

Introduction:

LEA: Vacaville Unified School District **Contact (Name, Title, Email, Phone Number):** Mark Fraizer, Chief Academic Officer, MarkF@VUSD.SolanoCOE.K12.CA.US, 707-453-6111 **LCAP Year:** 2016-2019

Local Control and Accountability Plan and Annual Update Template

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process	Impact on LCAP
<p>The Vacaville Unified School District worked with four key stakeholder groups, the Parent Advisory Committee (PAC), the District English Learner Advisory Committee (DELAC), the District Advisory Committee (DAC), and the Student Advisory Committee (SAC). The district convened a series of meetings for these groups to provide input and receive feedback on the services, actions and goals of the Local Control Accountability Plan (LCAP). Community members, parents, and educators were also provided with opportunities to learn about LCFF and provide input.</p>	<p>Over the course of the year, there were several emerging themes that resonated with stakeholder groups: These include the need for continuing, and in some cases increasing:</p> <ul style="list-style-type: none"> • Academic Support through the RTI Process, • Enrichment Opportunities, • Technology Support, and • Parent Involvement

Superintendent’s Parent Meetings

August 11, 2015
 September 9, 2015
 September 22, 2015
 September 24, 2015
 October 10, 2015

Superintendent’s Staff Meetings

September 14, 2015
 September 16, 2015 (3)
 September 17, 2015
 September 21, 2015
 September 22, 2015
 September 23, 2015
 September 24, 2015
 October 10, 2015
 October 5, 2015
 October 7, 2015
 October 13, 2015
 October 14, 2015
 October 21, 2015
 October 28, 2015
 November 2, 2015

Superintendent’s Students Meetings

August 11, 2015 (2)
 September 9, 2015
 September 17, 2015
 September 21, 2015
 October 10, 2015

Parent Advisory Council Meetings

November 10, 2015
 January 19, 2016
 March 16, 2016

Superintendents Stakeholder Group Meetings

The superintendent visited each school site and met with staff, parent groups, and student groups. She also held meetings with key community members. The focus of the meetings was to provide information about district priorities, newly implemented actions and services, and to gather feedback. These meetings provided information to stakeholders and allowed time to ask questions regarding implementations, outcomes, and challenges. Feedback was collected and organized in key areas of theme which included: curriculum and instruction, highly qualified teachers, school environments, home school communication and parent input, behaviors, and student wellness, physical education, and health.

Parent Advisory Council (PAC)

Within this group 40 percent were parents of unduplicated students. Parents were provided with information regarding the LCAP development, the goals and newly implemented services, and student data relevant to the progress on goals. PAC members worked to communicate with other parents and to represent their school sites. Council members found that communicating to other parents about the LCAP was difficult because of the number of goals and the associated actions and services. The council found that the data to show student growth was limited due to the metrics. Data was not available or not appropriate to gauge growth. As a result of the process, in order to better assess progress to goals the 2016-17 LCAP was streamlined to focus on clearer measures of growth and progress. It became evident during the meetings that in order to obtain specified feedback it would be necessary for them to define “parent engagement” and “parent involvement”.

The definitions that we established are as follows:

What is Parent Involvement?

When schools are involving parents, the topics, ideas, and energy tends to come from the schools. School staff feel they know what the problems are and how to fix them (and generally are well-intentioned).

What is Parent Engagement?

When school’s are engaging parents, ideas tend to be elicited from parents by school staff in the context of developing trusting relationships. More parent energy drives the efforts because they emerge from parent/community needs

