



Vacaville Unified School District

Local Control & Accountability Plan

Administrative Recommendation - Amended



WE BELIEVE THAT . . .

- ◆ Every person is equally important.
- ◆ Individuals must take responsibility for their actions in order to enjoy the rights and privileges society provides.
- ◆ The family is the critical component in an individual's development.
- ◆ All students have unlimited potential.
- ◆ All students can learn.
- ◆ High expectations profoundly influence our performance and the performance of others.
- ◆ Every person is responsible for making the community a better place.
- ◆ Honesty and integrity are essential to building trusting relationships.
- ◆ Students learn best in a safe, healthy and respectful environment.
- ◆ Meaningful accomplishment enhances the motivation essential for continued success.



Vacaville Unified Strategic Plan:

- ⇒ All students will graduate.
- ⇒ All students will attain or exceed grade level proficiency as assessed by the District and State Assessments, thereby closing the Achievement Gap.
- ⇒ All students will achieve individualized challenging learning goals that prepare them for successful transition to further learning and/or a meaningful career.
- ⇒ All students will act responsibly in the school and community.

Strategy 1

We will provide a coherent, rigorous and relevant standards-based instructional program.

- 1-1 Ensure all students receive good first teaching, including the use of student engagement strategies and checking for understanding.
- 1-2 Ensure all certificated staff is engaged in meaningful collaborative time (Professional Learning Communities).
- 1-3 Ensure all sites know students by name and by need and provide targeted support for their high priority students.
- 1-4 Ensure all sites implement a Response to Instruction and Intervention system.
- 1-5 Ensure all sites operate a master schedule that reflects the needs of students.

Strategy 2

We will build strong relationships based on mutual respect and trust.

- 2-1 Identify and reinforce relationships through common beliefs and expectations
- 2-2 Expect, validate and celebrate professional behaviors and accomplishments.
- 2-3 Encourage and improve trust and positive working relationships with staff, students, families and community.
- 2-4 Continue to improve and expand modes of communication.



Strategy 3

We will continue to implement a wellness plan for students and staff, in partnership with families and community.

3-1 Provide safe and drug-free school sites.

3-2 Promote a youth-driven, holistic approach to optimal health for all students and staff.

3-3 Enhance Wellness Policy implementation by promoting and engaging families, staff and community partners.

3-4 Provide clean, attractive, energy efficient environments at each school site.

3-5 Meet or exceed mandated nutrition standards for all foods available at all VUSD sites.

Strategy 4

We will secure and optimize all resources to ensure our Mission is achieved.

4-1 Align resources to accomplish priorities within a balanced budget while maintaining the priority that our students are our primary concern.

4-2 Pursue both revenue and non-revenue enhancement opportunities.

4-3 Develop and implement strategies to increase student enrollment.

4-4 Provide and adequately maintain the physical facilities, capital equipment, and other resources necessary to achieve our mission and objectives

Definitions

ADA= Average Daily Attendance

API = Academic Performance Index (state target is 800)

ARIES = attendance tracking program

ATOD = Alcohol Tobacco and Other Drugs

AVID = Advancement Via Individual Determination

BSP = Behavior Support Plan

BTSA = Beginning Teacher Support and Assessment

CAHSEE = California High School Exit Exam required for graduation

CCSS = Common Core State Standards

CELDT = annual English learner progress monitoring test

CFA = Common Formative Assessment

CFU = Checking for Understanding

CSR = Class Size Reduction

CTE = Career Technical Education

DSA= Department of the State Architect

EDI = Explicit Direct Instruction

EL = English Learners

ELA = English Language Arts

ELD = English Language Development for English learners

ESGI = Educational Software for Guiding Instruction

FA = Functional Academic – Special Education Program to support like skill development in students with moderate to severe needs

FIT = Facilities Inspection Test

FTE = Full Time Equivalent, a full time teacher

GATE = Gifted and Talented Education

GEN ED = General Education

G.O. Bond= General Obligation Bond

IA = Instructional Assistant

IEP = Individualize Education Plan

LCAP = Local Control Accountability Plan

LCFF = Local Control Funding Formula

LCFF Supplemental Grant = funds the district receives on top of base LCFF funds to serve English learners, foster children, and socioeconomically disadvantaged students

LEA = Local Educational Agency (school district)

MHSA = Mental Health Services Act

NCLB = No Child Left Behind

PARA = Para- professionals

PBIS = Positive Behavior Interventions and Supports

PERL = Program for Emotional Regulation and Learning

PD = Professional Development

Definitions

PLC = Professional Learning Community, teacher group that analyzes data and plans improvements to instruction and instruction for students who are struggling

RFEP = Reclassified Fluent English Proficient

RRM = Restricted Routine Maintenance

RSP = Resource Specialist Program

RTI = Response to Instruction and Intervention

SARB = School Attendance Review Board (district level)

SART = School Attendance Review Team (school level)

SBAC = Smarter Balanced Assessment Consortium

SCC = Solano Community College

SCIL = Structured Class for Intensive Learning

SCOE = Solano County Office of Education

SDC= Special Day Class

SP ED = Special Education

STEM = Science, Technology, Engineering, and Mathematics

TAP = Transitional Academic Program

Title I = Federal funds to serve low performing students

Title II = Federal funds for professional development

Title III = Federal funds for English learners

UC a-g = courses required for college admission

VECHS = Vacaville Early College High School

TYOT= Youth Taking on Tobacco

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

Introduction:

LEA: Vacaville Unified School District

Contact: Danielle Storey, Asst. Superintendent, dstorey@vacavilleusd.org, 707.453.6136

LCAP Year: 2014

Local Control and Accountability Plan and Annual Update Template

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

- 1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, community organizations representing English learners, and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process?

- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA’s engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representative parents of pupils identified in Education Code section 42238.01?
- 6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

Involvement Process	Impact on LCAP																								
<p>The LCAP must focus on the subgroups: English Language Learners, Low Income, and Foster Youth through the lens of closing the historical achievement gap.</p> <p>All subgroups (parents, students, and community members) were engaged throughout the LCAP process. These subgroups include English Language Learners; Low Income and Foster Youth. Members from all significant subgroups, those subgroups that represent more than 30 students enrolled within the Vacaville Unified School District, were also engaged in the LCAP process through community meetings, site meetings (SSC, PTA’s/PTO’S, ELAC, and booster clubs), and DLAC meetings. A survey process was also used to garner input from VUSD families and the Vacaville community. Hard copies (In English and Spanish) were sent out to families of Foster Youth, Low Income, and ELL students. Hard copies of the survey were also available in the school site offices. The survey was online and made available to staff, teachers, students and the community.</p> <p>VUSD Significant Subgroups Data (CA Dept of Ed. 2013- retrieved 7-9-14):</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Subgroup</th> <th style="text-align: left;">Enrollment</th> </tr> </thead> <tbody> <tr> <td>African American</td> <td>517</td> </tr> <tr> <td>American Indian/Alaskan Native</td> <td>59</td> </tr> <tr> <td>Asian</td> <td>181</td> </tr> <tr> <td>Filipino</td> <td>215</td> </tr> <tr> <td>Hispanic/Latino</td> <td>2468</td> </tr> <tr> <td>Native Hawaiian/Pacific Islander</td> <td>66</td> </tr> <tr> <td>White</td> <td>3636</td> </tr> <tr> <td>Two or More Races</td> <td>338</td> </tr> <tr> <td>Socioeconomically Disadvantaged</td> <td>3068</td> </tr> <tr> <td>English Learners</td> <td>1086</td> </tr> <tr> <td>Students with Disabilities</td> <td>869</td> </tr> </tbody> </table>	Subgroup	Enrollment	African American	517	American Indian/Alaskan Native	59	Asian	181	Filipino	215	Hispanic/Latino	2468	Native Hawaiian/Pacific Islander	66	White	3636	Two or More Races	338	Socioeconomically Disadvantaged	3068	English Learners	1086	Students with Disabilities	869	<p><u>Input Disaggregation Process</u></p> <ol style="list-style-type: none"> 1. Organize input data onto a document by State Priority <ol style="list-style-type: none"> a. Site input – Site SPSA/LCAP documents b. Community input – posted online c. EL input- posted online d. Survey data-posted online e. SEIU input 2/13, 2/27, 3/6, 5/14, 6/12 f. VTA input 2/12, 4/1, 5/7, 5/27, 6/3 g. ALT input 11/5, 1/9, 6/10 h. Budget Advisory Committee input: 3/19, 4/16, 5/21 2. Post State Priority input document on district website <ol style="list-style-type: none"> a. Raw input data b. Translation document c. LCAP priority/theme list (District Priority document draft) 3. Adjust and incorporate data 4. Justify use and non-use of data 5. Post justifications online <p>Stakeholder input was reviewed, translated in to goals and incorporated into the LCAP Draft #1 for presentation at the community Advisory Meetings on 4/28/14 and 4/29/14</p> <p>From the Input Meetings the following LCAP priorities emerged:</p> <ul style="list-style-type: none"> • Class size reduction • Enrichment Opportunities • Middle school Dual Immersion opportunities • Technology • Elementary counseling • Wellness • Professional Development
Subgroup	Enrollment																								
African American	517																								
American Indian/Alaskan Native	59																								
Asian	181																								
Filipino	215																								
Hispanic/Latino	2468																								
Native Hawaiian/Pacific Islander	66																								
White	3636																								
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Socioeconomically Disadvantaged	3068																								
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Involvement Process	Impact on LCAP
<p><u>Feedback Response Process</u> Feedback forms for community meetings LCAP draft posted on district website Feedback forms to Superintendent and team for response</p> <p><u>Timeline Breakdown:</u> 4/16/14 Share WIGs with BAC 4/22-4/23 Incorporation of All Stakeholder Input 4/28 Review in Cabinet Sent to Board of Trustees for review 4/28 & 4/29 Community Feedback meetings 5/15 Presentation of Draft LCAP to Board of Trustees in Public Hearing 6/12 Presentation to Board of Trustees of Final LCAP document and Budget 6/26 LCAP and Budget Adoption</p>	<ul style="list-style-type: none"> • Student behavior programs • Academic supports • Attendance supports and intervention • Social-emotional learning/Character education • CTE, Science, STEM • College and Career Readiness • Common Core aligned instructional materials • Response to Intervention • Increasing parent involvement and communication • The need for wrap around services and case management • Preschool • English translation availability • Anti-bullying programs • Support for teachers • Facilities needs

Section 2: Goals and Progress Indicators

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

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

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

Guiding Questions:

