ☒ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	Estimated \$1,800,000 Other designation
EL 6. Consider EL Coaches. (4)	District wide	☐ ALL ----- OR: ☐ Low Income pupils ☒ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	\$480,810 LCFF Supp/Conc Grant (Res 0090)
EL 7. English classes for parents.	District wide and school wide	☐ ALL ----- OR: ☐ Low Income pupils ☒ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	\$25,000 LCFF Supp/Conc Grant (Res 0090)

EL 8. Research, revise and train all staff in Response to Intervention programs.	District wide and school wide	☐ ALL ----- OR: ☐ Low Income pupils ☒ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	\$TBD pending research (Title III)
EL 9. Ensure sites have access to research based intervention programs to meet the needs of at risk students.	District wide and school wide	☐ ALL ----- OR: ☐ Low Income pupils ☒ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	\$6,742,416 School Site Budgets (Res 0100, 0090, 1100, & 3010 includes carryover funds spent)
EL 10. Provide real world experiences through field trips aligned to CCSS and 21 st Century learning as well as VESD career curriculum.		☐ ALL ----- OR: ☐ Low Income pupils ☒ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	\$205,700 Res 0090 school sites High Desert Ops
EL 11. Continue to provide behavior interventions, trainings and supports to address student behavior.	School wide	☐ ALL ----- OR: ☐ Low Income pupils ☒ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	\$TBD pending research
EL 12. Research and consider additional positions to support LCAP needs.		☐ ALL ----- OR: ☐ Low Income pupils ☒ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	\$ TBD pending research

LCAP Year 2: 2016-17

Expected Annual
Measurable Outcomes:

- Attendance
- Suspension/expulsion rates
- SBAC results
- Redesignation rates
- CELDT annual targets
- District wide multiple measures
- Career Portfolio completion
- Report card scores
- District wide parent involvement

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
EL 1. Continue to provide professional development and collaboration provided by support specialists to continue providing professional development on integrated and designated instruction aligned to common core standards.	District wide	__ALL ----- OR: __Low Income pupils X English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Support Spec. Sal & Bens \$753,128 Sub salaries \$598,351 all 5200 \$558,767 LCFF Supp/Conc Grant (Res 0090), Title ,I Title II, & Title III
EL 2. Possibly move Bilingual Aides as District directed positions.	District wide	__ALL ----- OR: __Low Income pupils X English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$387,434 LCFF Supp/Conc Grant (Res 0090)
EL 3. Possibly fund classified certified translators. (2)	District wide	__ALL ----- OR: __Low Income pupils X English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$87,132 LCFF Supp/Conc Grant (Res 0090)

EL 4. Provide funding to sites for use in supporting their student needs in purchasing English language development materials. (LCFF, Lottery, Title I Title III)	District wide	☐ ALL ----- OR: ☐ Low Income pupils ☒ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	\$6,742,416 School Site Budgets (Res 0100, 0090, 1100, & 3010 includes carryover funds spent)
EL 5. Implement ELD/ELA curriculum.	District wide	☐ ALL ----- OR: ☐ Low Income pupils ☒ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	Estimated \$1,800,000 ELD Adoption
EL 6. Possibly fund additional EL Coaches. (4)	District wide	☐ ALL ----- OR: ☐ Low Income pupils ☒ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	\$503,161 LCFF Supp/Conc Grant (Res 0090)
EL 7. Continue English classes for parents.	District wide and school wide	☐ ALL ----- OR: ☐ Low Income pupils ☒ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	\$25,000 LCFF Supp/Conc Grant (Res 0090)
EL 8. Continue to revise and train all staff in Response to Intervention programs.	District wide and school wide	☐ ALL ----- OR: ☐ Low Income pupils ☒ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	\$TBD pending research (Title III)
EL 9. Continue to ensure sites have access to research based intervention programs to meet the needs of at risk students.	District wide and school wide	☐ ALL ----- OR: ☐ Low Income pupils ☒ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	\$6,742,416 School Site Budgets (Res 0100, 0090, 1100, & 3010 includes carryover funds spent)

EL 10. Provide real world experiences through field trips aligned to CCSS and 21 st Century learning as well as VESD career curriculum.		☐ ALL ----- OR: ☐ Low Income pupils ☒ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify) _____	\$205,700 Res 0090 school sites High Desert Ops
EL 11. Continue to provide behavior interventions, trainings and supports to address student behavior.	School wide	☐ ALL ----- OR: ☐ Low Income pupils ☒ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify) _____	\$TBD pending research
EL 12. Research and consider additional positions to support LCAP needs.		☐ ALL ----- OR: ☐ Low Income pupils ☒ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify) _____	\$ TBD pending research

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	-Attendance -Suspension/expulsion rates -SBAC results -Redesignation rates -CELDT annual targets -District wide multiple measures -Career Portfolio completion -Report card scores -District wide parent involvement -Increased ELAC attendance
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
EL 1. Continue to provide professional development and collaboration provided by support specialists to continue providing professional development on integrated and designated instruction aligned to common core standards.	District wide	__ALL ----- OR: __Low Income pupils X English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Support Spec. Sal & Bens \$786,457 Sub salaries \$607,887 all 5200 \$558,767 LCFF Supp/Con Grant (Res 0090), Title I, Title II, & Title III
EL 2. Possibly move Bilingual Aides as District directed positions.	District wide	__ALL ----- OR: __Low Income pupils X English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$399,355 LCFF Supp/Conc Grant (Res 0090)
EL 3. Possibly fund classified certified translators.	District wide	__ALL ----- OR: __Low Income pupils X English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$87,132 LCFF Supp/Conc Grant (Res 0090)
EL 4. Provide funding to sites for use in supporting their student needs in purchasing English language development materials. (LCFF, Lottery, Title I Title III)	District wide	__ALL ----- OR: __Low Income pupils X English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$6,742,416 School Site Budgets (Res 0100, 0090, 1100, & 3010 includes carryover funds spent)
EL 5. Implement ELD/ELA curriculum.	District wide	__ALL ----- OR: __Low Income pupils X English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No additional cost

EL 6. Possibly fund additional EL Coaches.	District wide	☐ ALL ----- OR: ☐ Low Income pupils ☒ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify) _____	\$520,204 LCFF Supp/Conc Grant (Res 0090)
EL 7. Continue English classes for parents.	District wide and school wide	☐ ALL ----- OR: ☐ Low Income pupils ☒ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify) _____	\$25,000 LCFF Supp/Conc Grant (Res 0090)
EL 8. Continue to revise and train all staff in Response to Intervention programs.	District wide and school wide	☐ ALL ----- OR: ☐ Low Income pupils ☒ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify) _____	\$TBD pending research (Title III)
EL 9. Continue to ensure sites have access to research based intervention programs to meet the needs of at risk students	District wide and school wide	☐ ALL ----- OR: ☐ Low Income pupils ☒ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify) _____	\$6,742,416 School Site Budgets (Res 0100, 0090, 1100, & 3010 includes carryover funds spent)
EL 10. Provide real world experiences through field trips aligned to CCSS and 21 st Century learning as well as VESD career curriculum.		☐ ALL ----- OR: ☐ Low Income pupils ☒ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify) _____	\$205,700 Res 0090 school sites High Desert Ops
EL 11. Continue to provide behavior interventions, trainings and supports to address student behavior.	School wide	☐ ALL ----- OR: ☐ Low Income pupils ☒ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify) _____	\$TBD pending research

EL 12. Research and consider additional positions to support LCAP needs.			__ALL ----- OR: __Low Income pupils __X English Learners __Foster Youth __Redesignated fluent English proficient __ Other Subgroups:(Specify)	\$ TBD pending research
GOAL:	All students in need will meet or exceed mastery in State standards by integrating 21 st Century Skills with Math, English Language Art, Science, Social Studies, and Physical Education.		Related State and/or Local Priorities: 1__X 2__X 3__X 4__X 5__X 6__X 7__X 8__X COE only: 9__ 10__ Local: Specify _____	
Identified Need:	-Students are engaged and confident learners -Students have options to explore new opportunities -Improve student, parent, and staff surveys results -Students go on to college and/or career path -Improved student attendance -Safe and orderly campuses			
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	Foster Youth		
LCAP Year 1: 2015-16				
Expected Annual Measurable Outcomes:	-Attendance -Suspension/expulsion rates -SBAC results -District wide multiple measures -Career Portfolio completion -Report card scores -District wide Foster parent involvement -Increased Foster committee attendance -Track and monitor counseling services provided to foster youth			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
FY 1. Provide targeted and responsive counseling and other social and emotional support to Foster Youth.	District wide	__ALL ----- OR: __Low Income pupils __English Learners X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$130,432 LCFF Supp/Conc (Res 0090)	

FY 2. Continue implementing the plan for Foster outreach with a county foster liaison, social workers and foster parents.	District wide	☐ ALL ----- OR: ☐ Low Income pupils ☐ English Learners ☒ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	No cost
FY 3. Continue focus on the following goals established by foster youth committee. a. Identify newly enrolled and current foster youth b. Develop a consistent mode of communication for students, teachers, agencies, and former/future districts involved with foster students c. Develop process of consistency with foster student ie. Minimizing in-district transiency, informing sites of previous placement, obtaining school records in a timely manner, and collaborating with neighboring districts d. Increase outreach to foster parents, non-foster siblings, and supporting school site training e. Offer training to staff and community members, expanding to neighboring districts	District wide	☐ ALL ----- OR: ☐ Low Income pupils ☐ English Learners ☒ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	\$10,000 LCFF Supp/Conc (Res 0090)
FY 4. Provide awareness for all staff on the needs of foster youth district wide.	District wide	☐ ALL ----- OR: ☐ Low Income pupils ☐ English Learners ☒ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	\$5,000 LCFF Supp/Conc (Res 0090)
FY 5. Provide surrogate parent training in order to address the need for educational right holders.	District wide	☐ ALL ----- OR: ☐ Low Income pupils ☐ English Learners ☒ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	\$500 LCFF Supp/Conc (Res 0090)

FY 6. Research and provide prof dev regarding foster youth.	District wide	☐ ALL ----- OR: ☐ Low Income pupils ☐ English Learners ☒ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	\$1,200 LCFF Supp/Conc (Res 0090)
FY 7. Provide real world experiences through field trips aligned to CCSS and 21 st Century learning as well as VESD career curriculum.	District wide	☐ ALL ----- OR: ☐ Low Income pupils ☐ English Learners ☒ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	\$205,700 Res 0090 school sites High Desert Ops
FY 8. Research, revise and train all staff in Response to Intervention programs.	District wide	☐ ALL ----- OR: ☐ Low Income pupils ☐ English Learners ☒ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	\$TBD pending research
FY 9. Ensure sites have access to research based intervention programs to meet the needs of at risk students.	District wide	☐ ALL ----- OR: ☐ Low Income pupils ☐ English Learners ☒ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	\$TBD pending research
FY 10. Support schools of choice and equity for all students through diverse offerings, quadrant busing, etc.		☐ ALL ----- OR: ☐ Low Income pupils ☐ English Learners ☒ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	\$2,675,408 LCFF Supp.Conc Grant (Res 0230)
FY 11. Continue to provide behavior interventions, trainings and supports to address student behavior.	School wide	☐ ALL ----- OR: ☐ Low Income pupils ☐ English Learners ☒ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	\$TBD pending research