<p>District English Learner Advisory Committee October 27, 2015 December 2, 2015 January 13, 2016 March 16, 2016</p> <p>District Student Advisory Committee December 14, 2015 January 11, 2016 February 9, 2016</p> <p>District Advisory Committee October 26, 2015 January 13, 2016 February 3, 2016 March 9, 2016 April 13, 2016</p> <p>Superintendent’s Cabinet February 1, 2016 February 15, 2016 February 22, 2016 March 14, 2016 March 21, 2016 April 4, 2016 April 11, 2016</p> <p>Educational Services Department September 14, 2015 October 5, 2015 October 19, 2015 October 26, 2015 November 18, 2015 December 2, 2015 January 7, 2016 January 21, 2016 February 16, 2016</p>	<p>and priorities.</p> <p>The key themes cited by the PAC cited were increasing technology implementation, enhancing home school communication, and providing more enrichment opportunities. Some parents express concern over the size of our largest elementary schools and the impact on facilities and “climate” of the schools.</p> <p>District English Learner Advisory Committee Meetings (DELAC) DELAC members were provided presentations on LCAP. Information was shared and discussed in the following areas: intervention, 21st century university and career readiness, parent participation, and English language development using technology. Some data on student achievement was shared but the committee did not feel that it was sufficient to determine student growth. The DELAC key themes were: increasing after-school academic intervention, early identification of areas of concern before the first conference, extending the kindergarten day, and ways to increase student motivation at the middle and high school levels. Parents requested further information on how and where to access support, increase communication between parents and the school and becoming more knowledgeable about grades and their impact in middle and high school. The committee sees improvement in modes of communication between parents and school as a need. Also, they suggested that translators be available at most sites to support the increase in communication and access.</p> <p>Student Advisory Committee (SAC) Students participated in facilitated focused group discussions on the LCAP Actions and Services. The group was comprised of 55% unduplicated students. They expressed what they knew about the services and actions that impacted them directly. They provided input on the services that they felt needed to be increased or made available to more students. The key themes were offering more options for high school school electives and offering greater opportunities for academic support.</p> <p>District Advisory Committee (DAC) This year the District Advisory Committee represented teachers, support staff, administrators, community members Vacaville Teachers Association, SEIU, and VUSD board members in the review and revision of the LCAP. Stakeholders</p>
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Elementary and Secondary Leadership Team

August 4 and 5, 2015
 September 8 and 10, 2015
 October 15 and 20, 2015
 December 1 and 3, 2015
 January 26 and 28, 2016
 February 23 and 25, 2016
 March 22 and March 24, 2016
 April 11 and April 12, 2016

Board Updates

March 17, 2016
 April 7, 2016
 April 21, 2016
 May 5, 2016
 May 18, 2016

Vacaville Teacher Association (VTA) Bargaining Unit - Consultation

January 27, 2016
 February 11, 2016
 March 23, 2016

SEIU - Consultation

March 24, 2016

Staff, Parents, Students and Community

February 22- March 23, 2016
 727 Responses
 72% parent or guardian
 11% teacher
 8% student
 7% other employee
 2% community

seemed to be concerned that the data collection process timeframe did not match up with the timeframe needed to develop the LCAP. Further, there was a concern over a lack of relevant data related to specific goals. The data collected was not always useful in developing conclusions. As a result of the process, in order to better assess progress to goals the 2016-17 LCAP was streamlined to focus on clearer measures of growth and progress.

Superintendent’s Cabinet

The Superintendent’s Cabinet reviewed LCAP actions, services, budgets, and the evaluation process from the prior year. They participated in discussions and identified best practices. The Superintendent and the Cabinet members are knowledgeable of the relationship between LCAP goals and the action steps that drive the key initiatives in the district. They found that the 2015-16 LCAP was cumbersome and too extensive to implement effectively. The Cabinet identified priorities for the coming school year. An overall budget for LCAP expenditure in 2016-17 was established and provided general directions for the LCAP work.

Educational Services Department Administrators

The Education Services Department meetings served as a venue to discuss and support the LCAP review process. Progress towards LCAP goals was reviewed along with stakeholder feedback. Opportunities were considered and aligned with budget priorities. In the end, the 2016-17 LCAP has undergone a significant revision to concentrate upon three goals that are connected to the 8 state priorities. These goals, and the associated actions and services to meet these goals, are more clearly aligned to student needs. They include specific support for academic achievement of unduplicated students, and incorporate stakeholders' priorities. The three goals are:

1. Provide high quality classroom instruction and curricula that promote college and career readiness.
2. Implement systematic changes to address the achievement gap.
3. Ensure all sites have safe, welcoming, and inclusive climates for all students and their families, so that all students are in class ready to learn.