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

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>Metrics Used: Benchmark Data Formative Assessment Data Site intervention data Student Health data review Student Results/ Data As Identified by the metrics above there was a need for a district wide RtI system to increase student achievement and engagement</p>	<p>1. To develop and implement a Response to Instruction and Intervention districtwide.</p>	<p>All Pupils <i>Including all numerically significant subgroups; Low Socio-economic, Foster Youth, English Learners, Reclassified Fluent English Proficient</i></p>	<p>ALL</p>	<p>Sept Dec/Jan March June</p>	<p>Gather baseline data to be used to evaluate need and process in the coming year. Implementation: Academic Behavioral Attendance Hire Intervention Coordinators (9)</p>	<p>Use baseline data to measure effectiveness of year 1 activities. Continue Implementation of Blended Services Model Continue Intervention Coordinators - Hire 4 for Secondary</p>	<p>Use baseline data to measure effectiveness of year 2 activities. Adjust and continue Implementation of Blended Services Model</p>	<p>1-Student Achievement 2-Student Engagement 3-School Climate</p>
<p>Metrics Used: RtI Checklist Pacing Guide Progress Formative Assessments Benchmark Assessments Writing Samples Collaborative Meetings Pacing Guide Meetings As Identified by</p>	<p>2. To implement the California Common Core State Standards</p>	<p>All Pupils <i>Including all numerically significant subgroups; Low Socio-economic, Foster Youth, English Learners, Reclassified Fluent English Proficient</i></p>	<p>ALL</p>	<p>Quarterly</p>	<p>Gather baseline data to be used to evaluate need and process in the coming year. Full Math Implementation Year 1 of 2 of ELA Implementation</p>	<p>Use baseline data to measure effectiveness of year 1 activities. Evaluate and Revise Implementation-math Full ELA implementation – Year 2</p>	<p>Use baseline data to measure effectiveness of year 2 activities. Continue to evaluate and revise implementation Ongoing Professional development Elementary ELA</p>	<p>4-Basic Services 5-Implementation of Common Core Standards</p>

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
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the metrics above there was a need for a district wide implementation of the Common Core State Standards to meet the California state requirement.						Ongoing Professional development Elementary ELA	and Math as needed	
Metric Used: Enrollment Data Student Progress Data Grades Articulations A-G Approvals -Bi-Annual Review of Program (2015-16) Measurements of community business involvement As Identified by the metrics above there was a need to plan and implement a 21 st Century Readiness,	3. To build a solid framework for 21st Century Readiness, College to Career, STEM, and Enrichment to increase student achievement and engagement.	All Pupils <i>Including all numerically significant subgroups; Low Socio-economic, Foster Youth, English Learners, Reclassified Fluent English Proficient</i>	ALL	Each Semester	Gather baseline data to be used to evaluate need and process in the coming year. Work with CTE Consortium on the Career Pathways Grant Develop any possible articulations Design & develop Elem. Science lessons	Use baseline data to measure effectiveness of year 1 activities. Implementation of new Career Pathways Program evaluation of Career Pathways Apply for UC Recognition for Career Pathways	Use baseline data to measure effectiveness of year 2 activities. Implementation of additional new Career Pathways Program evaluation of Career Pathways	1-Student Achievement 2-Student Engagement 3-School Climate 6-Course Access

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
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College to Career, STEM and Enrichment program districtwide to improve student achievement and engagement.								
Metric Used: Parent Attendance at meeting/events Representation on Committees School Loop data Parent Contact data As Identified by the metrics above there was a need for a district wide plan to increase parent participation and engagement.	4.To Increase Parent Involvement	All Pupils <i>Including all numerically significant subgroups; Low Socio-economic, Foster Youth, English Learners, Reclassified Fluent English Proficient</i>	ALL	Semester	Gather baseline data to be used to evaluate need and process in the coming year. Community Liaisons at Title 1 schools Develop Parent University events at sites (Pilot) Create Parent documents in Spanish & English consistently Implementation of high leverage practices to engage families	Use baseline data to measure effectiveness of year 1 activities. Full fidelity to 3 site Parent University events annually Parent Focus Groups Full implementation of Best Practices	Use baseline data to measure effectiveness of year 2 activities. Build on Parent University events Continue Parent Focus Groups Continue full implementation of Best Practices and High Leverage Activities	7. Parent Involvement 8. Other Student Outcomes
Metric Used: Enrollment by site & district	5. To reduce Class Sizes K-3	TK – 3 <i>Including all numerically</i>	Elementary	Monthly Daily: Aug	Gather baseline data to be used to evaluate need	Use baseline data to measure effectiveness of	Use baseline data to measure effectiveness of	2-Student Engagement

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
class Staffing data As Identified by the metrics above there was a need to reduce class sizes, TK-3 rd grade to meet the California State requirements across the VUSD.	and investigate the feasibility of class size reduction in 4th-8th and 9th-12th grades.	<i>significant subgroups; Low Socio-economic, Foster Youth, English Learners, Reclassified Fluent English Proficient</i>		and Sept.	and process in the coming year. Class Reduction K-3 by additional 28% of gap (approximate)	year 1 activities. Class Reduction K-3 by additional 33.95% of gap (approximate) 4 th -8 th grade class size reduction	year 2 activities. Review class size reduction numbers and necessary further reductions Investigate feasibility of 9-12 class size reduction options	3-School Climate 8-Other Student Outcomes
Metric Used: Attendance Data Discipline Data Student Contact Data RtI Data/MSAP Data Counseling Data Dean Data Nursing Data At-Risk Committee Learning Support Data Youth Services Data Student Health Data review As Identified by the metrics above there was	6. To develop and implement a Wrap Around Service Model to meet the social, emotional and academic needs of VUSD students.	Any Students in Need and/or At-Risk <i>Including all numerically significant subgroups; Low Socio-economic, Foster Youth, English Learners, Reclassified Fluent English Proficient</i>	ALL	Quarterly	Gather baseline data to be used to evaluate need and process in the coming year. Create and Implement Site At-Risk Committees Continue K-6 Counseling Intern Program	Use baseline data to measure effectiveness of year 1 activities. Hire Assistant Principals: Elem. AP - BV, Callison, Cooper, Markham, Alamo, Padan @ .5 add'l each = 3.0, Fairmont @ 1.0 Continue K-6 Counseling Intern Program Hire 2.0 M.S.	Use baseline data to measure effectiveness of year 2 activities. Investigate feasibility of additional secondary counselors Continue K-6 Counseling Intern Program	2-Student Engagement 3-School Climate 4-Basic Service 7-Parental Involvement 8-Other Student Outcomes

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
a need for a district wide Wrap Around Service Model system to increase student engagement and improve school climate						Deans Master Social Worker		
Metric Used: Birth rates Enrollment Data As Identified by the metrics above there was a need to explore the feasibility of a preschool program within VUSD.	7. To investigate the feasibility of Preschool for all 3 to 4 year olds in VUSD.	3 & 4 Year Olds <i>Including all numerically significant subgroups; Low Socio-economic, Foster Youth, English Learners, Reclassified Fluent English Proficient</i>	Site(s) to be determined - Open to all VUSD families	Quarterly	Gather baseline data to be used to evaluate need and process in the coming year. Planning implementation Creating funding model Working with other agencies: -First 5 -SCOPE -SELPA	Use baseline data to measure effectiveness of year 1 activities. Pilot Implementation	Use baseline data to measure effectiveness of year 2 activities. Full Implementation	1-Student Achievement 2-Student Engagement 3-School climate 7-Parental Involvement 8-Other Student Outcomes
Metric Used: CELDT scores Benchmark data Formative ELD assessment data As Identified by the metrics above there was	8. To create a framework of English Language Development instructional	ELL and Reclassified Students	ALL	November March May	Gather baseline data to be used to evaluate need and process in the coming year. SDAIE focus in all classrooms	Use baseline data to measure effectiveness of year 1 activities. Continue SDAIE Focus in all classrooms	Use baseline data to measure effectiveness of year 2 activities. Continue SDAIE Focus in all classrooms	1-Student Achievement 5-Implementation of Common Core Standards 6-Course Access 7-Parental

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
a need to evaluate VUSD current practices in ELL.	practices that improve student achievement and access to the Common Core State Standards.				Daily ELD P.D. for EL access to core curriculum Continue to gather Baseline data through Common Core implementation Understanding transition to new CELDT	School engagement & participation focus for Parents Implementation of language goals for EL students Develop teacher capacity with ELD/ ELA standards	Continue school engagement & participation focus for Parents Implementation of language goals with fidelity Build on teacher capacity with ELD/ ELA standards	Involvement 8-Other Student Outcomes
Metric Used: Review of Wellness practices Attendance Data Physical Fitness Data Student Health Data review As Identified by the metrics above there was a need for a district wide Wellness practices and policies that will increase student engagement and	9. To create a Wellness framework of practice across the district that increase student engagement and overall health.	All Pupils <i>Including all numerically significant subgroups; Low Socio-economic, Foster Youth, English Learners, Reclassified Fluent English Proficient</i>	ALL	November March May	Gather baseline data to be used to evaluate need and process in the coming year. PBIS Pilot Review Wellness Policies Align to new laws Hire Site Wellness Coordinators Review Anti-	Use baseline data to measure effectiveness of year 1 activities. District-Wide P.B.I.S. District-Wide Character Ed and Drug Awareness Programs District-Wide Anti-Bullying Program Site Wellness	Use baseline data to measure effectiveness of year 2 activities. District-Wide P.B.I.S. with fidelity Evaluate and adjust district-wide Character Ed and Drug Awareness Programs Evaluate district-wide Anti-Bullying	2-Student Engagement 3-School Climate 4-Basic Services 7-Parental Involvement 8-Other Student Outcomes

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
school climate.					Bullying Programs Pilot Child Abuse Prevention Programs	Coordinators	Program Site Wellness Coordinators	
Metrics used: Review of Teacher Placements School Calendars Meeting minutes Learning Walks Achievement Data As Identified by the metrics above there was a need for a district wide plan for increasing instructional effectiveness to increase student achievement.	10. To increase Instructional Effectiveness to improve student achievement.	All Pupils <i>Including all numerically significant subgroups; Low Socio-economic, Foster Youth, English Learners, Reclassified Fluent English Proficient</i>	ALL	August December March	Gather baseline data to be used to evaluate need and process in the coming year. Fidelity to evaluation process Have all Teachers NCLB compliant by the end of 2014-15 Offer BTSA support for new teachers	Use baseline data to measure effectiveness of year 1 activities. Fidelity to evaluation process Continue to have all teachers compliant with NCLB Offer BTSA support for new teachers	Use baseline data to measure effectiveness of year 2 activities. Fidelity to evaluation process Continue to have all teachers compliant with NCLB Offer BTSA support for new teachers	1-Student Achievement 4-Basic Services 8-Other Student Outcomes
Metric used: Formative Assessment Data Evidence of additional instruction,	11. To create and implement a Formative Assessment	All Pupils <i>Including all numerically significant</i>	ALL	Monthly	Gather baseline data to be used to evaluate need and process in the coming year.	Use baseline data to measure effectiveness of year 1 activities. Full	Use baseline data to measure effectiveness of year 2 activities. Evaluate and	1-Student Achievement 3-School Climate 4-Basic Services 8-Other Student