FY 12. Research and consider additional positions to support LCAP needs.		__ALL ----- OR: __Low Income pupils __English Learners <u>X</u> Foster Youth __Redesignated fluent English proficient __ Other Subgroups:(Specify) _____	\$ TBD pending research
LCAP Year 2: 2016-17			
Expected Annual Measurable Outcomes:	-Attendance -Suspension/expulsion rates -SBAC results -District wide multiple measures -Career Portfolio completion -Report card scores -District wide Foster parent involvement -Increased Foster committee attendance -Track and monitor counseling services provided to foster youth		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
FY 1. Continue to provide targeted and responsive counseling and other social and emotional support to Foster Youth.	District wide	__ALL ----- OR: __Low Income pupils __English Learners <u>X</u> Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) _____	\$135,638 LCFF Supp/Conc (Res 0090)
FY 2. Continue implementing the plan for Foster outreach with a county foster liaison, social workers and foster parents.	District wide	__ALL ----- OR: __Low Income pupils __English Learners <u>X</u> Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) _____	No cost

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

FY 7. Provide real world experiences through field trips aligned to CCSS and 21 st Century learning as well as VESD career curriculum.	District wide	☐ ALL ----- OR: ☐ Low Income pupils ☐ English Learners ☒ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	\$205,700 Res 0090 school sites High Desert Ops
FY 8. Continue to train all staff in Response to Intervention programs.	District wide	☐ ALL ----- OR: ☐ Low Income pupils ☐ English Learners ☒ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	\$TBD pending research
FY 9. Ensure sites have access to research based intervention programs to meet the needs of at risk students.		☐ ALL ----- OR: ☐ Low Income pupils ☐ English Learners ☒ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	\$TBD pending research
FY 10. Support schools of choice and equity for all students through diverse offerings, quadrant busing, etc.		☐ ALL ----- OR: ☐ Low Income pupils ☐ English Learners ☒ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	\$2,907,520 LCFF Supp.Conc Grant (Res 0230)
FY 11. Continue to provide behavior interventions, trainings and supports to address student behavior.	School wide	☐ ALL ----- OR: ☐ Low Income pupils ☐ English Learners ☒ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	\$TBD pending research
FY 12. Research and consider additional positions to support LCAP needs.		☐ ALL ----- OR: ☐ Low Income pupils ☐ English Learners ☒ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	\$ TBD pending research

LCAP Year 3: 2017-18

LCAP Year 3: 2017-18			
Expected Annual Measurable Outcomes:	-Attendance -Suspension/expulsion rates -SBAC results -District wide multiple measures -Career Portfolio completion -Report card scores -District wide Foster parent involvement -Increased Foster committee attendance -Track and monitor counseling services provided to foster youth		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
FY 1. Continue to provide targeted and responsive counseling and other social and emotional support to Foster Youth.	District wide	__ALL ----- OR: __Low Income pupils __English Learners X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$143,342 LCFF Supp/Conc (Res 0090)
FY 2. Continue implementing the plan for Foster outreach with a county foster liaison, social workers and foster parents.	District wide	__ALL ----- OR: __Low Income pupils __English Learners X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No cost
FY 3. Continue focus on the following goals established by foster youth committee. a. Identify newly enrolled and current foster youth b. Develop a consistent mode of communication for students, teachers, agencies, and former/future districts involved with foster students c. Develop process of consistency with foster student ie. Minimizing in-district transiency, informing sites of previous placement, obtaining school records in a timely manner, and collaborating with neighboring districts d. Increase outreach to foster parents, non-foster siblings, and supporting school site training e. Offer training to staff and community members, expanding to neighboring districts	District wide	__ALL ----- OR: __Low Income pupils __English Learners X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$10,000 LCFF Supp/Conc (Res 0090)

FY 4. Continue to provide awareness for all staff on the needs of foster youth district wide.	District wide	☐ ALL ----- OR: ☐ Low Income pupils ☐ English Learners ☒ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	\$5,000 LCFF Supp/Conc (Res 0090)
FY 5. Continue to provide surrogate parent training in order to address the need for educational right holders.	District wide	☐ ALL ----- OR: ☐ Low Income pupils ☐ English Learners ☒ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	\$500 LCFF Supp/Conc (Res 0090)
FY 6. Provide professional development regarding foster youth.	District wide	☐ ALL ----- OR: ☐ Low Income pupils ☐ English Learners ☒ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	\$1,200 LCFF Supp/Conc (Res 0090)
FY 7. Provide real world experiences through field trips aligned to CCSS and 21 st Century learning as well as VESD career curriculum.	District wide	☐ ALL ----- OR: ☐ Low Income pupils ☐ English Learners ☒ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	\$205,700 Res 0090 school sites High Desert Ops
FY 8. Continue to train all staff in Response to Intervention programs.	District wide	☐ ALL ----- OR: ☐ Low Income pupils ☐ English Learners ☒ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	\$TBD pending research
FY 9. Ensure sites have access to research based intervention programs to meet the needs of at risk students.	District wide	☐ ALL ----- OR: ☐ Low Income pupils ☐ English Learners ☒ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	\$TBD pending research

FY 10. Support schools of choice and equity for all students through diverse offerings, quadrant busing, etc.		☐ ALL ----- OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify) _____	\$3,138,942 LCFF Supp.Conc Grant (Res 0230)
FY 11. Continue to provide behavior interventions, trainings and supports to address student behavior.	School wide	☐ ALL ----- OR: ☐ Low Income pupils ☐ English Learners ☒ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify) _____	\$ TBD pending research
FY 12. Research and consider additional positions to support LCAP needs.		☐ ALL ----- OR: ☐ Low Income pupils ☐ English Learners ☒ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Other Subgroups:(Specify) _____	\$ TBD pending research
GOAL:	All students in need will meet or exceed mastery in State standards by integrating 21 st Century Skills with Math, English Language Art, Science, Social Studies, and Physical Education.		Related State and/or Local Priorities: 1 ☒ 2 ☒ 3 ☒ 4 ☒ 5 ☒ 6 ☒ 7 ☒ 8 ☒ COE only: 9__ 10__ Local: Specify _____
Identified Need:	-Students are engaged and confident learners -Students have options to explore new opportunities -Improve student, parent, and staff surveys results -Students go on to college and/or career path -Improved student attendance -Safe and orderly campuses		
Goal Applies to:	Schools:	All	
	Applicable Pupil Subgroups:	Low income	
LCAP Year 1: 2015-16			
Expected Annual Measurable Outcomes:	-Attendance -Suspension/expulsion rates -SBAC results -District wide multiple measures -Career Portfolio completion		

-Report card scores			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
LI 1. Provide site directed funds to support targeted intervention support as recognized in site plans (SPSA).	School wide	☐ ALL ----- OR: ☒ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	\$6,742,416 School Site Budgets (Res 0100, 0090, 1100, & 3010 includes carryover funds spent)
LI 2. Support afterschool programs.	District wide and school wide	☐ ALL ----- OR: ☒ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	\$1,265,681 ASES Grant (Res 6010) Matching funds \$417,675
LI 3. Support schools of choice and equity for all students through diverse offerings, quadrant busing, etc.	District wide	☐ ALL ----- OR: ☒ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	\$2,675,408 LCFF Supp/Conc Grant (Res 0230)
LI 4. Six Support Specialist are available to provide support and training for all teachers including new teacher training, both inside and outside of the classroom.	District wide	☐ ALL ----- OR: ☒ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	\$712,372 (Res 0090, 3010, 4035, 4203)
LI 5. Research, revise and train all staff in Response to Intervention programs.	District wide and school wide	☐ ALL ----- OR: ☒ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	\$TBD pending research

LI 6. Site based parent training and outreach.	School wide	☐ ALL ----- OR: ☒ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	\$46,558 Title I, III LCFF and Supp/Conc Grant Fn 2495
LI 7. Ensure sites have access to research based intervention programs to meet the needs of at risk students.	School wide	☐ ALL ----- OR: ☒ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	\$TBD pending research
LI 8. VESD provides breakfast and lunch through the National School Lunch program.	District wide	☐ ALL ----- OR: ☒ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	\$5,953,912 Fund 13
LI 9. Provide real world experiences through field trips aligned to CCSS and 21 st Century learning as well as VESD career curriculum.	School wide	☐ ALL ----- OR: ☒ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	\$205,700 Res 0090 school sites High Desert Ops
LI 10. Continue to provide behavior interventions, trainings and supports to address student discipline.	School wide	☐ ALL ----- OR: ☒ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	\$TBD pending research

LI 11. Research and consider additional positions to support LCAP needs.		☐ ALL ----- OR: ☒ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify) _____	\$ TBD pending research
LCAP Year 2: 2016-17			
Expected Annual Measurable Outcomes:	-Attendance -Suspension/expulsion rates -SBAC results -District wide multiple measures -Career Portfolio completion -Report card scores		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
LI 1. Continue to provide site directed funds to support targeted intervention support as recognized in site plans (SPSA).	School wide	☐ ALL ----- OR: ☒ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify) _____	\$6,742,416 School Site Budgets (Res 0100, 0090, 1100, & 3010 includes carryover funds spent)
LI 2. Continue to support afterschool programs.	District wide and school wide	☐ ALL ----- OR: ☒ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify) _____	\$1,265,681 ASES Grant (Res 6010) Matching funds \$417,675
LI 3. Continue to support schools of choice and equity for all students through diverse offerings, quadrant busing, etc.	District wide	☐ ALL ----- OR: ☒ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify) _____	\$2,907,520 LCFF Supp.Conc Grant (Res 0230)

LI 4. Continue to provide six Support Specialists to support and train all teachers including new teacher training, both inside and outside of the classroom.	District wide	☐ ALL ----- OR: ☒ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	\$753,128 (Res 0090, 3010, 4035, 4203)
LI 5. Continue to train all staff in Response to Intervention programs.	District wide and school wide	☐ ALL ----- OR: ☒ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	\$TBD pending research
LI 6. Continue site based parent training and outreach.	School wide	☐ ALL ----- OR: ☒ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	\$46,558 Title I, III LCFF and Supp/Conc Grant Fn 2495
LI 7. Continue to ensure sites have access to research based intervention programs to meet the needs of at risk students.	School wide	☐ ALL ----- OR: ☒ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	\$TBD pending research
LI 8. Continue to provide breakfast and lunch through the National School Lunch program.	District wide	☐ ALL ----- OR: ☒ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	\$5,953,912 Fund 13
LI 9. Continue to provide real world experiences through field trips aligned to CCSS and 21 st Century learning as well as VESD career curriculum.	School wide	☐ ALL ----- OR: ☒ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	\$205,700 Res 0090 school sites High Desert Ops