Elementary and Secondary Leadership Teams (ELT and SLT)

The Elementary and Secondary Leadership Team meetings facilitated discussions on, and support for, the LCAP review process. The teams identified two areas of emphasis; the use of technology at schools and deepening our

systems of supports geared to increasing achievement and improving graduation rates.

Board Updates

The presentations to the board served as a way to provide information and stimulate discussions on priorities for the LCAP update.

Vacaville Teachers Association Bargaining Unit - Consultation

Meetings were held with to provide VTA with information on stakeholder feedback and priorities for the LCAP update.

SEIU - Consultation

SEIU was provided information on stakeholder feedback and priorities for the LCAP update.

Students, Parents, Staff, and Community Members

A stakeholder survey was used to obtain input on ranking of the top 4 priority areas and develop more focused actions and services for the LCAP. The district surveyed students, parents, staff, and community members and asked them to prioritize the needs of our district by selecting four of the following categories:

- Additional Elementary Science - 279 (33.2%)
- Additional High School Career Technical Education Opportunities - 343 (41.1%)
- Anti-Bullying and Cyber Safety - 267 (32%)
- Before and After School Academic Support - 270 (32.3%)
- Drop out Prevention programs - 80 (9.9%)
- Enhance/Increase Saturday School Offerings - 52 (6.2%)
- Enrichment Opportunities for Students - 464 (55.6%)
- Parent Information and Learning Opportunities - 98 (11.7%)
- Smaller Class Sizes - 539 (64.6%)
- Summer Programs - 159 (19%)
- Using Technology for Learning at School - 414 (49.6%)
- Wellness Activities - 153 (18.3%)
- Other - 130 (11.7%)

There was a total of 835 responses, 808 English and 27 Spanish responses. Please the appendix for raw data and the comments listed under "other" responses.

	<p>Other discussions by stakeholder groups that had an impact on the final priorities was a concern for ongoing costs and the efficient use of resources. Some initial activities that were considered for inclusion included the following: additional Technology Coach positions, a 1 FTE behaviorist, and additional support for students at risk of dropping out (4.0 teacher positions, 2 additional Student and Family Case Managers, and an administrative position shared between our high schools). These considerations will be considered again in the next year as the multi-year projected budget becomes clearer.</p>
<p>Annual Update: INVOLVEMENT PROCESS</p> <p>Vacaville Unified School district worked with four key stakeholder groups, the Parent Advisory Council (PAC), the District English Language Advisory Committee (DELAC), the District Advisory Committee (DAC), and the Student Advisory Committee. The district convened a series of meetings for these groups to provide input on the services, actions, and goals of the Local Control Accountability Plan (LCAP).</p> <p>The members of the Parent Advisory Committee (PAC) met a total of 3 times. The District English Learner Advisory Committee (DELAC) met 6 times, the District Advisory Committee (DAC) met 4 times, and the Student Advisory Committee (SAC) met 3 times. The Parent Advisory Council and District English Learner Committees were especially helpful in familiarizing other parents with the LCAP goals, actions and service and in soliciting their suggestions on how to continue to support student learning. The Student Advisory Committee provided a different and unique perspective to what students view is important aspects to improve for student learning.</p> <p>The superintendent played an active role in continuing the engagement process by meeting with multiple stakeholder groups, providing information on the 2015-16 goals and related actions and services. Through the interactions, she was able to inform and gather feedback.</p> <p>District administration was charged with carrying out the actions and services</p>	<p>Annual Update: Impact on Annual Update:</p> <p>The data collected indicates that changes to LCAP goals would provide better alignment with stakeholder priorities. Areas that will be added as actions within the 2016-2017 LCAP based on feedback from stakeholder groups are the following:</p> <p>Science Instruction - Build upon current science implementation efforts in grades K-6 and increase awareness and understanding of science standards across elementary grades to expose students to science and rigorous content.</p> <p>Additional Parent Programs - Provide “CCSS math ” classes to parents, Parent Institute for Quality Education (PIQE) training, and English as a Second Language (ESL) classes.</p> <p>Drop Out Prevention Program – Identify and provided individualized supports for at-risk students.</p> <p>Enrichment Opportunities – Provide enhanced learning experiences in the classroom and outside the school day.</p> <p>Hire Elementary PE/Science teachers – Hire an additional 4 FTE to strengthen physical education instruction or science instruction to elementary students, as well as expand health initiatives in all elementary schools. The school sites would have the option of hiring science or PE instructors, and would provide</p>