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
intervention & support data RtI Data Evidence of PLC 4 key questions focus As Identified by the metrics above there was a need for a district wide Common Formative Assessment system to focus on and increase student achievement and engagement.	process that will drive instruction and increase student achievement.	<i>subgroups; Low Socio-economic, Foster Youth, English Learners, Reclassified Fluent English Proficient</i>			Pilot implementation of Formative Assessment Process 2 Snap Shot meetings annually Clerical support personnel for Formative Assessment Process (Classified) K-12 - Formative Assessments ELA and Math pilot	implementation with fidelity of Assessments Implementation & Revision 18 Assessments in Math and ELA Continue PLC's 3 Snap Shot meetings annually	adjust Formative process Implementation & Revision Continue 18 Assessments in Math and ELA with fidelity Continue PLC's 3 Snap Shot meetings annually	Outcomes
Metric used: District Wide review of current Technology SBAC requirements As Identified by the metrics above there was a need to build a district wide technology	12. To build a Technology infrastructure to support instruction and the implementation of the Common Core	<i>All Pupils Including all numerically significant subgroups; Low Socio-economic, Foster Youth, English Learners, Reclassified Fluent English Proficient</i>	ALL	August December	Gather baseline data to be used to evaluate need and process in the coming year. Discovery Prepare for SBAC Hire Site Tech Support	Use baseline data to measure effectiveness of year 1 activities. Implementation Hire Site Tech Support Support technology integration and	Use baseline data to measure effectiveness of year 2 activities. Evaluate implementation Continue to support technology integration and alignment	1-Student Achievement 2-Student Engagement 3-School Climate 4-Basic Services 5-Implementation of Common Core Standards 6-Course Access 7-Parental

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
					the plan. Funded by increase in RRM contribution from 2% to 2.5%. With passages of bond, establish citizens' oversight committee. Develop schedule for issuance of GO bonds based on bonding capacity and facility priority list. Begin planning, DSA process, and construction based on facility priorities.	system data. Continue schedule for issuance of GO bonds based on bonding capacity and facility priority list. Continue planning, DSA process and construction based on facility priorities.	system data. Continue schedule for issuance of GO bonds based on bonding capacity and facility priority list. Continue planning, DSA process and construction based on facility priorities.	
Metric used: Enrollment Data Attendance Data Student Health Data review As Identified by the metrics above there was a need for a district wide plan for addressing the	14. To Develop and implement a framework to address the social, emotional and academic needs of Foster Youth in VUSD.	Foster & Homeless Youth	ALL	August December May	Gather baseline data to be used to evaluate need and process in the coming year. Bi-Annual Training to identify and support Foster and Homeless Youth	Use baseline data to measure effectiveness of year 1 activities. Initiate additional interventions Continue training	Use baseline data to measure effectiveness of year 2 activities. Continue interventions Continue training Increase Foster Family	3-School Climate 4-Basic Services 5-Implementation of Common Core Standards 6-Course Access

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
needs of foster youth enrolled in VUSD.							involvement	

Section 3: Actions, Services, and Expenditures

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

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

Guiding Questions:

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

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

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
1. To develop and implement a Response to Intervention and Instruction districtwide.	1	<p>Response to Intervention - Academic</p> <p>RTI: know students by name and by need</p> <p>All sites will document and provide a cohesive RTI process that integrates resources from general ed, former categorical programs and special ed into a comprehensive system of core instructions and interventions available to benefit every student.</p> <p>Professional learning on use of intervention programs/curriculum (e.g. SIPPS, Read Naturally, etc.).</p> <p>Ongoing professional learning, progress monitoring of L! program effectiveness and coaching for L! teachers.</p>	<p>LEA</p> <p>Ongoing</p>	<p>Development of universal interim assessment criteria</p> <p>Annually Assess Baseline student data and diagnostic data</p> <p>Pre/post test for all Interventions</p> <p>Progress monitoring 2,4 or 6 weeks</p> <p>Intervention pre/post test data used for student placement</p> <p>Formative Assessment Data used for student intervention</p> <p>Classroom instruction adjustment/plan</p> <p>PLC meeting</p>	<p>Include Gen Ed students with Spec Ed students in small intervention groups</p> <p>Open discussions: with general education teachers, Interventionists, Aides</p> <p>Ongoing training and support for First Best Teaching (Tier 1).</p> <p>Progress Monitor Formative Assessment data for student needs</p> <p>Implement student check off list for intervention (pre-SST meeting with grade level documents)</p> <p>Implement protocol for Intervention Team (support staff, Gen Ed Teachers, Admin.) meeting and monitoring interventions</p> <p>Monitor students, pre/posttests, fluid movement between intervention groups</p> <p>Open discussions about Universal Screening and Piloting</p> <p>Intervention/RTI Coordinators - \$640,000</p> <p>Site Snapshot Days – Pilot \$30,000</p>	<p>Universal Screening for all students</p> <p>Scientifically researched interventions; pre/posttests</p> <p>Continue current intervention strategies/programs</p> <p>Use formative assessments to group and support students</p> <p>Pre and post assessments to monitor student progress</p> <p>Hold “Snapshot Days” 3x per year - \$45,000</p> <p>ESGI - \$12,000</p> <p>Implement additional after school tutoring/ opportunity based on needs-assessment data</p> <p>Enrichment activities to engage students at their level.</p> <p>Staff survey regarding Professional development Needs and options</p> <p>Intervention Materials</p>	<p>Continue and track Universal Screening</p> <p>Continue use of scientifically researched interventions; pre/posttests</p> <p>Evaluate current intervention strategies/programs</p> <p>Continue use of formatives to group and support students</p> <p>Continue to monitor student progress</p> <p>Hold “Snapshot Days” 3x per year - \$45,000</p> <p>ESGI - \$12,000</p> <p>Evaluate and adjust additional after school tutoring/ opportunities based on needs-assessment data</p> <p>Continue enrichment activities to engage students at their level.</p> <p>Use of staff survey</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		Progress monitor interventions and decisions made by analyzing ELA, ELD, and Math data.		minutes shared with principals Student Health Data review	Rover subs/RSP sub Report to School Board on progress Review data for core replacement (Language!) and determine its success for continuation as a core replacement Implementation ESGI at Kindergarten for monitoring student progress - \$2,625 Increase Attendance in ACES & SES After school programs Evaluate need for additional academic support/ after school tutoring Increase high leverage activities and interventions Enrichment activities to engage students at their level Staff survey regarding professional development needs and options Current administration- Investigate secondary RTI intervention models and options Increase rigor and accountability of current secondary interventions		regarding professional development needs and options