LI 10. Continue to provide behavior interventions, trainings and supports to address student behavior.	School wide	☐ ALL ----- OR: ☒ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	\$TBD pending research
LI 11. Research and consider additional positions to support LCAP needs.		☐ ALL ----- OR: ☒ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Other Subgroups:(Specify)_____	\$ TBD pending research
LCAP Year 3: 2017-18			
Expected Annual Measurable Outcomes:	-Attendance -Suspension/expulsion rates -SBAC results -District wide multiple measures -Career Portfolio completion -Report card scores		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
LI 1. Continue to provide site directed funds to support targeted intervention support as recognized in site plans (SPSA).	School wide	☐ ALL ----- OR: ☒ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	\$6,742,416 School Site Budgets (Res 0100, 0090, 1100, & 3010 includes carryover funds spent)
LI 2. Continue to support afterschool programs.	District wide and school wide	☐ ALL ----- OR: ☒ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	\$1,265,681 ASES Grant (Res 6010) Matching funds \$417,675

LI 3. Continue to support schools of choice and equity for all students through diverse offerings, quadrant busing, etc.	District wide	☐ ALL ----- OR: ☒ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	\$3,138,942 LCFF Supp.Conc Grant (Res 0230)
LI 4. Continue to provide six Support Specialists to support and train all teachers including new teacher training, both inside and outside of the classroom.	District wide	☐ ALL ----- OR: ☒ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	\$786,457 (Res 0090, 3010, 4035, 4203)
LI 5. Continue to train all staff in Response to Intervention programs.	District wide and school wide	☐ ALL ----- OR: ☒ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	\$TBD pending research
LI 6. Continue site based parent training and outreach.	School wide	☐ ALL ----- OR: ☒ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	\$46,558 Title I, III LCFF and Supp/Conc Grant Fn 2495
LI 7. Continue to ensure sites have access to research based intervention programs to meet the needs of at risk students.	School wide	☐ ALL ----- OR: ☒ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	\$TBD pending research

LI 8. Continue to provide breakfast and lunch through the National School Lunch program.	District wide	☐ ALL ----- OR: ☒ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify) _____	\$5,953,912 Fund 13
LI 9. Continue to provide real world experiences through field trips aligned to CCSS and 21 st Century learning as well as VESD career curriculum.	School wide	☐ ALL ----- OR: ☒ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify) _____	\$205,700 Res 0090 school sites High Desert Ops
LI 10. Continue to provide behavior interventions, trainings and supports to address student behavior.	School wide	☐ ALL ----- OR: ☒ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify) _____	\$TBD pending research
LI 11. Research and consider additional positions to support LCAP needs.		☐ ALL ----- OR: ☒ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify) _____	\$TBD pending research
GOAL:	All students in need will meet or exceed mastery in State standards by integrating 21 st Century Skills with Math, English Language Art, Science, Social Studies, and Physical Education.		Related State and/or Local Priorities: 1 ☒ 2 ☒ 3 ☒ 4 ☒ 5 ☒ 6 ☒ 7 ☒ 8 ☒ COE only: 9__ 10__ Local: Specify _____
Identified Need:	-Students are engaged and confident learners -Students have options to explore new opportunities -Improve student, parent, and staff surveys results -Students go on to college and/or career path -Improved student attendance -Safe and orderly campuses		
Goal Applies to:	Schools:	All	
	Applicable Pupil Subgroups:	African American	

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	-Attendance -Suspension/expulsion rates -SBAC results -District wide multiple measures -Career Portfolio completion -Report card scores		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
AA 1. Support schools of choice and equity for all students through diverse offerings, quadrant busing, etc.	District wide	__ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __ Other Subgroups:(Specify) <u>African American</u>	\$2,675,408 LCFF Supp.Conc Grant (Res 0230)
AA 2. Research, revise and train all staff in Response to Intervention programs.	District wide	__ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __ Other Subgroups:(Specify) <u>African American</u>	\$TBD pending research
AA 3. Site based parent training and outreach.	School wide	__ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __ Other Subgroups:(Specify) <u>African American</u>	\$46,558 Title I, III LCFF and Supp/Conc Grant Fn 2495
AA 4. Ensure sites have access to research based intervention programs to meet the needs of at risk students.	District wide	__ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __ Other Subgroups:(Specify) <u>African American</u>	\$TBD pending research

AA 5. Provide behavior interventions, trainings and supports to address student behavior.	School wide	☐ ALL ----- OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify) <u>African American</u>	\$TBD pending research
AA 6. Provide real world experiences through field trips aligned to CCSS and 21 st Century learning as well as VESD career curriculum.	School wide	☐ ALL ----- OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify) <u>African American</u>	\$205,700 Res 0090 school sites High Desert Ops
AA 7. District wide parent training and outreach to dialogue and establish goals.	District wide	☐ ALL ----- OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify) <u>African American</u>	\$2,500 LCFF and Supp/Conc Grant (res 0090)
AA 8. Research and consider additional positions to support LCAP needs.		☐ ALL ----- OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify) <u>African American</u>	\$TBD pending research

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	-Attendance -Suspension/expulsion rates -SBAC results -District wide multiple measures -Career Portfolio completion -Report card scores
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
AA 1. Continue to support schools of choice and equity for all students through diverse offerings, quadrant busing, etc.	District wide	☐ ALL ----- OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify) <u>African American</u>	\$2,907,520 LCFF Supp.Conc Grant (Res 0230)
AA 2. Continue to train all staff in Response to Intervention programs.	District wide	☐ ALL ----- OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify) <u>African American</u>	\$TBD pending research
AA 3. Continue to provide site based parent training and outreach.	School wide	☐ ALL ----- OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify) <u>African American</u>	\$46,558 Title I, III LCFF and Supp/Conc Grant Fn 2495
AA 4. Continue to ensure sites have access to research based intervention programs to meet the needs of at risk students.	District wide	☐ ALL ----- OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify) <u>African American</u>	\$TBD pending research
AA 5. Continue to provide behavior interventions, trainings and supports to address student behavior.	School wide	☐ ALL ----- OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify) <u>African American</u>	\$TBD pending research

AA 6. Continue to provide real world experiences through field trips aligned to CCSS and 21 st Century learning as well as VESD career curriculum.	School wide	☐ ALL ----- OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify) <u>African American</u>	\$205,700 Res 0090 school sites High Desert Ops
AA 7. Continue to provide district wide parent training and outreach to dialogue and establish goals.	District wide	☐ ALL ----- OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify) <u>African American</u>	\$2,500 LCFF and Supp/Conc Grant (res 0090)
AA 8. Research and consider additional positions to support LCAP needs.		☐ ALL ----- OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify) <u>African American</u>	\$TBD pending research
LCAP Year 3: 2017-18			
Expected Annual Measurable Outcomes:	-Attendance -Suspension/expulsion rates -SBAC results -District wide multiple measures -Career Portfolio completion -Report card scores		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
AA 1. Continue to support schools of choice and equity for all students through diverse offerings, quadrant busing, etc.	District wide	☐ ALL ----- OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify) <u>African American</u>	\$3,138,942 LCFF Supp.Conc Grant (Res 0230)

AA 2. Continue to train all staff in Response to Intervention programs.	District wide	☐ ALL ----- OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify) <u>African American</u>	\$TBD pending research
AA 3. Continue to provide site based parent training and outreach.	School wide	☐ ALL ----- OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify) <u>African American</u>	\$46,558 Title I, III LCFF and Supp/Conc Grant Fn 2495
AA 4. Continue to ensure sites have access to research based intervention programs to meet the needs of at risk students.	District wide	☐ ALL ----- OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify) <u>African American</u>	\$TBD pending research
AA 5. Continue to provide behavior interventions, trainings and supports to address student behavior.	School wide	☐ ALL ----- OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify) <u>African American</u>	\$TBD pending research
AA 6. Continue to provide real world experiences through field trips aligned to CCSS and 21 st Century learning as well as VESD career curriculum.	School wide	☐ ALL ----- OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify) <u>African American</u>	\$205,700 Res 0090 school sites High Desert Ops

AA 7. Continue to provide district wide parent training and outreach to dialogue and establish goals.	District wide	☐ ALL ----- OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify) <u>African American</u>	\$2,500 LCFF and Supp/Conc Grant (res 0090)
AA 8. Research and consider additional positions to support LCAP needs.		☐ ALL ----- OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify) <u>African American</u>	\$TBD pending research
GOAL:	All students in need will meet or exceed mastery in State standards by integrating 21 st Century Skills with Math, English Language Art, Science, Social Studies, and Physical Education.		Related State and/or Local Priorities: 1 <u>X</u> 2 <u>X</u> 3 <u>X</u> 4 <u>X</u> 5 <u>X</u> 6 <u>X</u> 7 <u>X</u> 8 <u>X</u> COE only: 9__ 10__ Local: Specify _____
Identified Need:	-Students are engaged and confident learners -Students have options to explore new opportunities -Improve student, parent, and staff surveys results -Students go on to college and/or career path -Improved student attendance -Safe and orderly campuses		
Goal Applies to:	Schools:	All	
	Applicable Pupil Subgroups:	Special Education	
LCAP Year 1: 2015-16			
Expected Annual Measurable Outcomes:	-Attendance -Suspension/expulsion rates -SBAC results -District wide multiple measures		

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

SE 6. Research, revise and train all staff in Response to Intervention programs.	District wide	☐ ALL ----- OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify) <u>Special Education</u>	\$TBD pending research
SE 7. Provide professional development for special education teachers and special education instructional aides.	District wide	☐ ALL ----- OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify) <u>Special Education</u>	\$61,116 LCFF Base Grant and Sp. Ed Funding
SE 8. Ensure sites have access to research based intervention programs to meet the needs of at risk students.	District wide	☐ ALL ----- OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify) <u>Special Education</u>	\$TBD pending research
SE 9. Provide behavior interventions, trainings and supports to address student behavior.	District wide	☐ ALL ----- OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify) <u>Special Education</u>	\$TBD pending research
SE 10. Research and consider additional positions to support LCAP needs.		☐ ALL ----- OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify) <u>Special Education</u>	\$TBD pending research

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	-Attendance -Suspension/expulsion rates -SBAC results -District wide multiple measures
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
SE 1. Utilize needs assessment based on feedback from SP Ed Staff.	District wide	__ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __ Other Subgroups:(Specify) <u>Special Education</u>	\$38,302 LCFF Base Grant and Sp. Ed Funding
SE 2. Continue to monitor manifestation determination outcome for special needs students.	District wide	__ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __ Other Subgroups:(Specify) <u>Special Education</u>	\$10,000 LCFF Base Grant and Sp. Ed Funding
SE 3. Continue to train and increase the average amount of time disabled students spend with non-disabled peers in least restrictive environment.	District wide	__ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __ Other Subgroups:(Specify) <u>Special Education</u>	\$2,500 LCFF Base Grant and Sp. Ed Funding
SE 4. Utilize data on preschool special education population to develop a support plan.	District wide	__ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __ Other Subgroups:(Specify) <u>Special Education</u>	\$TBD pending research
SE 5. Possibly provide Special Ed preschool on the west side.	District wide	__ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __ Other Subgroups:(Specify) <u>Special Education</u>	\$TBD pending research