in the LCAP. Ongoing meetings involving Cabinet, Educational Services, and Elementary and Secondary Leadership Teams were held throughout the year. Multiple LCAP related items were discussed. In November, discussions began about the need to make significant changes to the LCAP for 2016-17, to allow for more effective implementation.

Throughout the stakeholder engagement process, union representatives were involved and worked collaboratively with the district to review LCAP actions and expenditures. VTA leadership participated in extensive conversations during contract negotiations and provided feedback regarding services and expenditures in the LCAP update.

More meeting dates are scheduled in both April and May of 2016 through the final approval process.

the other through the classroom teachers.

Using Technology for Learning - Advance the use of technology in classrooms.

Creating an Anti -Bullying Taskforce to decrease bullying and increase Cyber-Safety.

Increase attendance and opportunities for student learning (attendance recovery, enrichment, intervention) during Saturday Schools.

Extend the school day with a "School After School" model - Elementary (Padan, Hemlock and Markham)

Hire Learning Support Coordinators to support academic and behavioral success as well as help coordinate wrap around services.

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

Instructions:

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

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

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

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

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

Goal: Describe the goal:

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

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

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

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

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

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

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

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

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

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

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

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

Guiding Questions:

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

<p>GOAL 1:</p>	<p>Student Achievement</p> <p>Provide high quality classroom instruction and curricula that promote college and career readiness with academic interventions in place to eliminate barriers to student success</p>	<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 4 _ 5 _ 6 _ 7 <input checked="" type="checkbox"/> 8 _ COE only: 9 10 Local : Specify</p>
<p>Identified Need :</p>	<p>There is a need to provide high quality classroom instruction and curricula so that all VUSD students will graduate with a plan to attend college or a pathway to a promising career. This is based on state and local assessment data, quantitative outcomes on percentages of students making progress, qualitative yearlong observations and activities and findings and recommendations.</p>	
<p>Goal Applies to:</p>	<p>Schools: All District Schools</p> <p>Applicable Pupil Subgroups:</p>	<p>All VUSD students including unduplicated and student students with exceptional needs.</p>

LCAP Year 1: 2016-17

<p>Expected Annual Measurable Outcomes:</p>	<p>100% of teachers in the District are appropriately assigned and fully credentialed in the subject area for the students they are teaching. METRIC: Annual Credential Report Audit - Source California Longitudinal Pupil Achievement Data System (CALPADS)</p> <p>100% of the students in the school district have access to the standards-aligned instructional materials. METRIC: School Accountability Report Cards (SARC), Williams Act Compliance (Adequate Instructional Materials)</p> <p>100% of school facilities are maintained in good repair. METRIC: School Accountability Report Cards (SARC), Facilities Inspection Tool (FIT)</p> <p>90% of ELA and Math, and Science Teachers will receive continued training in CCSS/NGSS instructional practices/curricula. METRIC: Professional Development (PD) Calendar, PD Sign-in Sheets, and PD Survey</p> <p>75% of trained teachers will receive site level support in implementation of the state standards. METRIC: Annual Professional Development Survey, Site PD Calendars and Sign-in Sheets</p> <p>The overall percentage of students taking at least one advanced placement (AP) class will increase annually by 5%. METRIC: AP Enrollment</p> <p>5% more unduplicated pupils and those in significant student groups and students with exceptional needs will have successfully completed courses that satisfy UC or CSU entrance requirements, or programs of study that align with state board approved career technical educational standards and framework. METRIC: A-G Completion Rates and CTE Pathway Completion Data</p> <p>55.1% or more of English learners will demonstrate at least one year of progress annually toward English fluency using AMAO 1(Annual Measurable Achievement Objective). METRIC: The state English proficiency test currently entitled the California English Language Development Test (CELDT).</p> <p>49.7% of long-term English Learners will demonstrate proficiency on the state English proficiency test using AMAO 2. METRIC: CELDT</p> <p>5% more English Learners will be reclassified using the Vacaville Unified School District Reclassification Rate. METRIC: Data-Quest Reclassification Rate.</p> <p>All English Learner Students will receive appropriate language assistance services (access to ELD standards based instruction) in order to become proficient in English and to participate equally in the standard instructional program.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1 Provide professional development (workshops, coaching, planning time) to support the implementation of the Common Core State Standards (CCSS), including	District wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	1.1 General Fund: Unrestricted 5000-5999: Services And Other Operating Expenditures Title II \$250,000 1.1 General Fund: Unrestricted 1000-1999: Certificated