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
1. To develop and implement a Response to Instruction and Intervention districtwide.	1	<p>Refine Master Schedule</p> <p>Improve the quality of school time and Bell to Bell Instruction</p> <p>Bell to Bell with Sarah Buckerfield Training</p> <p>Learning Walks</p> <p>Reduce problems associated with pull-out programs</p> <p>Daily Intervention Built in</p> <p>Daily ELD</p>	LEA	<p>October</p> <p>March</p>	<p>Begin work on Secondary RTI /Master schedule embedding process for intensive intervention implementation 2015-16</p> <p>Professional Development - \$240,000</p>	<p>Pilot Bell to Bell Summer Institute \$1,500 training x 2 - \$3,000 160 Teachers x \$140 = \$22,400 TOTAL = \$25,400</p> <p>Secondary Implementation of RTI /Master schedule embedded intensive intervention</p>	<p>Bell to Bell district training 3 days - \$5600 340 Teachers = \$47,600 \$1500 per day x 2 days = \$3000 2 sessions -Elementary -Secondary TOTAL = \$56,200</p> <p>Assess the use of instructional time and Bell to Bell instruction</p> <p>Continue Secondary Implementation of RTI /Master schedule embedded intensive intervention</p>
1. To develop and implement a Response to Instruction and Intervention districtwide.	1	<p>Optimal Instruction – Good First Teaching</p> <p>Learning Objective Student Engagement Checking for Understanding (CFU)</p> <p>Sites will continue to use the learning walk process and the data to provide feedback on Good First Teaching.</p>	LEA	<p>Learning Walk Data</p> <p>PD Sign-In Sheets</p> <p>Certificated Evaluations</p> <p>Principal Walk-Through Data</p> <p>Student Achievement Results</p>	<p>Continue Learning Walks</p> <p>Continue EDI with Dataworks</p> <p>Work with UC Davis and Sacramento Area Science Project</p> <p>Refine CFU Practices</p> <p>Admin Training for Walk-throughs</p> <p>Formative Assessments used to drive instruction</p>	<p>Learning Walks used to help to drive Professional Development</p> <p>Ongoing coaching for Walk-through</p> <p>Ongoing ELA training</p> <p>Complete implementation of Formative Assessments</p> <p>Staff survey regarding Professional development Needs and options</p>	<p>Continue Learning Walks to help to drive Professional Development</p> <p>Ongoing administrative coaching for Walk-through</p> <p>Ongoing ELA and Math training</p> <p>Evaluate implementation of Formative</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>The district will provide a multitude of professional development opportunities that will enhance Good First Teaching.</p> <p>Admin training in Administrative Walk Throughs</p> <p>Follow up demo lessons</p> <p>Provide Bell to Bell Instruction (Expectation)</p>			Staff survey regarding Professional development Needs and options		<p>Assessments</p> <p>Staff survey regarding Professional development Needs and options</p>
1. To develop and implement a Response to Instruction and Intervention districtwide.	1	<p>Special Education Resource Program</p> <p>Development of a Universal understanding of role of RSP teacher</p> <p>Training for all Special Education staff in a Universal Screening tool such as DIBBELS, Basic Reading Inventory, Developmental Reading Assessment, running record, ...</p> <p>Provide Tier 2 support -</p>	LEA	<p>Twice annually- Principal Form Site Summits</p> <p>Careful and frequent monitoring of student progress through data collection,</p>	<p>Develop bridge to General Ed: Supports Trainings</p> <p>Share plan to bridge Gen Ed through use of RTI</p> <p>Begin RtI implementation at all elementary sites</p> <p>Continue Para professional support</p> <p>Teachers to provide Tier 1 support (Good First Teaching) to all students</p> <p>Provide PD on knowledge of core curriculum and assessments</p>	<p>RI – Begin implementation at all Secondary sites</p> <p>Continued full implementation at Elementary sites</p> <p>Additional Coordinator - \$100,000</p> <p>Full implementation of model across all levels</p>	<p>RtI – implementation at all Secondary sites with fidelity</p> <p>Continued full implementation at Elementary sites</p> <p>Evaluate progress and need</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>prescriptive, skill based research based interventions with fluid support at all grade levels with Special Ed and other support staff. Small group instruction with 6 – 8 students in a group on a 4,6, or 8 week cycle</p> <p>Consistently provide Universal Access to Core</p>		<p>formative assessments, pre/posttests and flexible grouping of students</p>	<p>Support Intervention programs (RSP Staff)</p> <p>Work with RtI Coordinators to blend services between Gen Ed and Sp Ed</p> <p>RtI process, protocols and procedures created and in use</p> <p>Continued EL/ELD RSP and intervention support to students based on need</p> <p>Prescriptive, skill based, research based intervention with fluid RSP support at all grade levels</p> <p>Build knowledge of core curriculum and assessments.</p> <p>Begin work on Secondary RTI process for implementation 2015-16</p>		
1. To develop and implement a Response to Instruction and Intervention districtwide.	1 Student Achievement	<p>Special Education SDC Program</p> <p>Provide services for: Regionalized Programs FA TAP PERL SCIL</p> <p>Non-Categorical SDC</p>	LEA	<p>Gather data from Formative Assessments and Benchmarks</p> <p>Progress Monitoring of student I.E.P. Goals</p> <p>Quarterly</p>	<p>Continue to implement Core Curriculum with fidelity using scaffolding</p> <p>Increase mainstreaming opportunities</p> <p>Implementation of Benchmark and Formative Assessment with Data Collection of Core Curriculum</p>	<p>Continue core curriculum implementation with full fidelity using scaffolding</p> <p>Continue to increase mainstreaming opportunities</p> <p>Continue implementation of Benchmark and Formative</p>	<p>Continue core curriculum implementation with full fidelity using scaffolding</p> <p>Continue to increase mainstreaming opportunities</p> <p>Continue implementation</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>Access to Core Curriculum at grade level</p> <p>Scaffolding with grade level Core Curriculum</p>				Assessment with Data Collection of Core Curriculum	of Benchmark and Formative Assessment with Data Collection of Core Curriculum and adjust accordingly
1. To develop and implement a Response to Instruction and Intervention districtwide.	1,2	<p>Response to Intervention - Behavioral</p> <p>Creation of a continuum of support on a school wide level to ensure behavioral needs of all students are met</p> <p>Develop alternatives to suspension and create Positive Behavior Intervention Supports.</p> <p>Develop effective Bell to Bell expectations, with PD</p> <ul style="list-style-type: none"> • Procedures • Use of Instructional Time <p>Social/Emotional</p>	LEA	<p>Student contact data</p> <p>Formative Assessment Data</p> <p>Student Discipline Query</p> <p>Teacher RTI Forms</p> <p>Principal Site Summit Reports</p>	<p>Implement RtI protocols</p> <p>Clearly articulate vision of RTI- Behavior process- including positive supports</p> <p>Create RtI training for K-6 staff with RtI Coordinators and Special Ed staff</p> <p>Professional Development: In areas of Crisis Prevention Intervention, De-escalation strategies, Bell to Bell</p> <p>Review/Incorporate Masonic Student Assistance Program- (MSAP) Type Training and process</p> <p>Open discussions with general education teachers, Interventionists, Aides, Special Ed Teachers, support staff, Aides, and Principals</p> <p>Monitor student progress</p> <p>Behavior Supports for all</p>	<p>District wide programs of PBIS and RtI at all sites</p> <p>Full fidelity to RTI- Behavior process</p> <p>Ongoing support for best behavior process in the classroom (Tier 1)</p> <p>Full implementation of RtI Process and Protocols</p> <p>Monitoring of student behavior, ongoing progress</p> <p>Behavior Supports for all students, both informal and formal</p> <p>Ongoing support for all staff regarding process and implementation</p> <p>Ongoing Professional Development</p> <p>Additional Behavior Specialist (district wide)</p>	<p>District wide programs of PBIS and RtI at all sites</p> <p>Full fidelity to RTI- Behavior process</p> <p>Ongoing support for best behavior process in the classroom (Tier 1)</p> <p>Evaluate implementation of RtI process and protocols</p> <p>Continue monitoring of student behavior, ongoing progress</p> <p>Make behavior supports for all students available, informal and formal</p> <p>Ongoing</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>Learning system</p> <p>Focus on Social Skills</p> <p>BSP support process available for all students who need it</p>			<p>students, both informal and formal</p> <p>Supporting all staff with Behavior Support Plan process and implementation as needed</p> <p>Create and implement Universal Screening for behavior</p> <p>(PBIS pilot- Fairmont, Vaca Pena and Will C. Wood)</p> <p>Continue Intern Counselors K-6</p> <p>Continue Student Health Data reviews</p> <p>Staff survey regarding Professional development Needs and options</p>	<p>\$100,000</p> <p>Intern Counselors K-6</p> <p>Student Health Data reviews</p> <p>Staff survey regarding Professional development Needs and options</p>	<p>Professional Development</p> <p>Intern Counselors K-6 -</p> <p>Student Health Data reviews</p> <p>Staff survey regarding Professional development Needs and options</p>
1. To develop and implement a Response to Instruction and Intervention districtwide.	1	<p>Response to Intervention - Attendance</p> <p>As part of the District RTI-Attendance Plan Sites will develop a committee to aide families and intervene with student truancy issues</p> <p>Through site snap-shot day process identify student need</p> <p>Investigate implementation of home visit process</p>	LEA	<p>Sites: Review Attendance Data Bi-Monthly</p> <p>October</p> <p>March</p>	<p>Determine possible interventions and wrap around/intervention/ support services that are needed</p> <p>Site administration tracks absences and brings names to committee</p> <p>Constitute a SART- Student Attendance Review Team at each site</p> <p>Committee reviews students and puts interventions in place with a plan for accountability.</p>	<p>Continue committee process at sites</p> <p>Build more alternatives, supports and interventions</p> <p>Work with Learning Support Department to create and use student centered alternative programs.</p> <p>Continue secondary attendance incentive "GOTCHA"</p>	<p>Continue committee process at sites</p> <p>Evaluate and continue to build more alternatives, supports and interventions</p> <p>Implement Learning Support Department, student centered alternative programs.</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>Continue districtwide attendance incentives to sites</p> <p>Investigate feasibility of effective summer school model</p> <p>Continue Super Saturday Attendance recovery opportunities</p> <p>Continue secondary attendance incentive "GOTCHA"</p>			<p>monitoring and documentation</p> <p>Investigate implementation of home visit process</p> <p>Habitual truanancies brought to committee as second time, parent invited, recommendation for SARB discussed and moved forward if appropriate</p>		<p>Continue secondary attendance incentive "GOTCHA"</p>
1. To develop and implement a Response to Instruction and Intervention districtwide.	2,3,7,8	<p>Drop Out Rate Reduction</p> <p>Identify students in danger of future dropout in grades 6th, 8th and 9th</p> <p>Build process for detection of early warning signs of potential drop out</p> <p>Create site taskforce to target and track identified students</p> <p>Annual meetings of task force with intervention staff, mentors, parents, teachers and student</p> <p>Plans created, updated and monitored annually</p>	LEA	<p>Annual review of attendance, dropout rate and Cal PADS data.</p> <p>Data to review: Attendance data Discipline data Data from Counselors, Interns, psychologists Individual classroom data Health data review</p> <p>Review: Social- Emotional-Monthly</p> <p>At Risk Drop-Out-Quarterly</p>	<p>Continue to build in best practices of research-based drop-out prevention programs</p> <p>Communication between elementary and secondary schools to track student progress throughout</p> <p>Priority focus on 9th graders and Latino students</p> <p>Monitor best practices of research-based drop-out prevention programs through a cycle of inquiry</p> <p>Connect with city and social services, build relationships and work together to support students and families</p> <p>Drop-Out Reduction Task Force – Pilot</p>	<p>Evaluate and continue SART Committee work</p> <p>Full implementation of Drop-Out Task Force</p> <p>Full implementation of alternative programs and services to meet the needs of students.</p> <p>Student Health Data reviews</p> <p>Community Liaison (for 4 Title 1 sites to start 6 hrs/week, 4 Title 1 Elementary schools 6 hours/week each site TOTAL = \$16,480</p> <p>Continue to design alternative programs and services to meet the needs of students</p>	<p>Evaluate and adjust SART Committee work as needed</p> <p>Data collection and evaluation of Drop-Out Task Force</p> <p>Evaluation of alternative programs and services to meet the needs of students.</p> <p>Student Health Data reviews</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					Increase opportunities for feeder Elementary schools to attend Middle school & High school events to build connection and foster school attendance and pride. Student Health Data reviews		
2. To implement the California Common Core State Standards	4,5	<p>Common Core Standards Implementation – Elementary School</p> <p>Work collaboratively to implement curriculum, assessment and ongoing PD.</p> <p>Support teachers, students and school communities</p> <p>Revise grading policies</p> <p>Curriculum pilot and adoption</p> <p>Identify outside resource to assist with developing, aligning and calibrating CCSS ELA pacing guides</p> <p>Identify consultant to assist in the transition to ELS CCSS aligned instructional practices</p>	LEA	4 times per year through the Pacing Guide Committee Quarterly	<p>CCSS-math Grades K-6 Full Implementation Continued PD</p> <p>CCSS-ELA Grades K-6 Year 1 of 2 year implementation PD</p> <p>Adoptions Pilot Materials, Year 1 Math K-8 - \$900K (TK- 5th & 6th-8th)</p> <p>Assessment CCSS Formatives SBAC Interims SBAC Operational – Baseline</p> <p>Increase opportunities for common core authentic Learning experience... field trips & assemblies</p> <p>Investigate book inventory system</p> <p>Continue with Williams Act. Compliance</p> <p>Purchase Common Core curriculum for Sp. Ed - \$50,000 Supplemental Instructional materials - \$15,000</p>	<p>CCSS-math Grades K-6 Full Implementation Continued PD</p> <p>CCSS-ELA Grades K-6 Year 2 of 2 year implementation PD</p> <p>Adoptions Pilot Materials, Year 2 OR Adoption Year 1</p> <p>Assessment CCSS Formatives SBAC Interims SBAC Operational</p> <p>Increase opportunities for Common core authentic Learning experience... Field trips & assemblies</p> <p>Investigate book inventory system</p> <p>Continue with Williams Act. Compliance</p> <p>Survey teachers regarding professional development needs and options for scheduling</p>	<p>Continue Assessment CCSS Formatives SBAC Interims SBAC Operational</p> <p>Evaluate implementation and needs</p> <p>Continue with Williams Act. Compliance</p> <p>Continued P.D.</p> <p>Survey teachers regarding professional development needs and options for scheduling</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		Provide professional learning opportunities and collaborative time to develop CCSS aligned pacing guides, formative and summative assessments.			Purchase Curriculum and provide PD - \$30,000 Survey teachers regarding professional development needs and options for scheduling		
2. To implement the California Common Core State Standards	4,5	<p>Common Core Standards Implementation – Middle School Work collaboratively to implement curriculum, assessment and ongoing PD.</p> <p>Support teachers, students and school communities</p> <p>Revise grading policies</p> <p>Curriculum pilot and adoption</p> <p>Identify outside resource to assist with developing, aligning and calibrating CCSS ELA pacing guides</p> <p>Identify consultant to assist in the transition to ELS CCSS aligned instructional practices</p>	LEA	Quarterly 4 times per year through the Pacing Guide Committee	<p>CCSS-math Full Implementation CCSS-7 CCSS-7/8 CCSS-8 Continued PD</p> <p>Grades 8 - Integrated Math 1 Continue PD</p> <p>CCSS-ELA - Year 1 Implementation, PD</p> <p>Secondary History and Science - Full Implementation, PD</p> <p>Adoptions Pilot Materials, Year 1 Consideration of Adoption ELA – Springboard (Middle School and High School) \$70,000 annually Math K-8 - \$900,000 (TK- 5th & 6th-8th)</p> <p>Assessment CCSS Formatives SBAC Interims SBAC Operational – Baseline</p> <p>Implement 7th grade Dual Immersion -Social Studies 51% EL enrollment \$30,000 for 1 period</p> <p>Increase opportunities for Common core authentic</p>	<p>CCSS-math Full Implementation CCSS-7 CCSS-7/8 CCSS-8 Integrated Math 1 Continued P</p> <p>CCSS-ELA Grades K-6 Year 2 Implementation PD</p> <p>Secondary History and Science Full Implementation PD</p> <p>Adoptions Pilot Materials, Year 2 OR Consideration of Adoption</p> <p>Assessment CCSS Formatives SBAC Interims SBAC Operational</p> <p>7th & 8th grade Dual Immersion 51% EL enrollment \$60,000 for 4 periods</p> <p>Increase opportunities for Common core authentic Learning experience... Field trips & assemblies</p> <p>Continue with Williams</p>	<p>Evaluate CCSS-math Full Implementation CCSS-7 CCSS-7/8 CCSS-8 Integrated Math 1 Continued P</p> <p>Continue Secondary History and Science Implementation with PD</p> <p>Evaluate Adoptions Pilot Materials, Year 2 OR Consideration of Adoption</p> <p>Continue Assessment CCSS Formatives SBAC Interims SBAC Operational</p> <p>Evaluate and continue 7th & 8th grade Dual Immersion 51% EL enrollment \$60,000 for 4 periods</p> <p>Increase opportunities for Common Core authentic Learning experience... Field trips & assemblies</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		Provide professional learning opportunities and collaborative time to develop CCSS aligned pacing guides, formative and summative assessments.			Learning experience... Field trips & assemblies Continue with Williams Act Compliance Survey teachers regarding professional development needs and options for scheduling	Act Compliance Survey teachers regarding professional development needs and options for scheduling	Survey teachers regarding professional development needs and options for scheduling
2. To implement the California Common Core State Standards	4,5	<p>Common Core Standards Implementation – High School</p> <p>Work collaboratively to implement curriculum, assessment and ongoing PD.</p> <p>Support teachers, students and school communities</p> <p>Revise grading policies</p> <p>Curriculum pilot and adoption</p> <p>Identify outside resource to assist with developing, aligning and calibrating CCSS ELA pacing guides</p> <p>Identify consultant to assist in the transition to ELS CCSS aligned instructional practices</p> <p>Provide professional</p>	LEA	Quarterly 4 times per year through the Pacing Guide Committee	<p>CCSS-math</p> <p>Implementation of Integrated Math 1 Develop of Integrated Math 2 Curricular Alignment Curriculum Mapping Continued PD</p> <p>CCSS-ELA Full Implementation PD</p> <p>Secondary History and Science Full Implementation Provide PD</p> <p>Adoptions Consideration of ELA and Math Adoption ELA – Springboard (Middle School and High School) annually</p> <p>Implement Integrated Math - \$50K</p> <p>Assessment CCSS Formatives SBAC Interims SBAC Operational – Grade 11– Baseline</p> <p>Increase opportunities for Common core authentic Learning experience... Field trips & assemblies</p>	<p>CCSS-math</p> <p>Implementation of Integrated Math 2 (\$15K) Develop of Integrated Math 3 Curricular Alignment Curriculum Mapping Continue PD</p> <p>CCSS-ELA Full Implementation PD</p> <p>Secondary History and Science Full Implementation PD</p> <p>Adoptions Consideration of ELA and Math Adoption Springboard 6th-8th - \$20K</p> <p>Assessment CCSS Formatives SBAC Interims SBAC Operational- Grade 11</p> <p>Increase opportunities for Common core authentic Learning experience... Field trips & assemblies</p> <p>Continue with Williams Act Compliance</p>	<p>CCSS-math</p> <p>Evaluate implementation of Integrated Math 2 Develop of Integrated Math 3 Curricular Alignment Curriculum Mapping Continue PD</p> <p>Continue CCSS-ELA Full Implementation PD</p> <p>Continue Secondary History and Science Full Implementation PD</p> <p>Evaluate Adoptions Consideration of ELA and Math Adoption</p> <p>Continue Assessment CCSS Formatives SBAC Interims SBAC Operational- Grade 11</p> <p>Continue with Williams Act Compliance</p> <p>Continue P.D.</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		learning opportunities and collaborative time to develop CCSS aligned pacing guides, formative and summative assessments.			Continue with Williams Act Compliance Survey teachers regarding professional development needs and options for scheduling	Survey teachers regarding professional development needs and options for scheduling	Survey teachers regarding professional development needs and options for scheduling
3. To build a solid framework for 21st Century Readiness, College to Career, STEM, and Enrichment to increase student achievement and engagement.	1,2,3,6	<p>21st Century Readiness, College to Career Pathways, STEM, and Enrichment</p> <p>Work with CTE consortium on the implementation of the Career Pathways Grant.</p> <p>Develop, plan, and prepare for the pathways to be offered in 2015-16.</p> <p>Develop any possible articulations with secondary education institutions.</p> <p>Backwards map process to determine which science standards are essential in the elementary grade levels.</p> <p>Increase opportunities for Advanced placement courses</p> <p>Increased opportunities for community college courses.</p> <p>Survey teachers regarding professional development needs</p>	LEA	Semester	<p>Determine which pathways are needed in this area. Consideration given to the following possibilities:</p> <ul style="list-style-type: none"> • Computer Tech Certifications • Computer Programming Applications • Biotech • Automation Engineering • Robotics • HVAC/Solar <p>Develop, plan, and prepare for the pathways to be offered in 2015-16.</p> <p>Develop any possible articulations with secondary education institutions.</p> <p>Apply for UC a-g recognition for some pathways.</p> <p>Backwards map process to determine which science standards are essential in the elementary grade levels.</p> <p>Design and develop</p>	<p>First year of implementation for new career pathways.</p> <p>Evaluate progress and implementation of pathways.</p> <p>Make adjustments for 2016-17.</p> <p>Continue application process for UC a-g recognition.</p> <p>Continue with the development of any articulations.</p> <p>Textbook Purchase/New Pathway Courses- \$20K</p> <p>Increase elective course offerings</p> <p>Increase opportunities for art, music, and library at the elementary</p> <p>Offer college & career Events</p> <p>Develop community</p>	<p>Second year of implementation for new career pathways.</p> <p>Evaluate progress and implementation of pathways.</p> <p>Make adjustments for 2017-18.</p> <p>Continue application process for UC a-g recognition for new courses</p> <p>Continue with the development of any articulations K-12</p> <p>Continue to increase elective course offerings</p> <p>Continue to increase opportunities for art, music, and library at the elementary</p> <p>Increase college & career events</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		and options for scheduling			<p>elementary science lessons (complete “off the shelf” teaching kits) that are tied to the essential science standards for elementary school students</p> <p>Textbook Purchase/New Pathway Courses- \$75,000</p> <p>Begin to evaluate the possibility of a K-8 STEM related magnet school as we decide on the reopening of Sierra Vista. This type of program could be housed at either Sierra Vista or Fairmont. -Cost -Needs -Assessment</p> <p>Continue college night Events</p> <p>Continue and expand AVID course offerings at secondary schools – \$54,000</p> <p>In partnership with SCC, add a second VECHS class \$25,000</p> <p>Analyze and determine 21st century skill needs K-12 - \$25,000</p>	<p>partnerships for student Internships</p> <p>Continue AVID at Secondary schools.</p> <p>Implement programs to meet student need for 21st century skill development K-12</p> <p>In partnership with SCC, add a second VECHS class \$25,000</p>	<p>Build on developing community partnerships for student Internships</p> <p>Continue AVID at Secondary schools. In partnership with SCC, add a second VECHS class \$25,000</p>
3. To build a solid framework for	1,2,3,6	GATE Continue GATE Saturday offerings	LEA	<p>Annual program evaluation</p> <p>Student Data -</p>	<p>Continue GATE Testing</p> <p>Build Odyssey of the Mind</p>	<p>Continue GATE Testing</p> <p>Odyssey of The Mind</p>	<p>Continue GATE Testing</p>