SE 6. Continue to train all staff in Response to Intervention programs.	District wide	☐ ALL ----- OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify) <u>Special Education</u>	\$TBD pending research
SE 7. Continue to provide professional development for special education teachers and special education instructional aides.	District wide	☐ ALL ----- OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify) <u>Special Education</u>	\$61,782 LCFF Base Grant and Sp. Ed Funding
SE 8. Continue to ensure sites have access to research based intervention programs to meet the needs of at risk students.	District wide	☐ ALL ----- OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify) <u>Special Education</u>	\$TBD pending research
SE 9. Continue to provide behavior interventions, trainings and supports to address student discipline.	District wide	☐ ALL ----- OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify) <u>Special Education</u>	\$TBD pending research
SE 10. Research and consider additional positions to support LCAP needs.		☐ ALL ----- OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify) <u>Special Education</u>	\$TBD pending research

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	-Attendance -Suspension/expulsion rates -SBAC results -District wide multiple measures		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
SE 1. Utilize needs assessment based on feedback from SP Ed Staff.	District wide	__ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __ Other Subgroups:(Specify) <u>Special Education</u>	\$38,912 LCFF Base Grant and Sp. Ed Funding
SE 2. Continue to monitor manifestation determination outcome for special needs students.	District wide	__ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __ Other Subgroups:(Specify) <u>Special Education</u>	\$10,000 LCFF Base Grant and Sp. Ed Funding
SE 3. Continue to train and increase the average amount of time disabled students spend with non-disabled peers in least restrictive environment.	District wide	__ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __ Other Subgroups:(Specify) <u>Special Education</u>	\$2,500 LCFF Base Grant and Sp. Ed Funding
SE 4. Utilize data on preschool special education population to develop a support plan.	District wide	__ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __ Other Subgroups:(Specify) <u>Special Education</u>	\$TBD pending research

SE 5. Possibly provide Special Ed preschool on the west side.	District wide	☐ ALL ----- OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify) <u>Special Education</u>	\$TBD pending research
SE 6. Continue to train all staff in Response to Intervention programs.	District wide	☐ ALL ----- OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify) <u>Special Education</u>	\$TBD pending research
SE 7. Continue to provide professional development for special education teachers and special education instructional aides.	District wide	☐ ALL ----- OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify) <u>Special Education</u>	\$62,448 LCFF Base Grant and Sp. Ed Funding
SE 8. Continue to ensure sites have access to research based intervention programs to meet the needs of at risk students.	District wide	☐ ALL ----- OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify) <u>Special Education</u>	\$TBD pending research
SE 9. Continue to provide behavior interventions, trainings and supports to address student behavior.	District wide	☐ ALL ----- OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify) <u>Special Education</u>	\$TBD pending research

SE 10. Research and consider additional positions to support LCAP needs.			__ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __ Other Subgroups:(Specify) <u>Special Education</u>	\$TBD pending research
GOAL:	All students in need will meet or exceed mastery in State standards by integrating 21 st Century Skills with Math, English Language Art, Science, Social Studies, and Physical Education.		Related State and/or Local Priorities: 1 <u>X</u> 2 <u>X</u> 3 <u>X</u> 4 <u>X</u> 5 <u>X</u> 6 <u>X</u> 7 <u>X</u> 8 <u>X</u> COE only: 9__ 10__ Local: Specify _____	
Identified Need:	-Students are engaged and confident learners -Students have options to explore new opportunities -Improve student, parent, and staff surveys results -Students go on to college and/or career path -Improved student attendance -Safe and orderly campuses			
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	GATE		
LCAP Year 1: 2015-16				
Expected Annual Measurable Outcomes:	-Attendance -Suspension/expulsion rates -SBAC results -District wide multiple measures -Career Portfolio completion -Report card scores -Sufficient # of teachers GATE certified			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
GT 1. Provide training for GATE Certification.	District wide	__ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __ Other Subgroups:(Specify) <u>GATE</u>	\$14,500 LCFF Supp/Conc Grant (Res 0090)	

GT 2. Analyze and revise GATE identification process.	District wide	☐ ALL ----- OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify) <u>GATE</u>	\$2,500 LCFF Supp/conc Grant (Res 0090)
GT 3. Establish a GATE committee.	District wide	☐ ALL ----- OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify) <u>GATE</u>	\$2,500 LCFF Supp/conc Grant (Res 0090)
GT 4. Develop and pilot a GATE individualized education plan.	District wide	☐ ALL ----- OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify) <u>GATE</u>	\$15,000 LCFF Supp/conc Grant (Res 0090)
GT 5. Continue to provide behavior interventions, trainings and supports to address student behavior.	District wide	☐ ALL ----- OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify) <u>GATE</u>	\$TBD pending research
GT 6. Research and consider additional positions to support LCAP needs.	District wide	☐ ALL ----- OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify) <u>GATE</u>	\$TBD pending research
LCAP Year 2: 2016-17			
Expected Annual Measurable Outcomes:	-Attendance -Suspension/expulsion rates -SBAC results -District wide multiple measures -Career Portfolio completion		

	-Report card scores -Sufficient # of teachers GATE certified		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
GT 1. Continue to provide training for GATE Certification.	District wide	__ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __ Other Subgroups:(Specify) <u>GATE</u>	\$14,500 LCFF Supp/Conc Grant (Res 0090)
GT 2. Implement GATE identification process.	District wide	__ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __ Other Subgroups:(Specify) <u>GATE</u>	\$2,500 LCFF Supp/conc Grant (Res 0090)
GT 3. Continue work with GATE committee.	District wide	__ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __ Other Subgroups:(Specify) <u>GATE</u>	\$2,500 LCFF Supp/conc Grant (Res 0090)
GT 4. Monitor GATE individualized education plan.	District wide	__ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __ Other Subgroups:(Specify) <u>GATE</u>	\$15,000 LCFF Supp/conc Grant (Res 0090)
GT 5. Continue to provide behavior interventions, trainings and supports to address student behavior.	District wide	__ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __ Other Subgroups:(Specify) <u>GATE</u>	\$TBD pending research

GT 6. Research and consider additional positions to support LCAP needs.	District wide	__ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __ Other Subgroups:(Specify) <u>GATE</u>	\$TBD pending research
LCAP Year 3: 2017-18			
Expected Annual Measurable Outcomes:	-Attendance -Suspension/expulsion rates -SBAC results -District wide multiple measures -Career Portfolio completion -Report card scores -Sufficient # of teachers GATE certified		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
GT 1. Continue to provide training for GATE Certification.	District wide	__ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __ Other Subgroups:(Specify) <u>GATE</u>	\$14,500 LCFF Supp/Conc Grant (Res 0090)
GT 2. Implement GATE identification process.	District wide	__ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __ Other Subgroups:(Specify) <u>GATE</u>	\$2,500 LCFF Supp/conc Grant (Res 0090)
GT 3. Continue work with GATE committee.	District wide	__ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __ Other Subgroups:(Specify) <u>GATE</u>	\$2,500 LCFF Supp/conc Grant (Res 0090)

GT 4. Monitor GATE individualized education plan.	District wide	☐ ALL ----- OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify) <u>GATE</u>	\$15,000 LCFF Supp/conc Grant (Res 0090)
GT 5. Continue to provide behavior interventions, trainings and supports to address student behavior.	District wide	☐ ALL ----- OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify) <u>GATE</u>	\$TBD pending research
GT 6. Research and consider additional positions to support LCAP needs	District wide	☐ ALL ----- OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify) <u>GATE</u>	\$TBD pending research
GOAL:	All Students will receive instruction and support by highly qualified staff who have received professional development as defined in Local Educational Agency Plan, school site plans, Title III, Technology Plan and LCAP.		Related State and/or Local Priorities: 1 ☒ 2 ☐ 3 ☐ 4 ☒ 5 ☒ 6 ☒ 7 ☐ 8 ☐ COE only: 9 ☐ 10 ☐ Local: Specify _____
Identified Need:	-Students are engaged and confident learners -Students have options to explore new opportunities -Improve student, parent, and staff surveys results -Students go on to college and/or career path -Improved student attendance -Safe and orderly campuses		
Goal Applies to:	Schools:	All	
	Applicable Pupil Subgroups:	All	
LCAP Year 1: 2015-16			
Expected Annual Measurable Outcomes:	-Attendance -Suspension/expulsion rates -SBAC results -District wide multiple measures -Career Portfolio completion -Quality Check Survey about tools and training		

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
PD 1. Increase Support Specialists from 4 to 6.	District wide	<u>X</u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$712,372 LCFF Supp/Conc Grant (Res 0090) Title I and Title II and Title III
PD 2. Provide up to 5 days of training for all Certificated staff in 2015-16.	District wide	<u>X</u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$1,253,835 LCFF Supp/Conc Grant (Res 0090)
PD 3. Various training for Classified staff including additional 6 hours paid for online training.	District wide	<u>X</u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$16,430 LCFF Supp/Conc Grant (Res 0090)
PD 4. Provide all training as stated in LEA plan, Title III, SPSA, technology plan and LCAP to include Write from the Beginning, Thinking Maps, Singapore Math, Kagen, AVID, GATE, integrated and designated instruction, technology in the classroom training, PBIS, and any training specific to SPSA.	District wide	<u>X</u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$1,124,497 LCFF Supp/conc Grant, Title I, Title II, Title III.
PD 5. Provide weekly collaboration time for certificated staff with one Friday a month dedicated to district provided professional development.	District wide and school wide	<u>X</u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$3,761,505 LCFF Supp/Conc Grant (Res 0090)

PD 6. BTSA	District wide	<u>X</u> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	\$114,210 LCFF Supp/Conc Grant (Res 0280)
LCAP Year 2: 2016-17			
Expected Annual Measurable Outcomes:	-Attendance -Suspension/expulsion rates -SBAC results -District wide multiple measures -Career Portfolio completion -Quality Check Survey about tools and training		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
PD 1. Continue to fund 6 Support Specialists.	District wide	<u>X</u> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	\$753,128 LCFF Supp/Conc Grant (Res 0090) Title I and Title II and Title III
PD 2. Continue to provide up to 5 days of training for all Certificated staff in 2015-16.	District wide	<u>X</u> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	\$1,294,617 LCFF Supp/Conc Grant (Res 0090)
PD 3. Continue to offer various training for Classified staff including additional 6 hours paid for online training.	District wide	<u>X</u> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	\$16,999 LCFF Supp/Conc Grant (Res 0090)