<p>the utilization of formative and summative assessments, and Next Generation Science Standards (NGSS). Provide support for an instructional focus on student engagement and checking for understanding to meet the needs of our students who are under performing.</p> <ul style="list-style-type: none"> • PD Activities listed in Educator Effectiveness Funds Plan • Common Core Instructional Support with outside consultants. • Professional Development Activities focused on Student Engagement and Checking for Understanding 		<p><input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Personnel Salaries Other \$290,000</p> <p>1.1 General Fund: Unrestricted 3000-3999: Employee Benefits Other \$35,000</p> <p>1.1 General Fund: Unrestricted 5000-5999: Services And Other Operating Expenditures Other \$50,000</p> <p>1.1 General Fund: Unrestricted 5000-5999: Services And Other Operating Expenditures Supplemental \$30,000</p>
<p>1.2 Provide instructional technology coaching, training and support for the integration of technology into instructional practice.</p> <ul style="list-style-type: none"> • 4 FTE Educational Technology Coaches (VHS, WHS, Jepson/Vaca Pena, Markham/Padan) 	<p>Site Specific: VHS, WHS, Jepson, Vaca Pena, Markham, Padan</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Underperforming Students</p>	<p>1.2 General Fund: Unrestricted 1000-1999: Certificated Personnel Salaries Supplemental \$280,000</p> <p>1.2 General Fund: Unrestricted 3000-3999: Employee Benefits Supplemental \$20,000</p>
<p>1.3 Provide enrichment opportunities for students.</p>	<p>District wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>1.3 General Fund: Unrestricted 4000-4999: Books And Supplies Base \$20,000</p>
<p>1.4 Increase course pathways and enrollment in Career and Technical Education (CTE) courses at the high school through outreach efforts. (CTE Incentive Grant use of \$775,000)</p>	<p>District wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>1.4 General Fund: Unrestricted 1000-1999: Certificated Personnel Salaries Governors CTE Initiative: California Partnership Academies 300,000</p> <p>1.4 General Fund: Unrestricted 2000-2999: Classified Personnel Salaries Governors CTE Initiative: California Partnership Academies 75,000</p> <p>1.4 General Fund: Unrestricted 3000-3999: Employee Benefits Governors CTE Initiative: California Partnership</p>

			<p>Academies 50,250</p> <p>1.4 General Fund: Unrestricted 4000-4999: Books And Supplies Governors CTE Initiative: California Partnership Academies 50,000</p> <p>1.4 General Fund: Unrestricted 6000-6999: Capital Outlay Governors CTE Initiative: California Partnership Academies 225,000</p> <p>1.4 General Fund: Unrestricted 5000-5999: Services And Other Operating Expenditures Governors CTE Initiative: California Partnership Academies 45,000</p> <p>1.4 General Fund: Unrestricted 7000-7439: Other Outgo Governors CTE Initiative: California Partnership Academies 29,750</p>
<p>1.5 Increase the number of students who successfully complete A-G courses and CTE Pathways.</p>	<p>District wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>1.5 No Cost</p>
<p>1.6 Provide K-5 teachers with high-quality writing curriculum and support materials.</p>	<p>District wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>1.6 General Fund: Unrestricted 4000-4999: Books And Supplies Base \$127,500</p>
<p>1.7 Extend the school day with a “School After School” model which provides small group ELA and Mathematics instruction for students in grades K-6 before and after school with classroom teachers using research-based intervention practices</p>	<p>Site Specific: Hemlock, Markham, Padan</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify)</p>	<p>1.7 General Fund Title I Restricted 1000-1999: Certificated Personnel Salaries Title I \$80,000</p> <p>1.7 General Fund Title I Restricted 3000-3999: Employee Benefits Title I \$10,400</p> <p>1.7 General Fund Title I Restricted 4000-4999: Books And Supplies Title I \$20,000</p>