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					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
21st Century Readiness, Career, STEM, and Enrichment to increase student achievement and engagement.		<p>Implement Standards for Gifted and Talented</p> <p>Enhance Parent Communication</p> <p>Revisit GATE Plan</p> <p>Infuse GATE curriculum into intervention for higher level students</p>		<p>Quarterly</p> <p>Assessment under California Standards for Gifted and Talented Students annually</p>	<p>Program</p> <p>Review and Analyze GATE identification process</p> <p>Enhance Parent Communication</p> <p>Review and Analyze curriculum</p>	<p>Standards for Gifted and Talented</p> <p>Review and Analyze GATE identification process</p> <p>Enhance Parent Communication</p> <p>Review and Analyze curriculum</p> <p>Review GATE Plan</p>	<p>Evaluate and continue Odyssey of The Mind</p> <p>Continue use of standards for Gifted and Talented</p> <p>Review and Analyze GATE identification process</p> <p>Enhance parent communication and involvement</p> <p>Review, analyze and update curriculum</p> <p>Revisit GATE Plan</p>
4. To Increased Parent Involvement	8	Increase Parent Involvement	LEA	November March May	<p>Acknowledge and address lack of parent involvement</p> <p>Plan and Pilot Parent University Nights Topics: Literacy, Math, Science, Common Core...</p> <p>Continue to Incorporate federal and state laws and regulations</p> <p>Incorporate the CDE Standards for Family involvement</p> <p>Create Parent/Site Focus</p>	<p>Translated Documents/ Translators Available</p> <p>Consistent use of communication tools</p> <p>Implement Parent University Nights- District Wide (2-3 per year) Topics: Literacy, Math, Science, Common Core...</p> <p>Continue to Incorporate federal and state laws and regulations</p> <p>Continue to Incorporate the CDE Standards for Family</p>	<p>Continue to translate Documents and have translators available</p> <p>Consistent use of multiple communication tools</p> <p>Implement Parent University Nights- District Wide (3 per year) Topics: Literacy, Math, Science, Common Core...</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>Plan community/parent based events</p> <p>Incorporate Family Engagement Framework (CDE, 2011) Parent led meetings: -Potluck -Dinner served - Childcare/Activities -Formal & informal meetings</p> <p>Incorporate the Matrix of Federal and state Parent Involvement Requirements for programs</p> <p>Incorporate the CDE Standards for Family involvement</p>			<p>Groups</p> <p>Websites with relevant & updated parent information</p> <p>Investigate implementation possibility of home visit program.</p>	<p>involvement</p> <p>Continue to Incorporate the Matrix of Federal and state Parent Involvement Requirements for programs</p> <p>Continue planning community/parent/family based events</p> <p>Create parent focus groups</p> <p>Bilingual stipends - Translators = \$20,000 Teachers/hourly = \$42,000</p> <p>\$2500 per site for meetings and events</p> <p>P/T Site Parent Liaison to connect families to services, support and one another</p> <p>Websites with relevant & Updated parent information</p>	<p>Continue to update and incorporate federal and state laws and regulations</p> <p>Continue to Incorporate the CDE Standards for Family involvement</p> <p>Continue to Incorporate the Matrix of Federal and state Parent Involvement Requirements for programs</p> <p>Increase community/parent/family based events</p> <p>Continue and build on parent focus groups</p> <p>Bilingual stipends - Translators = \$20K Teachers/hourly = \$42K</p> <p>\$2500 per site for meetings and events</p> <p>Websites with relevant & updated parent information</p>