PD 4. Continue to provide all training as stated in LEA plan, Title III, SPSA, technology plan and LCAP .	District wide	<u>X</u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$1,133,442 LCFF Supp/conc Grant, Title I, Title II, Title III.
PD 5. Continue to provide weekly collaboration time for certificated staff with one Friday a month dedicated to district provided professional development.	District wide and school wide	<u>X</u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$3,883,849 LCFF Supp/Conc Grant (Res 0090)
PD 6. Continue to fund BTSA.	District wide	<u>X</u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$116,060 LCFF Supp/Conc Grant (Res 0280)
LCAP Year 3: 2017-18			
Expected Annual Measurable Outcomes:	-Attendance -Suspension/expulsion rates -SBAC results -District wide multiple measures -Career Portfolio completion -Quality Check Survey about tools and training		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
PD 1. Continue to fund 6 Support Specialists.	District wide	<u>X</u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$786,457 LCFF Supp/Conc Grant (Res 0090) Title I and Title II and Title III

PD 2. Continue to provide up to 5 days of training for all Certificated staff in 2015-16.	District wide	<u>X</u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$1,332,419 LCFF Supp/Conc Grant (Res 0090)
PD 3. Continue to offer various training for Classified staff including additional 6 hours paid for online training.	District wide	<u>X</u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$17,454 LCFF Supp/Conc Grant (Res 0090)
PD 4. Continue to provide all training as stated in LEA plan, Title III, SPSA, technology plan and LCAP.	District wide	<u>X</u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$1,142,387 LCFF Supp/conc Grant, Title I, Title II, Title III.
PD 5. Continue to provide weekly collaboration time for certificated staff with one Friday a month dedicated to district provided professional development.	District wide and school wide	<u>X</u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$3,997,257 LCFF Supp/Conc Grant (Res 0090)
PD 6. Continue to fund BTSAR	District wide	<u>X</u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$117,910 LCFF Supp/Conc Grant (Res 0280)
GOAL:	VESD will provide opportunities and possibilities that support the success of all students and the adults that support them through communication outreach and training and relationship building.		Related State and/or Local Priorities: 1__ 2__ 3_ <u>X</u> 4__ 5_ <u>X</u> 6_ <u>X</u> 7_ <u>X</u> 8__ COE only: 9__ 10__ Local: Specify _____

Identified Need:	-Students are engaged and confident learners -Students have options to explore new opportunities -Improve student, parent, and staff surveys results -Students go on to college and/or career path -Improved student attendance -Safe and orderly campuses		
Goal Applies to:	Schools:	All	
	Applicable Pupil Subgroups:	All	
LCAP Year 1: 2015-16			
Expected Annual Measurable Outcomes:	-Attendance -Suspension/expulsion rates -SBAC results -District wide multiple measures -Improved parent survey result -Improved parent involvement in LFA		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
SS 1. Community outreach (Public health, mental health, etc.)	District wide	<u>X</u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$45,200 LCFF Supp/Conc Grant (Res 0090)
SS 2. Public information officer.	District wide	<u>X</u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$52,237 LCFF Supp/Conc Grant (Res 0090)
SS 3. Continue to build and convene DAC, QW & BAC.	District wide	<u>X</u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$21,287 LCFF Supp/Conc Grant (Res 0090 Dept. Site #717)

SS 4. Principal training (Enneagram) To include parent outreach and parent needs analysis in SPSA.	District wide	<u>X</u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$7,200 LCFF Supp/Conc Grant (Res 0090)
SS 5. CAPE application process.	District wide	<u>X</u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$30,000 LCFF Supp/Conc Grant (Res 0090)
SS 6. Develop above and beyond list stipends for work done to benefit unduplicated students as supported by supplemental and concentration grants.	District wide	<u>X</u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$TBD pending research
SS 7. Provide a TOA/Leadership Development position for all high needs schools with over 1000 students.	District wide	<u>X</u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$262,400 LCFF Supp/Conc Grant (Res 0090)
SS 8. Parent Project and Love and Logic.	District wide and school wide	<u>X</u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$9,610
SS 9. Consider 4 certificated schools administrative positions to assist principals, students and staff.	District wide	<u>X</u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$500,131 LCFF Supp/Conc Grant (Res 0090)

LCAP Year 2: 2016-17

LCAP Year 2: 2016-17			
Expected Annual Measurable Outcomes:	-Attendance -Suspension/expulsion rates -SBAC results -District wide multiple measures - Improved parent survey results		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
SS 1. Continue to grow community outreach (Public health, mental health, etc.)	District wide	X ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) _____	\$45,200 LCFF Supp/Conc Grant (Res 0090)
SS 2. Continue to fund Public information officer.	District wide	X ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) _____	\$52,237 LCFF Supp/Conc Grant (Res 0090)
SS 3. Continue to build and convene DAC, QW & BAC.	District wide	X ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) _____	\$21,287 LCFF Supp/Conc Grant (Res 0090 Dept. Site #717)
SS 4. Continue to provide Principal training (Enneagram.) To support parent outreach and parent needs analysis in SPSA.	District wide	X ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) _____	\$7,200 LCFF Supp/Conc Grant (Res 0090)

SS 5. Use feedback from CAPE process to improve systems.	District wide	☒ ALL ----- OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	No cost
SS 6. Continue to review and fund above and beyond list stipends for work done to benefit unduplicated students as supported by supplemental and concentration grants.	District wide	☒ ALL ----- OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	\$TBD pending research
SS 7. Continue to provide a TOA/Leadership Development position for all high needs schools with over 1000 students.	District wide	☒ ALL ----- OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	\$272,834 LCFF Supp/Conc Grant (Res 0090)
SS 8. Parent Project and Love and Logic.	District wide and school wide	☒ ALL ----- OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	\$9,610
SS 9. Consider 4 certificated schools administrative positions to assist principals, students and staff.	District wide	☒ ALL ----- OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	\$542,153 LCFF Supp/Conc Grant (Res 0090)
LCAP Year 3: 2017-18			
Expected Annual Measurable Outcomes:	-Attendance -Suspension/expulsion rates -SBAC results -District wide multiple measures - Improved parent survey results		

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
SS 1. Continue to grow community outreach (Public health, mental health, etc.)	District wide	<u>X</u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$45,200 LCFF Supp/Conc Grant (Res 0090)
SS 2. Continue to fund Public information officer.	District wide	<u>X</u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$52,237 LCFF Supp/Conc Grant (Res 0090)
SS 3. Continue to build and convene DAC, QW & BAC.	District wide	<u>X</u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$21,287 LCFF Supp/Conc Grant (Res 0090 Dept. Site #717)
SS 4. Continue to provide Principal training (Enneagram.) To support parent outreach and parent needs analysis in SPSA.	District wide	<u>X</u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$7,200 LCFF Supp/Conc Grant (Res 0090)
SS 5. Use feedback from CAPE process to improve systems.	District wide	<u>X</u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No cost

SS 6. Continue to review and fund above and beyond list stipends for work done to benefit unduplicated students as supported by supplemental and concentration grants.	District wide	<u>X</u> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	\$TBD pending research
SS 7. Continue to provide a TOA/Leadership Development position for all high needs schools with over 1000 students.	District wide	<u>X</u> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	\$280,546 LCFF Supp/Conc Grant (Res 0090)
SS 8. Parent Project and Love and Logic.	District wide and school wide	<u>X</u> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	\$9,610
SS 9. Consider 4 certificated schools administrative positions to assist principals, students and staff.	District wide	<u>X</u> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	\$557,520 LCFF Supp/Conc Grant (Res 0090)

Annual Update

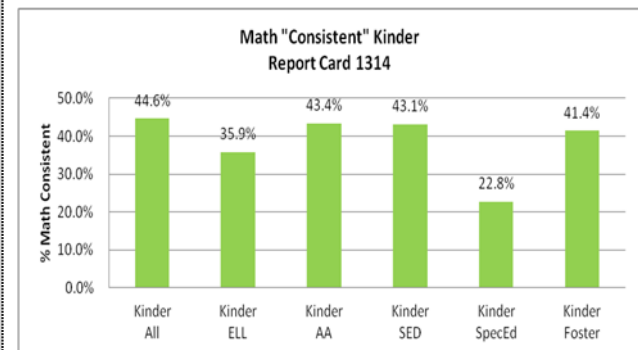
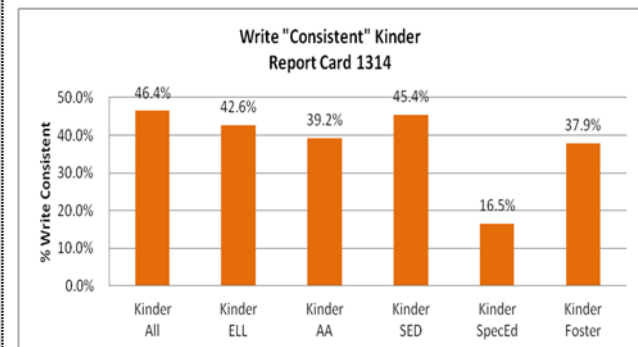
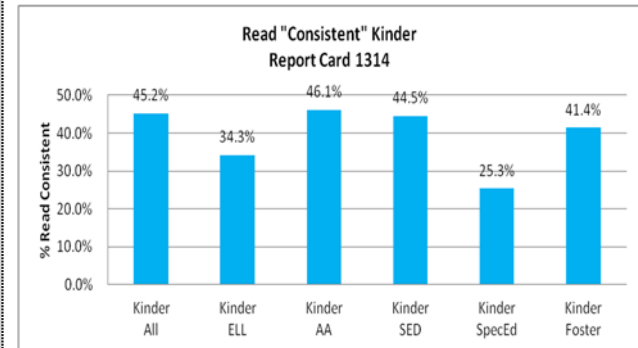
Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions.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