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5. To reduce Class Sizes K-3 and investigate the feasibility of class size reduction in 4th-8th and 9th-12th grades.	2,3,8	<p>Class Size Reduction K-3 at all Elementary sites until all sites have a 24:1 ratio</p> <p>Reduce elementary (TK-3rd) class sizes from their current size to 24 to 1.</p> <p>Investigate the feasibility of class size reduction in 4th -8th grade and 9th-12th grades</p>	K-3	<p>August</p> <p>September</p> <p>March</p>	<p>28% decrease to Gap to 24 : 1</p> <p>TK-3 cost- \$210,000</p>	<p>33.95% decrease to Gap to 24 : 1</p> <p>TK-3 - \$420,000</p> <p>4-8 FTE \$430K-\$560K Districtwide</p> <p>4th – 8th grade CSR \$560,000</p>	<p>Revise class size reduction requirement progress</p> <p>TK-3 - \$420,000</p> <p>Make necessary additional reductions</p> <p>Investigate feasibility on 9-12 class size reduction</p>
6. To develop and implement a Wrap Around Service Model to meet the social, emotional and academic needs of VUSD students.	2,3,4,7,8	<p>Wrap Around Service Model: Mental Health/ At-Risk/ Drop Out</p> <p>Implementation of Special Education/General Education blend of services under RTI for individual student need</p> <p>Connect with city and social services, build relationships and work together to support students and families</p> <p>Design of alternative programs and services to meet needs</p> <p>Survey teachers regarding professional development needs and options for scheduling</p>	LEA	Quarterly	<p>MHSA Grant with SCOE-Tier 2-3 level student need</p> <p>Begin implementation of Special Education/General Education blend of services under RTI for individual student need</p> <p>Connect with city and social services, build relationships and work together to support students and families</p> <p>Evaluate structures already in place</p> <p>Begin design of alternative programs and services to meet needs</p> <p>Drop-Out Reduction Task Force - Pilot Identify students in danger of future drop out;</p>		

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		<p>Communication between elementary, middle and high school critical as student progresses through</p> <p>Attempt to address social equity issues and needs at each site</p>			<p>6th, 8th and 9th graders</p> <p>Counseling Interns K-6 - \$80,000 (former MHSA)</p> <p>Determine interventions and wrap around services available</p> <p>Build process for detection of early warning signs of potential drop out</p> <p>Build in best practices of research-based drop-out prevention programs</p> <p>Site task force created to target and track identified students</p> <p>Meetings held annually with taskforce, intervention personnel/staff, mentors, parents, student....</p> <p>Plans created, updated and monitored annually</p> <p>Priority focus on 9th graders</p> <p>Monitor best practices of research-based drop-out prevention programs through a cycle of inquiry</p> <p>Student Health Data reviews</p>		
7. To	1,2,3,7,8	Preschool	LEA-Wide	Enrollment Data	Planning Implementation	Pilot Implementation	Full Implementation

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					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
investigate the feasibility of Preschool for all 3 to 4 year olds in VUSD.		Investigate the feasibility of Preschool for all 3 to 4 year olds in VUSD.	3 and 4 Year Olds	Student achievement Data DRPD Formative Assessments	Meeting with the City of Vacaville, site principals, other agencies Investigate licensing requirements Partnerships -SCOE -First 5 Facilities Possibility of Developmental Center	Operational Program feeding into TK and Kindergarten General Fund Costs unknown	Operational Program feeding into TK and Kindergarten General Fund Costs unknown
8. To create a framework of English Language Development instructional practices that improves student achievement and access to the Common Core State Standards.	1,5,6,7,8	English Language Development Evaluate current program Comprehensive English Language Development Program TK- 12 addressing language and academic needs, including ELs with disabilities PD for teachers to develop a broad range of instructional resources that facilitate EL's access to all core	LEA	Instructional plans School City – Data from classroom formative assessments Trimester – Elementary Semester – Secondary	Comprehensive English Language Development Program TK- 12 addressing language and academic needs, including ELs with disabilities <ul style="list-style-type: none"> Daily ELD for CELDT Level 1-3 PD Formative Writing CELDT Prep PD for teachers to develop a broad range of instructional resources that facilitate EL's access to all core curriculum and subjects. <ul style="list-style-type: none"> Middle School and High Schools CCSS ELA/ELD CELDT Levels 1-5 and RFEP students 	Continue a comprehensive English Language Development Program TK- 12 addressing language and academic needs, including ELs with disabilities <ul style="list-style-type: none"> Daily ELD for CELDT Level 1-3 PD CELDT Prep Curriculum Update for grades TK-12 Continued PD for teachers to develop an understanding of the new CELDT. <ul style="list-style-type: none"> Organization of the Proficiency Level Descriptors (emerging, expanding, bridging) Incorporating Language goals into 	

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>curriculum and subjects.</p> <p>Comprehensive ELD procedures TK-12 to addressing language and academic needs of diverse EL population such</p>			<p>Continue DELAC / ELAC meetings</p> <ul style="list-style-type: none"> Define roles of DELAC and ELAC to advise on SPSA the creation and implementation of LCAP and LCFF Parent indicated by the LACP and LCFF <p>Comprehensive ELD procedures TK-12 to addressing language and academic needs of diverse EL population such as newcomers.</p> <p>Parent involvement / School Engagement</p> <ul style="list-style-type: none"> Involvement in classroom and help bridge and connect to community resources Family engagement activities that promote development of parents who can advocate effectively for their children. Welcoming environment to include someone in the front office who speaks the language and understands the services and resources available for parents and ELs at the school. Oral and Written Translations – Total 	<p>classroom</p> <p>Comprehensive ELD procedures TK-12 to addressing language and academic needs of diverse EL population such as newcomers.</p> <p>Continue DELAC / ELAC meetings</p> <ul style="list-style-type: none"> Advise on SPSA the student progress and indicated by the LACP and LCFF <p>Parent involvement / School Engagement</p> <ul style="list-style-type: none"> Involvement in classroom and help bridge and connect to community resources Family engagement activities that promote development of parents who can advocate effectively for their children. Welcoming environment to include a Community Liaison in the front office who speaks the language and understands the services and resources available for parents and ELs at the school. Oral and Written Translations Parent –Teacher 	

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					<p>\$20,000 –</p> <ul style="list-style-type: none"> Parent –Teacher conference Translation Center <p>Disaggregation of Data for ELs</p> <ul style="list-style-type: none"> School attendance rates for ELs % Enrolled in courses for graduation and UC/CSU course requirement <p>Annual survey of EL parents Transition to the new CELDT</p> <ul style="list-style-type: none"> 14-15 Gathering baseline data for Language! Classroom Content Area Coaches <p>Continue close monitoring of RFEP students</p> <p>Continue ELD PD \$1500</p> <p>Continue Centralized Services (EIA) \$853,094</p> <p>Continue Site Allocations (EIA) \$270, 412</p> <p>Survey teachers regarding professional development</p>	<p>conference Translation Center</p> <p>Disaggregation of Data for ELs</p> <ul style="list-style-type: none"> School attendance rates for ELs % Enrolled in courses for graduation and UC/CSU course requirement Annual survey of EL parents <p>Incorporating Language goals into classroom</p> <p>Continue close monitoring of RFEP students</p> <p>Continue Centralized Services (EIA) \$853,094</p> <p>Continue Site Allocations (EIA) \$270, 412</p> <p>Survey teachers regarding professional development needs and options for scheduling</p>	

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					needs and options for scheduling		
9. To create a Wellness framework of practice across the district that increase student engagement and overall health.	2,3,4,7,8	<p>Wellness</p> <p>Incorporate new Food Services Laws and Requirements</p> <p>Review CHKS Data – use to create Pilot Youth Development Character Education programs at the sites Drug Awareness Education</p> <p>Increase opportunities for student leadership for K-12</p>	LEA	Quarterly Review	<p>Incorporate new Food Services Laws and Requirements</p> <p>Wellness Coordinators at sites (through Kaiser grant) \$800 each</p> <p>Review feasibility for site and classroom emergency kits</p> <p>Sites working with American Heart Association -Jump Rope for Heart -School Gardens -Play 60</p> <p>Increase opportunities for student leadership for K-12</p> <p>Reapply for ATOD Grant -YTOT -Link Crew - Student Leadership</p> <p>Child Abuse Prevention Admin Training</p> <p>Continue safety committee process & staff training</p> <p>Review CHKS Data – use to create Pilot Youth Development Character Education programs at the sites Drug Awareness Education</p> <p>Review anti-Bullying Practices and Policies</p> <p>Assist families with car pool list, bus passes, walking, school bus</p>	<p>Implementation of District-wide Youth Development, Character Ed, Drug Awareness Programs</p> <p>Investigate morning snack options</p> <p>Implementation of District-wide Anti-Bullying Programs</p> <p>Continue healthy choices in cafeterias and at school events</p> <p>Implementation of PBIS District-wide</p> <p>Elementary P.E. program adjustment (Pilot) as determined by data</p> <p>Evaluate after school activity options: - enrichment - sports - academic support</p> <p>Evaluate food service needs.</p> <p>Student Health Data reviews Secondary health clerks - 6 staff @ 3 hours daily \$60,000</p>	<p>Evaluate and continue implementation of District-wide Youth Development, Character Ed, Drug Awareness Programs</p> <p>Evaluate and continue implementation of District-wide Anti-Bullying Programs</p> <p>Continue healthy choices in cafeterias and at school events</p> <p>Implementation of PBIS District-wide with fidelity</p> <p>Elementary P.E. program adjustment as determined by data</p> <p>Evaluate and implement after school activity options: - enrichment - sports - academic support as indicated by data collection</p> <p>Evaluate food service</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					where appropriate Review & Implement site Incentive & Recognition Programs for Attendance and Achievement Continue The Leader in Me Padan Elementary Implement PBIS Pilot -Fairmont -Vaca Pena -WCW Review Elementary P.E. structure & program Evaluate need for Elementary P.E. changes. Student Health Data reviews		needs. Student Health Data reviews
10. To increase Instructional Effectiveness to improve student achievement.	1,4,8	Instructional Effectiveness Recruit and Develop Highly Qualified Teachers Provide Professional Development Encourage diversity in hiring practices Survey teachers regarding professional development needs and options for scheduling	LEA	Bi-Annually September May	Provide Professional Development -BTSA - \$205,000 - Including: Mentoring/Sub time \$9,000 Provide PAR -Voluntary -Involuntary Provide adequate supplies Encourage diversity in hiring practices Implement New Teacher Orientation Continue bargaining process with both SEIU and VTA,	Provide Professional Development -BTSA -Mentoring -PAR -Voluntary -Involuntary Encourage diversity in hiring practices New Teacher Orientation Continue with Williams ACT compliance All H.Q. teachers Investigate feasibility of increased instructional day.	

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					regarding, but not limited to salaries and working condition. Continue with Williams ACT compliance Implement All H.Q. teachers in the district Provide Administrative training regarding ongoing district initiatives Investigate feasibility of increased instructional day Review purchasing and warehouse order processing procedures Continue to review staffing levels.	Continue to review staffing levels.	
11. To create and implement a Formative Assessment process that will drive instruction and increase student achievement.	1	Formative Assessments Build a strong, district-wide Response to Intervention System Data from School City used in PLC discussions, minutes shared and used to drive classroom instruction.	ALL	Weekly	Implement Formative Assessments for grades K-12 Full engagement in pilot at sites Up to 18 assessments -Math Up to 4 assessments - ELA Based on site capacity Benchmark assessments Assessments scanned and data printed for PLC meetings PLC meetings held, Discussion forms completed and given to Site Principal	Continuation of year 2 Full engagement at sites Continue full engagement in pilot at sites Up to 18 assessments Math & ELA Based on site capacity PLC meetings held, Discussion forms Completed and given to Site Principal Plan and implement Snap Shot Meeting days using Formative Data 3x per year	Continuation of year 3 Full engagement at sites with fidelity Continue full engagement at sites Up to 18 assessments Math & ELA Based on site capacity Continue to hold PLC meetings, Discussion forms Completed and

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>Plan and implement Snap Shot Meeting days using Formative Data</p> <p>Collaborative groups meet and answer PLC question #3 (What do we do for students who have not mastered the learning objective tested?).</p> <p>Intervention provided to students who have not mastered the learning objective.</p> <p>Collaborative groups meet and answer PLC question #4 (What do we do for students who have mastered the learning objective tested?)</p> <p>Survey teachers regarding professional development needs and options for scheduling</p>			<p>Plan and implement Snap Shot Meeting days using Formative Data 2x per year</p> <p>Gather Data</p> <p>Inquiry model discussion at Administrative meetings</p> <p>Full utilization of formative assessments that have been developed by the instructional mapping committees</p> <p>Revise formative assessments as needed.</p> <p>\$31,000 – Printing/Paper</p> <p>\$90,000 Clerical/Secretarial Support</p>	\$31,000 – Printing/Paper	<p>given to Site Principal</p> <p>Plan and implement Snap Shot Meeting days using Formative Data 3x per year</p> <p>Data used to make decisions and drive instruction</p> <p>\$31,000 – Printing/Paper</p>
12. To build a Technology	1,2,3,4,5,6,7,8	Technology	LEA	Quarterly	<p>Finish wireless work</p> <p>Tech instructions for students</p>	<p>Add addl. wireless</p> <p>Textbook/library inventory</p>	<p>Add additional wireless as needed</p>

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infrastructure to support instruction and the implementation of the Common Core Standards.		<p>Finish wireless work</p> <p>Purchase Additional SBAC devices and carts</p> <p>Support both classroom learning and assessment through the use of technology.</p> <p>Survey teachers regarding professional development needs and options for scheduling</p>			<p>(\$117,000)</p> <p>SBAC additional 250 devices, carts -\$100,000</p> <p>Software licenses (included in XP phase-out)</p> <p>Continue copy machine maintenance</p> <p>Maintain all contracts for routine maintenance</p> <p>Tech support above baseline 1 FTE Digital Ed Specialist (\$70,000)</p> <p>Technicians FTE (\$40,000)</p>	<p>(25,000)</p> <p>21st century classroom (\$4,355,000) Minimum std.</p> <p>Begin phase-in process for individual devices Device for ea. Student (400% increase) (\$3.5M)</p> <p>Additional Tech Support- 1 FTE technician per site= 9 addl. (\$360,000)</p> <p>1 Ed tech specialist per site (\$30,000-50,000)</p> <p>Asst. Director of Technology (\$95,000)</p>	<p>Textbook/Library inventory (25,000)</p> <p>Continue building 21st century classroom (\$4,355,000) minimum std.</p> <p>Continue phase-in process for individual devices Device for ea. student (400% increase) (\$3.5M)</p>
12. To build a Technology infrastructure to support instruction and the implementation of the Common Core Standards.	1,2,3,4,5,6,7,8	<p>Technology – Preparing for Smarter Balance</p> <p>Build a strong technology Infrastructure</p> <p>Develop a framework for technological integration in classroom instruction.</p> <p>Survey teachers regarding professional development needs and</p>	LEA		<p>Technology Infrastructure Wireless access</p> <p>Funding/reallocation of resources for technology purchases and upgrades</p> <p>Purchase additional Devices</p> <p>Build Site tech support systems</p> <p>Development of parameters, and procedures for devices</p> <p>Technology Integration Discovery Stage Self assessment survey for teachers and administrators</p> <p>PD for teachers on use of devices instructionally</p> <p>Technology Coordinators (2)</p>	<p>Technology Infrastructure Wireless capacity</p> <p>Purchase additional devices</p> <p>Site tech support</p> <p>Technology Integration Implementation Stage Support technology integration and alignment</p> <p>PD for teachers in using devices instructionally</p> <p>Technology Coordinators (4)</p> <p>Technology Skills Implementation Stage Integration of skill development in K-6</p>	<p>Continue to evaluate Technology Infrastructure Wireless Capacity</p> <p>Purchase additional devices as needed</p> <p>Site Tech Support</p> <p>Technology Integration Implementation Stage Support technology integration and alignment</p> <p>Continue PD for teachers in using devices instructionally</p> <p>Continue to build Technology Skills</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		options for scheduling			Technology Skills Discovery Stage Delivery planning pilot programs (K-6)		Implementation Stage Integration of skill development in K-6
13. To provide clean and safe Facilities.	1,6	Develop deferred maintenance plan using facilities inspection test (FIT)	ALL	Annual	Update deferred maintenance plan. Prioritize projects. Funded using deferred maintenance reserves.	Update deferred maintenance plan. Prioritize projects. Funded by increase in routine restricted maintenance contribution from 2.5% to full 3% required contribution.	Update deferred maintenance plan. Prioritize projects.
		Develop preventive and predictive maintenance plan using FIT and analysis of work order system data.	ALL	Quarterly	Implement preventative maintenance plan including an increase in staffing to support the plan. Funded by increase in RRM contribution from 2% to 2.5%.	Continue to implement and adjust preventative maintenance plan based on FIT and work order system data.	Continue to evaluate, implement and adjust preventative maintenance plan based on FIT and work order system data.
		Pursue potential general obligation (GO) bond to address facility needs. Continue to evaluate facilities needs assessment including CSR and access to technology for teacher and student use and	ALL	Quarterly	With passage of bond, establish citizens' oversight committee. Develop schedule for issuance of GO bonds based on bonding capacity and facility priority list. Begin planning, DSA process, and construction based on facility priorities.	Continue schedule for issuance of GO bonds based on bonding capacity and facility priority list. Continue planning, DSA process and construction based on facility priorities	Continue schedule for issuance of GO bonds based on bonding capacity and facility priority list. Continue planning, DSA process and construction based on facility

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		testing.					priorities
14. To Develop and implement a framework to address the social, emotional and academic needs of Foster Youth in VUSD.	3,4,5,6	<p>Foster Youth</p> <p>Understand and respond to the needs of Foster and Homeless Youth</p> <p>Bi-Annual training for Aeries users and site administration regarding identification of and services for foster and homeless youth</p> <p>Bi-Annual training for Aeries users and site administration regarding identification of and services for foster and homeless youth</p> <p>Instructional support for Foster Youth through blended services</p>	LEA	<p>August</p> <p>December</p> <p>May</p> <p>Enrollment Data</p> <p>Attendance Data</p> <p>Individual Student Data</p>	<p>Initiate bi-Annual training for Aeries users and site administration regarding identification of and services for foster and homeless youth</p> <p>Continue partnership with city transportation for bus passes</p> <p>Investigate Foster/Homeless Youth needs:</p> <ul style="list-style-type: none"> • Academic • Social • Attendance <p>Continue instructional support through blended services</p> <p>Student Health Data reviews</p>	<p>Continue bi-annual training – additional training for site staff and teachers</p> <p>Continue partnership with city transportation for bus passes</p> <p>Initiate interventions:</p> <ul style="list-style-type: none"> • Academic • Social • Attendance <p>Continue instructional support through blended services</p> <p>Master social worker to follow-up and assist in case management with foster and homeless youth</p> <p>Student Health Data reviews</p>	<p>Continue bi-annual training</p> <p>Continue additional site training</p> <p>Continue partnership with city transportation for bus passes</p> <p>Continue interventions:</p> <ul style="list-style-type: none"> • Academic • Social • Attendance <p>Outreach to foster families – increase involvement</p> <p>Continue instructional support through blended services</p> <p>Student Health Data reviews</p>

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

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
1. To develop and implement a Response to Instruction and Intervention districtwide. 4. To Increase Parent Involvement 6. To develop and implement a Wrap Around Service Model to meet the	1,2,3,4,7,8	FOR LOW INCOME PUPILS:					
		AVID Increase AVID course offerings.	Secondary Schools	Semester	Additional AVID classes \$54,000	Additional AVID classes \$54,000	Additional AVID classes \$54,000
		VECHS Increase VECHS course offerings (addition of a class).	School Wide	Semester	Additional VECHS Class \$25,000	Additional VECHS Class \$25,000	Additional VECHS Class \$25,000
		Master Social Worker Hiring of a Master Social Worker to work with the RtI model to Wrap Around students, case management and increase student achievement and engagement.	LEA	Semester	\$0	1 FTE \$100,000	1 FTE \$100,000
		Community	Title 1 Elementary	Semester	\$0	(4) P/T positions	(4) P/T positions