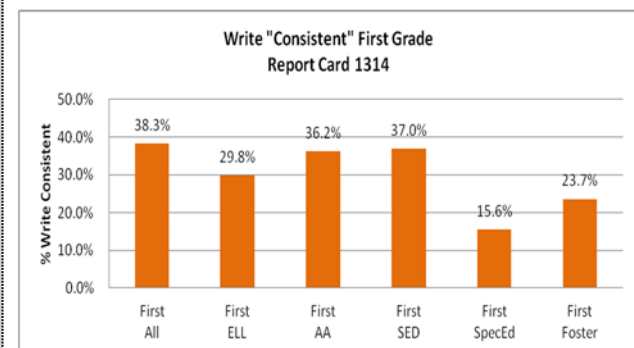
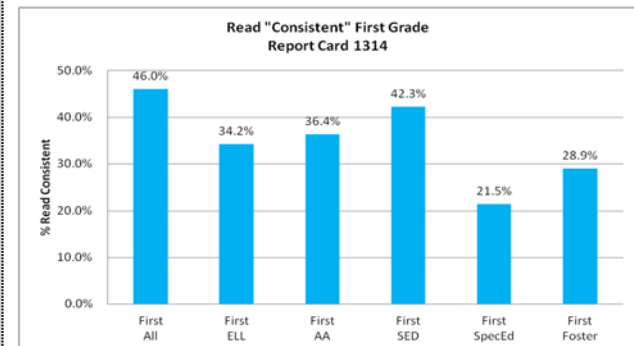
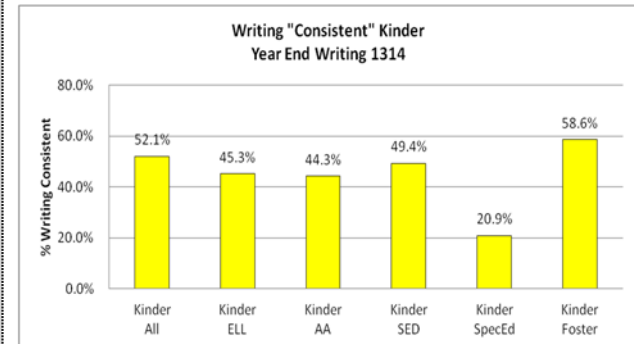
Guiding Questions:

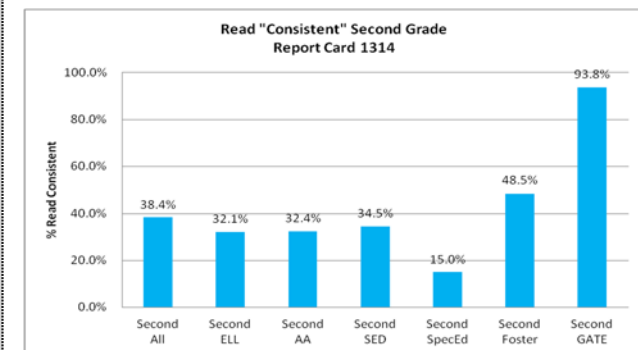
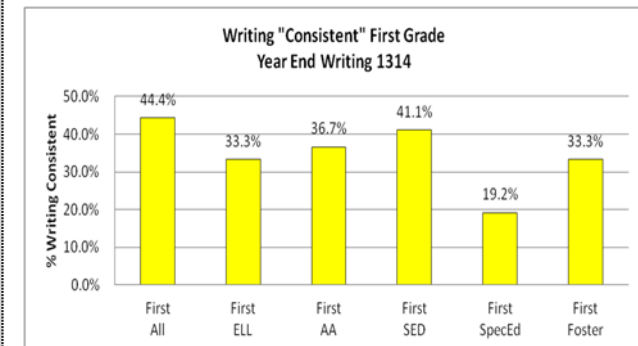
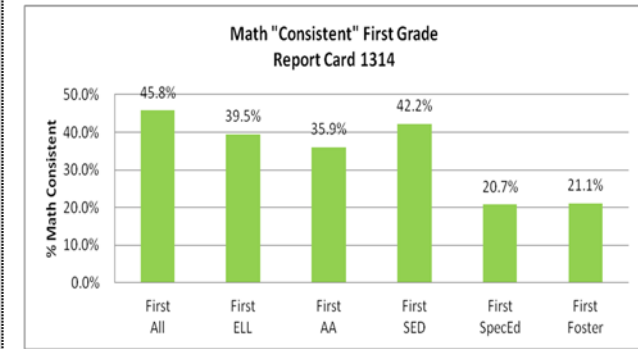
- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific schoolsites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

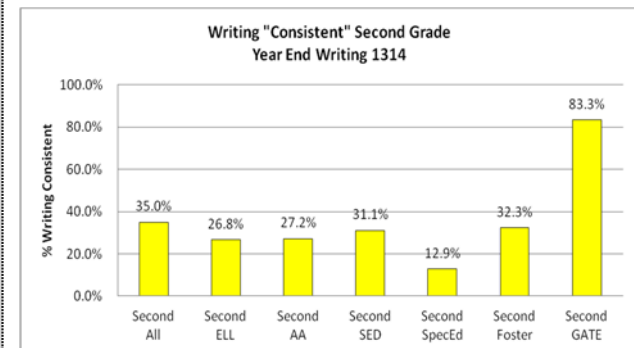
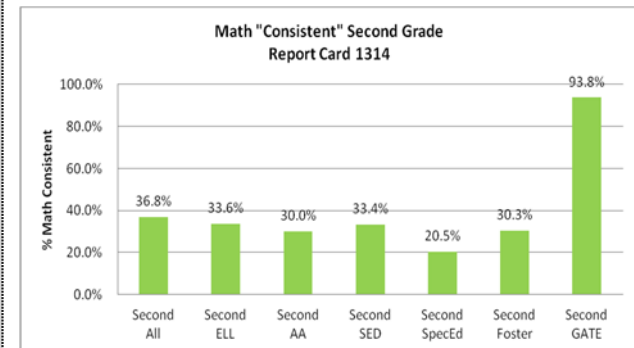
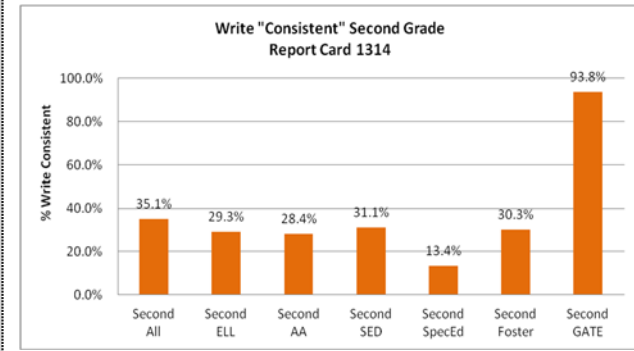
Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

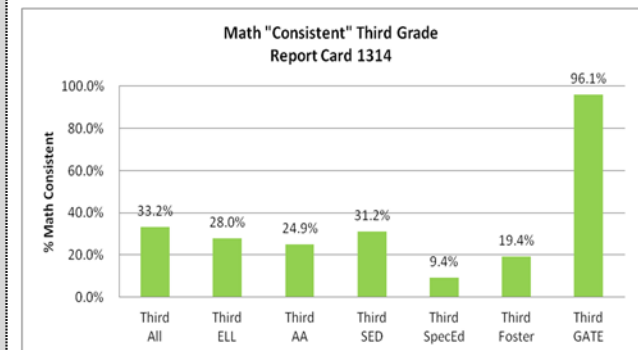
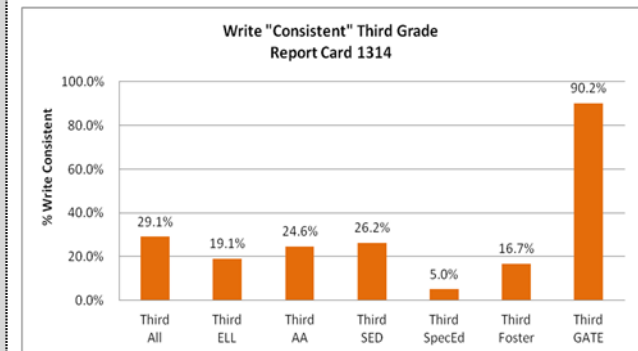
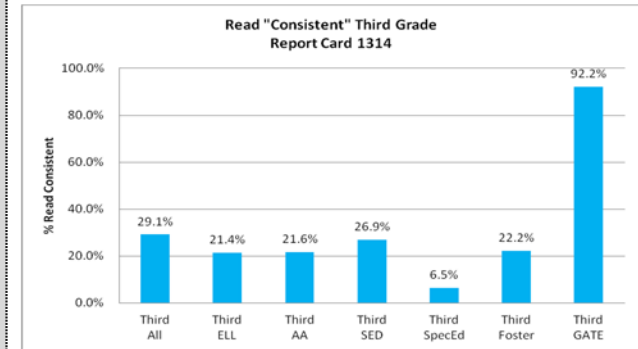
Original GOAL from prior year LCAP:	All students will meet or exceed mastery in State Standards by integrating 21 st Century Skills with Math, English Language Art, Science, Social Studies, and Physical Education.			Related State and/or Local Priorities: 1 <u>X</u> 2 <u>X</u> 3 <u>X</u> 4 <u>X</u> 5 <u>X</u> 6 <u>X</u> 7 <u> </u> 8 <u>X</u> COE only: 9 <u> </u> 10 <u> </u> Local : Specify <u>LEA, LFA & Board goals & objectives</u>	
Goal Applies to:	Schools:	All			
	Applicable Pupil Subgroups:	All			
Expected Annual Measurable Outcomes:	Students are engaged and supported in their learning as measured by schools earning at least 50% of the possible incentive funding under the "Student Progress" Learning for All (LFA) Objectives. This includes: - At least 95% of parents, student and staff affirming the quality of the school through surveys. Metric: LFA Customer Service -K-6 students who have completed a career portfolio as prescribed by the Career Curriculum by the end of the year. Metric: LFA Plan Student Progress -Administer the Interim Assessment 2 times annually with a 95% participation rate in ELA and Math for each administration to students in grades 2-6 Metric: LFA Student Progress -Administer to all K-1 students a prewriting assessment in addition to the existing year end assessment (prewriting completed by end of October.) Students need to score proficient or above on the year end writing using the VESD CCSS rubric. Metric: LFA Student Progress -Students in grades 2-6 complete a prewriting assessment in addition to the existing year end assessment (prewriting assessments completed by end of October.) Metric: LFA Student Progress -In order to increase student performance sites will work to improve student attendance. Metric: LFA Student Progress		Actual Annual Measurable Outcomes:	Max LFA Value \$629,279. Actual LFA value \$119,553. Schools earned 19% of available funds. Parent Survey: I would recommend this school to others = 96.22% Student Survey: I am proud of my school = 93.64% Staff Survey: I am treated respectfully by all staff = 92.07% 1,851 portfolios completed/11,00 students = 16% SBAC Interim not available until the spring of 2015. No measure taken. New baseline in 15-16. K= 52.1% proficient or higher 1= 44.4% proficient or higher 2= 35% proficient or higher 3= 23.5% proficient or higher 4= 24.5% proficient or higher 5= 26.8% proficient or higher 6=17.1% proficient or higher P-2 ADA 11,091.60 95.21%	

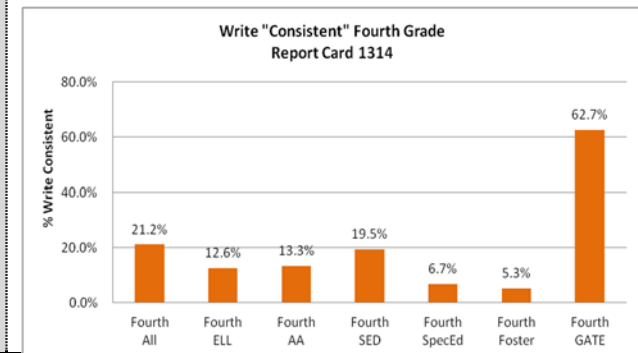
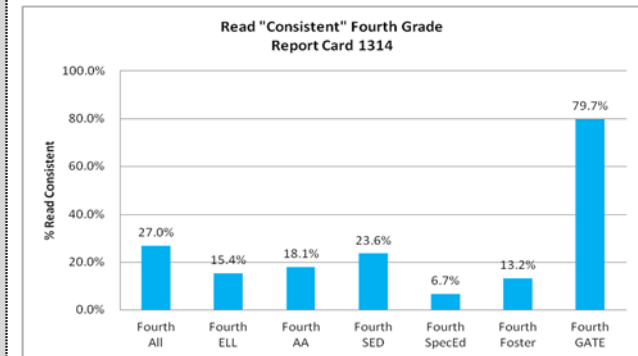
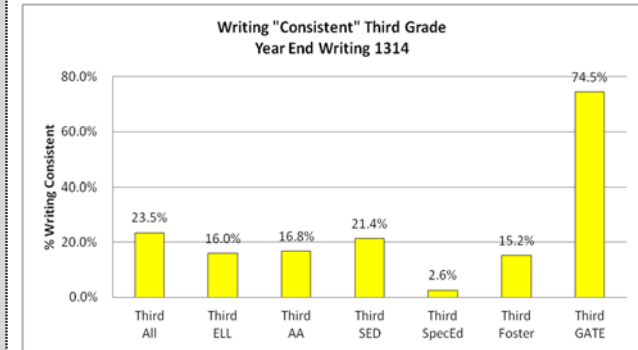


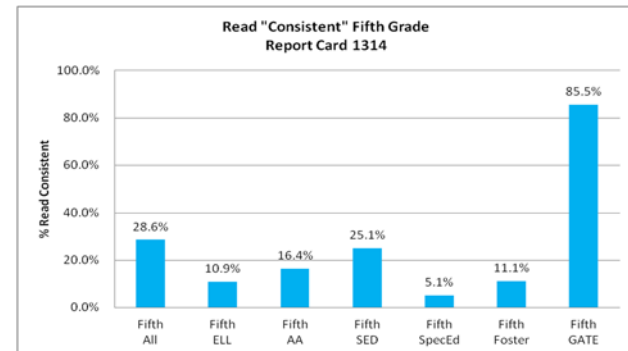
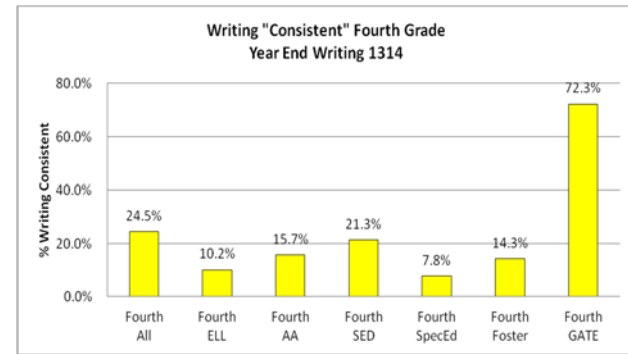
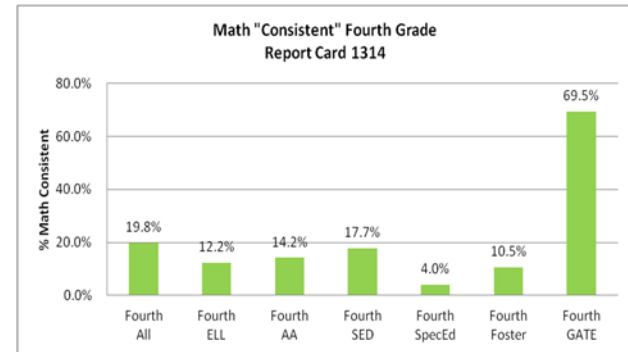


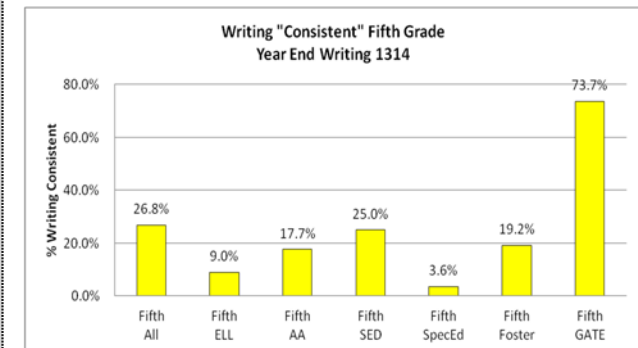
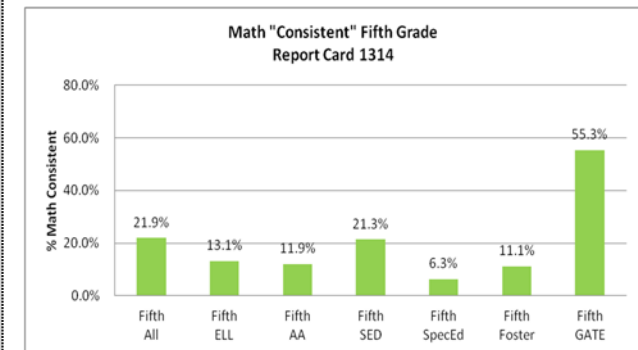
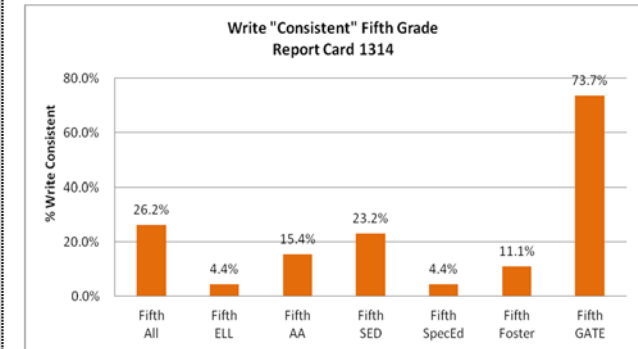


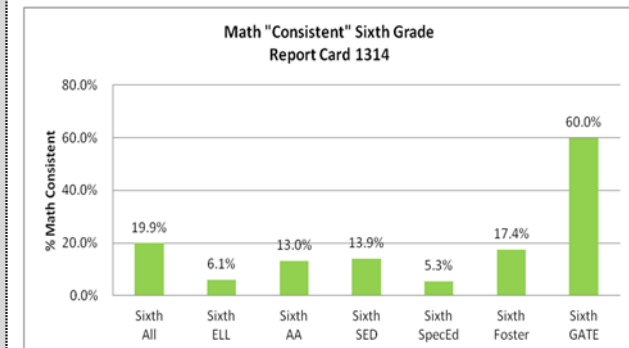
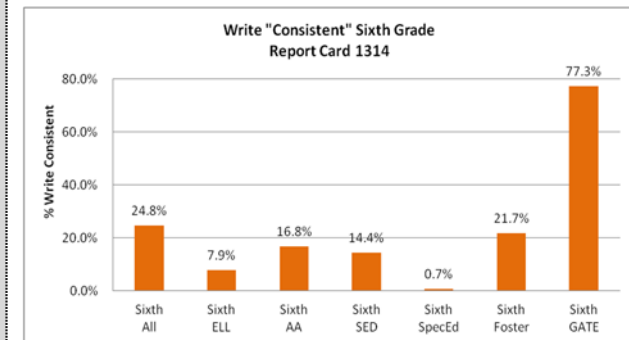
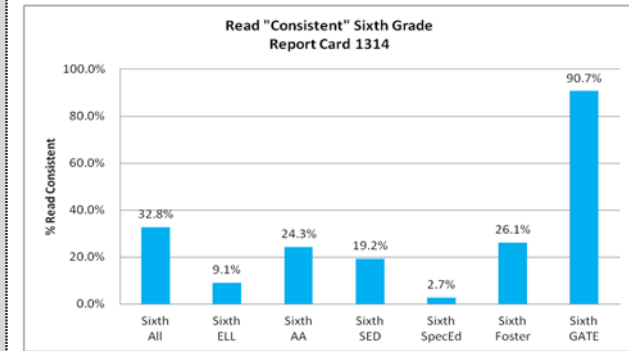


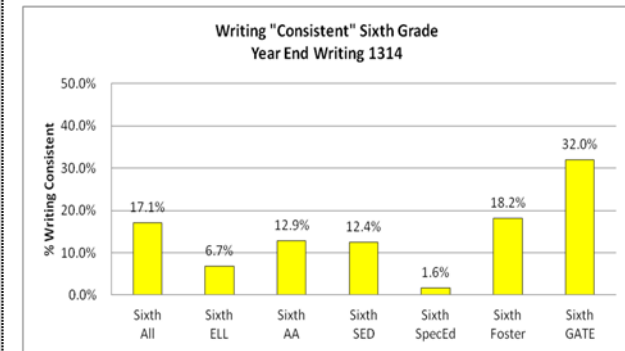












LCAP Year: 2014-15

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

A6. Add supplies, equipment, and vehicles to maintain services and accommodate growth.		Objects: 1, 2 & 3XXX			
		A6. \$1,195,000 Funding: LCFF Objects: 4, 5 & 6XXX	A6. After years of cuts, the need for replacement equipment has increased. A new delivery truck was purchased for the warehouse. A new dump truck was purchased for grounds. New buses were purchased. Maintenance, grounds, technology and custodial departments made purchases to replace aging equipment.		A6. \$1,582,259.63 LCFF (Res 0230, 0240, 0616 0620, 8150 and one-time funding from mandate reimbursement funds. (objects 44xx, 6xxx)
A7. Based on the technology plan, continue investment and support for classroom technology (e.g., computers for teachers, students, and administrators; and software)		A7. \$190,000 Funding: LCFF, Objects: 4, 5 & 6XXX	A7.383 New Chromebooks were purchased this year. 100 were charged to LCFF funding.		A7. \$30,643.68 LCFF (Site 714)
Scope of service:	District wide and school wide		Scope of service:	District wide and school wide	
<u>X</u> ALL			<u>X</u> ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Continue with actions and services as listed in Goal 1. Based on interest and needs expressed by stakeholder and supported by research done by Larry Lezottes in Effective School’s Correlates, Baldrige Quality Criteria, and Marzano’s research on highly reliability schools, the following actions and services were added in the 2015-16 LCAP: • Provides parent outreach and educations • Utilize SROs to promote and build community relations • Provide sites with LFA incentive funds to recognize and reward student progress and achievement to be spent according to the SPSA • Research TK program • Provide 8 hour school safety coordinator at each site • Research Saturday school to improve attendance and suspensions • Technology and instructional aides to support 1:1 devices for students grades 2-6 • Continue to provide behavior interventions, training and supports to address student discipline			