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					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
social, emotional and academic needs of VUSD students.		Liaisons Hiring of a Community Liaison at each of the Title 1 schools to increase	Schools			\$16,480	\$16,480
		Snap Shot Days – Individual student progress meetings with support staff	LEA	Semester	Release time costs \$30,000	Release time costs \$45,000	Release time costs \$45,000
		RTI –Build a solid RtI system district wide.			(9) FTE \$912,625	(9) FTE, Professional development, (1) release Day district Wide \$1,442,400	(9) FTE, Professional development, (1) release Day district Wide \$1,442,400
		Wrap Around Service Model - To develop and implement a Wrap Around Service Model to meet the social, emotional, and academic needs of VUSD students.			\$0	(2) FTE- Deans (4) FTE – Elementary AP’s \$256,480	(2) FTE- Deans (4) FTE – Elementary AP’s \$256,480
		K-6 Intern Counselors - Continue partnership with	Elementary Schools	Semester	MFT Interns \$80,000	MFT Interns \$80,000	MFT Interns \$80,000

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					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>the City of Vacaville to provide MFT Interns to work with students K-6th grade.</p> <p>Student Health Data reviews- District nurses reviewing individual student health data review for intervention and assistance</p>	LEA Wide		No Cost	No Cost	No Cost
<p>1. To develop and implement a Response to Instruction and Intervention districtwide.</p> <p>6. To develop and implement a Wrap Around Service Model to</p>	1,2,4,7,8	<u>FOR ENGLISH LEARNERS:</u>					
		<p>Centralized Services:</p> <p>Language Teachers</p> <p>Structured English Immersion – SEI I.A.</p> <p>EL Program Specialists</p> <p>EL Coordinator</p>	LEA	<p>Trimester for Elementary</p> <p>Semester for Secondary</p>	Centralized Services \$853,094	Centralized Services \$853,094	Centralized Services \$853,094

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					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
<p>meet the social, emotional and academic needs of VUSD students.</p> <p>8. To create a framework of English Language Development instructional practices that improve student achievement and access to the Common Core State Standards.</p>		<p>ELA/ELD Support Periods</p>					
		<p>Site Allocations: ELD, Interventions</p>			Site Allocations \$270,412	Site Allocations \$270,412	Site Allocations \$270,412
		<p>Snap Shot Days- Individual student progress meetings with support staff</p>			Release time costs \$30,000	Release time costs \$45,000	Release time costs \$45,000
		<p>RTI-Build a solid RtI system district wide.</p>			(9) FTE \$912,625	(9) FTE, Professional development, (1) release Day district Wide \$1,442,400	(9) FTE, Professional development, (1) release Day district Wide \$1,442,400
		<p>Wrap Around Service Model- To develop and implement a Wrap Around Service Model to meet the social, emotional, and academic needs of VUSD students.</p>			\$80,000	(2) FTE- Deans (4) FTE – Elementary AP’s (1) FTE Master Social Worker, (\$) P/T Health Clerks, MFT Interns \$746,480	(2) FTE- Deans (4) FTE – Elementary AP’s (1) FTE Master Social Worker, (\$) P/T Health Clerks, MFT Interns \$746,480
<p>1. To develop and implement a Response to Instruction and</p>	<p>1,2,3,4,5,6,7,8</p>	<p>FOR FOSTER YOUTH:</p>					
		<p>K-6 Intern Counseling</p>	<p>LEA Wide</p>	<p>Semester</p>	<p>MFT Interns \$80,000</p>	<p>MFT Interns \$80,000</p>	<p>MFT Interns \$80,000</p>
		<p>Student Health Data reviews</p>			<p>No Cost</p>	<p>No Cost</p>	<p>No Cost</p>

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					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Intervention districtwide. 4.To Increase Parent Involvement 6. To develop and implement a Wrap Around Service Model to meet the social, emotional and academic needs of VUSD students. 9. To create a Wellness framework of practice across the district that increases student							
		7-12 Youth Services Counseling	LEA Wide	Semester	No Cost	No Cost	No Cost
		Snap Shot Days – Individual student progress meetings with support staff RTI – Build a solie RtI system district wide Wrap Around Service Model – To develop and implement a Wrap Around Service Model to meet the social, emotional, and academic needs of VUSD students	LEA Wide	Semester	Release time costs \$30,000 (9) FTE \$912,625 MFT Interns \$80,000	Release time costs \$45,000 (9) FTE, Professional development, (1) release Day district Wide \$1,442,400 (2) FTE- Deans (4) FTE – Elementary AP’s(1) FTE Master Social Worker, (\$) P/T Health Clerks, MFT Interns \$746,480	Release time costs \$45,000 (9) FTE, Professional development, (1) release Day district Wide \$1,442,400 (2) FTE- Deans (4) FTE – Elementary AP’s(1) FTE Master Social Worker, (\$) P/T Health Clerks, MFT Interns \$746,480
		Outreach to Foster Parents – Site based	LEA Wide	Semester	No Cost	No Cost	No Cost

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					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
engagement and overall health.		activities designed to increase parent involvement Consistent communication					
1. To develop and implement a Response to Instruction and Intervention districtwide. 8. To create a framework of English Language Development instructional practices that improve student achievement and access to the Common Core State Standards.	1,2,4,7,8	<u>FOR REDESIGNATED FLUENT ENGLISH PROFICIENT PUPILS:</u>					
		Monitor progress of RFEP students, and provide academic support where needed	LEA Wide	Trimester for Elementary Semester for Secondary	No Additional Cost	No Additional Cost	No Additional Cost
		Snap Shot Day – Individual student progress meetings with support staff			Release time costs \$30,000	Release time costs \$45,000	Release time costs \$45,000
		RTI – Build a solid RtI system district wide			(9) FTE \$912,625	(9) FTE, Professional development, (1) release Day district Wide \$1,442,400	(9) FTE, Professional development, (1) release Day district Wide \$1,442,400
		Wrap Around Service Model – To develop and implement a Wrap Around Service Model to meet the social, emotional			MFT Interns \$80,000	(2) FTE- Deans (4) FTE – Elementary AP’s, (1) FTE Master Social Worker, (\$) P/T Health	(2) FTE- Deans (4) FTE – Elementary AP’s(1) FTE Master Social Worker, (\$) P/T

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		and academic needs of VUSD students				Clerks, MFT Interns \$746,48	Health Clerks, MFT Interns \$746,480

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

Vacaville USD has an unduplicated count of 41.17% as determined by CALPADs. In 2012-13, \$1,123,479 of EIA funds were spent. Utilizing the FCMAT calculator, our 2014-15 LCFF base will be \$72,018,554 and our Supplemental Grant funds will be \$2,759,313 or 3.91% of our total LCFF allocation of \$74,777,867. The growth in 2014-15 will be \$6,685,878 before adjustment for declining enrollment. This growth is based on using the GAP funding figure of 28.05% for 2014-15. The net change from 2013-14 is \$3,109,780 due to the transfer of enrollment to a newly approved charter school. The growth in supplemental funds is \$1,635,834.

The supplemental funds will be expended to provide Response to Intervention and Instruction (RTIs) teachers in the district's elementary schools. Further, the district will add the following to support the goals and activities listed above. These additional supports total \$2,706,667.

- \$912,625 district wide for intervention specialists (RTI, snapshot days for intervention, ESGI software to assist with data and professional development). VUSD believes this is the best use of these dollars because as it will allow a site based focus and support for RtI.
- \$1,115,000 district wide for instructional materials, additional middle school dual immersion periods, special education curriculum in addition to English and Math adoptions funded from \$1,000,000 in common core carryover. VUSD believes this is the best use of these dollars because it will allow the district to align the sites with special education and general education.
- \$179,000 secondary schools district wide for 21st century pathway textbooks, expansion of AVID, an additional VECHS class at SCC and analysis and planning for future 21st century pathways and support programs. VUSD believes this is the best use of these dollars because it will enable the district to build strong opportunities for students within the realm of 21st Century readiness and in partnership with Solano Community College.
- \$60,000 district wide for wrap around service including K-6 intern counseling. VUSD believes this is the best use of these dollars because it will allow the creation and implementation of a wrap-around service model that will focus on the social-emotional needs of VUSD students in order to increase student achievement and engagement.
- \$1,145,006 district wide for continued English language development (language teachers, SEI instructional aides, EL program specialists, EL coordinators, ELA/ELD support periods for secondary schools and site allocations) formerly funded by EIA funds. VUSD believes this is the best use of these dollars because it will allow VUSD to evaluate current practices, measure outcomes and increase student engagement and achievement in the area of English Language Development and subsequently all other academic areas.
- \$205,000 district wide for beginning teacher support. VUSD believes this is the best use of these dollars because the effects of first best teaching by

supported, highly qualified teacher is most strongly tied to student achievement and engagement in the classroom.

- \$121,000 district wide for clerical support of formative assessments and printing of formative assessment documents. VUSD believes this is the best use of these dollars because the creation, implementation of common formative assessments for use in monitoring student progress allows teachers to adjust teaching and guide learning in their classrooms.
- \$327,000 district wide for additional SBAC testing devices and carts, additional technology support (digital tech specialist and computer technician), and technology instruction and infrastructure preparation for individual student devices. VUSD believes this is the best use of these dollars to meet the California State requirements for the new standardized testing as well as implement a system for technology use in the classrooms for daily learning experiences.

In addition, the District will use local control base funding to reduce TK-3 class size as required by LCAP (\$210,000) and to restore the contribution for routine restricted maintenance to 2.5% in 2014-15.

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

Vacaville Unified School District has an unduplicated count of 41.6% as determined by CALPADs. For the 2014-2015 LCAP year, the Vacaville Unified School District has a proportionality percentage of 3.91% increased and/or improved services for our unduplicated student populations.

Some of the improved services will be similar for all unduplicated student populations. These improved services include Response to Intervention, Wrap-around Services, increasing Parent Participation, and Wellness practices.

The district will further improve services to our English Learners through professional development about the new English Language Development (ELD) Standards, best practices in implementation of the new standards in all classrooms, as well as building capacity regarding the new CELDT testing. The professional development will include site administrators, teachers, and para-professionals that work with English Learners. Through the professional development VUSD staff will develop an understanding of the ELD standards as well as how to integrate them into everyday instruction. The understanding of the ELD Standards will lead to changes in classroom instructional practices for all students, especially English Learners. It will also lead to improved ELD instruction and/or courses for students. VUSD will also provide increased and improved services for our Special Education English Learners.

Engagement of parents of our unduplicated students and all stakeholders to support these students is another key aspect of the 2014-15 LCAP. VUSD will focus on increasing parental involvement through site-based activities, stakeholder meetings and planning high-leverage practices to involve families.

Participation in programs targeted at English Learners as well as Foster Youth, Redesignated English Proficient students and students of poverty. This will include community events such as Parent University evenings where families will be invited in to the schools to learn about curriculum and how to support their child's academic success and consistent communication to families in both Spanish and English.

Vacaville Unified School District will increase efforts to identify and track homeless and foster youth in our schools. Administration, clerical staff, and teachers will receive training on identifying and supporting homeless and foster youth at their sites.

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.