Original GOAL from prior year LCAP:	All students in need will meet or exceed mastery in State standards by integrating 21 st Century Skills with Math, English Language Art, Science, Social Studies, and Physical Education.			Related State and/or Local Priorities: 1_ <u>X</u> 2_ <u>X</u> 3_ <u>X</u> 4_ <u>X</u> 5_ <u>X</u> 6_ <u>X</u> 7_ __ 8_ <u>X</u> COE only: 9_ __ 10_ __ Local : Specify <u>LEA, LFA & Board goals & objectives</u>		
Goal Applies to:		Schools:	All			
		Applicable Pupil Subgroups:	All			
Expected Annual Measurable Outcomes:	Students are engaged and supported in their learning as measured by schools earning at least 50% of the possible incentive funding under the “Student Progress” Learning for All (LFA) Objectives. This includes: <i>Students will increase their language proficiency as measured by CELDT specifically for LFA:</i> -Grades 1-2-3 that have maintained or increased proficiency on their “overall” score on the CELDT Metric: LFA Student Progress -Grades 4-5-6- that have increase their “overall” score on the CELDT Metric: LFA Student Progress -In order to increase student performance sites will work to improve student attendance Metric: LFA Student 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			Actual Annual Measurable Outcomes:	Max LFA Value \$629,279. Actual LFA value \$119,553. Schools earned 19% of available funds. Grades 1-3 maintained or increased proficiency: \$3,495 = 699 students Grades 4-6 increased overall scores: \$1,250 = 250 students 7.6% of EL’s were redesignated 1,851 portfolios completed/11,00 students = 16% (data not separable by subgroups, new model to extract data to be used in 15-16)	
LCAP Year: 2014-15						
Planned Actions/Services			Actual Actions/Services			
	Budgeted Expenditures			Estimated Actual Annual Expenditures		
B-LI 1. Provide site directed funds to support targeted intervention support as recognized in site plans (SPSA) such as afterschool intervention/ tutoring, etc.	B-LI 1. \$5,257,752 Funding: LCFF, Lottery, Title I Objects: 1, 2, 3, 4, 5 & 6XXX		B-Li 1. Sites used portions of their site funding to support targeted interventions.			
B-LI 2 .Provide sites with LFA incentive funds to recognize and reward student progress and achievement	B-LI 2. \$250,950 Funding: Lottery		B-Li 2. Sites spent \$15,951.55 on student incentives.	B-Li 1. \$5,980,800.85 All School site funding including carryover funds.		

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

OR: ☐ Low Income pupils ☒ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____			OR: ☐ Low Income pupils ☒ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other ☐ Subgroups:(Specify)_____		
B-FY 1. Provide targeted and responsive counseling and other social and emotional support to Foster Youth		B-FY 1. \$TBD Funding: LCFF, SELPA Objects:	B-FY 1. Services are provided through Desert Mountain SELPA at no cost to the District.		B-FY1. No Cost
B-FY 2. Develop and implement a plan for Foster outreach with a county foster liaison, social workers and foster parents.		B-FY 2. \$961 Funding: LCFF Objects: 1, 2, 3, 5XXX	B-FY 2. Developed a plan to begin a Foster Youth Committee. Committee began meeting monthly in 14/15.		B-FY 2. \$1,024 LCFF Supp/Conc Grant (Dept. Site #707)
B-FY 3. Monitor foster student progress and provide intervention when needed.		B-FY 3. \$4,718 Funding: LCFF Objects: 1, 2, 3XXX	B-FY3. Foster youth is now being tracked in CALPADS and Illuminate. Committee work, planning and providing intervention strategies are continuing in 15/16.		B-FY 3. No Cost
B-FY 4. Develop and implement a plan for identification of foster student and coordinate with school information system.		B-FY 4. \$975 Funding: LCFF Objects: 5XXX	B-FY4. Foster Youth is now being tracked in CALPADS and Illuminate.		B-FY 4. No Cost
Scope of service:	District wide and school wide		Scope of service:	District wide and school wide	
☐ ALL			☐ ALL		
OR: ☐ Low Income pupils ☒ English Learners ☒ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____			OR: ☐ Low Income pupils ☐ English Learners ☒ Foster Youth ☐ Redesignated fluent English proficient ☐ Other ☐ Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? Continue with actions and services as listed in Goal 2. Based on interest and needs expressed by stakeholder and supported by research done by Larry Lezottes in Effective School's Correlates, Baldrige Quality Criteria, and Marzano's research on highly reliability schools, the following actions and services were added in the 2015-16 LCAP: • Consider moving bilingual aides from site directed positions to district directed position • Consider adding 2 certified translators • Purchase ELA/ELD CCSS adoption • Consider EL coaches (4) • Provide English classes for parents • Research and revise and train staff in RTI • Provide research based intervention programs for at risk students					

- Provide real world experiences
- Continue to provide behavior interventions
- Continue to focus on goals established by foster advisory committee
- Provides awareness for all staff on the needs of foster youth district wide
- Provide surrogate parent training to address the need for educational right holders
- Research and provide professional development regarding foster youth
- Add 2 additional support specialist
- Site based parent training and outreach
- District wide parent training and outreach to dialogue and establish goals
- Develop a needs assessment based on feedback from sped staff
- Monitor manifestation determination
- Increase mainstreaming
- Analyze and research Sp Ed preschool population
- Provide GATE certification training
- Revise GATE ID process
- Develop GATE committee
- Create GATE IEP

Original GOAL
from prior
year LCAP:

All Students will receive instruction and support by highly qualified staff who have received professional development as defined in Local Educational Agency Plan and school site plans.

Related State and/or Local Priorities:

1 X 2__ 3__ 4 X 5 X 6 X 7__ 8__

COE only: 9__ 10__

Local : Specify LEA, LFA, Title III & Board goals & objectives

Goal Applies to:

Schools:

All

Applicable Pupil Subgroups:

All

Expected Annual
Measurable
Outcomes:

VESD's employees will feel competent in their positions as evidenced in stakeholder surveys. Each survey question will reflect a 1% growth or higher annually:

Quality check Survey :

"I have the tools (equipment, materials, supplies) that are required to do my job" (baseline 88.85%) and "I have the training that is required to do my job"(baseline 94.83%);

Parent Survey:

"My school is meeting my child's academic needs" (baseline 91.45%);
Staff Survey "My principal visits my class regularly" (baseline 59.16%);

Student Survey:

"My teacher(s) and I communicate about how I am doing in class and I understand the grades I have earned"

Actual Annual
Measurable
Outcomes:

I have the tools (equipment, materials, supplies) that are required to do my job = 88.79%

I have the training that is required to do my job = 95.24%

My school is meeting my child's academic needs = 96.06%

My principal visits my class regularly = 83.14%

My teacher(s) and I communicate about how I am doing in class and I understand the grades I have earned = 87.23%

	(baseline 83.65%)		
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
A2. Professional development and collaboration to support CCSS implementation for all students	A2. \$350,832 Funding: LCFF, Title I, Title II, Title III Objects: 1, 2, 3, & 5XXX	A2 \$378,113 (staff development) \$14,028 (Support Specialist development)	\$392,141 Title I, II, and III
Scope of service:	District wide and school wide	Scope of service:	District wide and school wide
☒ ALL OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		☒ ALL OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Continue with actions and services as listed in Goal 3. Based on interest and needs expressed by stakeholder and supported by research done by Larry Lezottes in Effective School's Correlates, Baldrige Quality Criteria, and Marzano's research on highly reliability schools, the following actions and services were added in the 2015-16 LCAP: • Provide 2 additional support specialist • Provide 5 additional days of training for all certificated staff • Provide 6 hour training for classified staff • Provide educational support training as stated in LEA plan title 3 plan, technology plan, LCAP and SPSA • Provide weekly collaboration for certificated staff • Provide BTSA support for new teachers	
Original GOAL from prior year LCAP:	VESD will provide opportunities and possibilities that support the success of all students and the adults that support them.		Related State and/or Local Priorities: 1__ 2__ 3_ ☒ 4__ 5_ ☒ 6_ ☒ 7_ ☒ 8__ COE only: 9__ 10__ Local : Specify _____

Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:			Actual Annual Measurable Outcomes:	
LCAP Year: 2014-15				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
A8. Provide parent education based on interests and needs expressed by parents	A8. \$31,575 Funding: Title I Objects: 4-5XXX	A8 \$20,337.40 (Silvia, food, etc.)	\$20,337.40 Title III	
Scope of service:	District wide and school wide		Scope of service:	District wide and school wide
X_ALL			X_ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Continue with actions and services as listed in Goal 4. Based on interest and needs expressed by stakeholder and supported by research done by Larry Lezottes in Effective School's Correlates, Baldrige Quality Criteria, and Marzano's research on highly reliability schools, the following actions and services were added in the 2015-16 LCAP: • Community outreach • Public information officer • Continue to build and convene DAC and QW • Principal training • CAPE application process • Develop above and beyond list stipends • Provide TOA for all high need school with over 1000 students • Provide Parent Project and Love and Logic training		

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

- A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	\$ <u>19,362,192</u>
Based on 86% unduplicated pupil count, VESD is estimated to receive LCFF Supplemental and Concentration grant funds in the amount of \$19,362,192 for the 15/16 school year to support low income, EL and foster youth students. Because the unduplicated percentage is above 55% in the district and above 40% at each of our school, funds are being used on a district and school wide basis. In line with Victor Elementary School District's visionary mission statement and based on stakeholder input, these actions and services are designed specifically to increase achievement for English Learners, Low Income Students and Foster Youth. The District will focus energy and resources in three key areas that collectively address the 8 LCFF priorities. Supplemental and Concentration grant funds will be spent on the actions and services outlined in section 3 goal 2 for unduplicated students as driven by the following goals: 1. All students, including students in need will meet or exceed mastery in state standards 2. Provide instruction and support to all students by highly qualified staff 3. Providing opportunities and possibilities to support the success of all students Use of VESD supplemental and concentration grant funds are based on stakeholder input and research based strategies; they are designated to be used for the actions and services outlined in the LCAP. Specific actions to support these key areas include, but are not limited to, increased targeted literacy interventions, social emotional support services, home to school transportation, professional development related to ELA instructional strategies, equitable distribution of instructional technology, support to increase a broader course of study and support for safe and orderly campuses, parental involvement and community outreach.	

- B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

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

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

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

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

- Site based parent training and outreach
- Develop GATE committee
- Create GATE IEP

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

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

- (a) "Chronic absenteeism rate" shall be calculated as follows:
 - (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).
- (b) "Middle School dropout rate" shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.
- (c) "High school dropout rate" shall be calculated as follows:
 - (1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
 - (2) The total number of cohort members.
 - (3) Divide (1) by (2).
- (d) "High school graduation rate" shall be calculated as follows:
 - (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
 - (2) The total number of cohort members.
 - (3) Divide (1) by (2).
- (e) "Suspension rate" shall be calculated as follows:
 - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

8-22-14 [California Department of Education]