		Under Performing Students	
1.8 Continue efforts to recruit and retain highly qualified staff.	District wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1.8 No Cost
1.9 Improve and add to our district alternative instructional options for students (such as ISP, Sierra Vista K-8, distance learning).	District wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1.9 No Cost
1.10 Expansion of the Vacaville Early College High School to a senior class and adding 1FTE administrator (25,000 to add FTE administrator from the current coordinator position).	District wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1.10 General Fund: Unrestricted 1000-1999: Certificated Personnel Salaries Supplemental \$25,000 1.10 General Fund: Unrestricted 3000-3999: Employee Benefits Supplemental \$3250
		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	

LCAP Year 2: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<p>100% of teachers in the District are appropriately assigned and fully credentialed in the subject area for the students they are teaching. METRIC: Annual Credential Report Audit - Source California Longitudinal Pupil Achievement Data System (CALPADS)</p> <p>100% of the students in the school district have access to the standards-aligned instructional materials. METRIC: School Accountability Report Cards (SARC), Williams Act Compliance (Adequate Instructional Materials)</p> <p>100% of school facilities are maintained in good repair. METRIC: School Accountability Report Cards (SARC), Facilities Inspection Tool (FIT)</p> <p>90% of ELA and Math, and Science Teachers will receive continued training in CCSS/NGSS instructional practices/curricula. METRIC: Professional Development (PD) Calendar, PD Sign-in Sheets, and PD Survey</p> <p>75% of trained teachers will receive site level support in implementation of the state standards. METRIC: Annual Professional Development Survey, Site PD Calendars and Sign-in Sheets</p> <p>The overall percentage of students taking at least one advanced placement (AP) class will increase annually by 5%. METRIC: AP Enrollment</p> <p>5% more unduplicated pupils and those in significant student groups and students with exceptional needs will have successfully completed courses that satisfy UC or CSU entrance requirements, or programs of study that align with state board approved career technical educational standards and framework. METRIC: A-G Completion Rates and CTE Pathway Completion Data</p> <p>55.1% or more of English learners will demonstrate at least one year of progress annually toward English fluency using AMAO 1(Annual Measurable Achievement Objective). METRIC: The state English proficiency test currently entitled the California English Language Development Test (CELDT).</p> <p>49.7% of long-term English Learners will demonstrate proficiency on the state English proficiency test using AMAO 2. METRIC: CELDT</p> <p>5% more English Learners will be reclassified using the Vacaville Unified School District Reclassification Rate. METRIC: Data-Quest Reclassification Rate.</p> <p>All English Learner Students will receive appropriate language assistance services (access to ELD standards based instruction) in order to become proficient in English and to participate equally in the standard instructional program.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1 Provide professional development (workshops, coaching, planning time) to support the implementation of the Common Core State Standards (CCSS), including	District wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	1.1 General Fund: Unrestricted 5800: Professional/Consulting Services And Operating Expenditures Title II \$250,000 1.1 General Fund: Unrestricted 4000-4999: Books And

<p>the utilization of formative and summative assessments, and Next Generation Science Standards (NGSS). Provide support for an instructional focus on student engagement and checking for understanding to meet the needs of our students who are under performing.</p> <ul style="list-style-type: none"> • PD Activities listed in Educator Effectiveness Funds Plan • Common Core Instructional Support via Common Core Implementation Coach and contract with outside consultants. • Professional Development Activities focused on Student Engagement and Checking for Understanding 		<p><input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Supplies Other \$85,000</p> <p>1.1 General Fund: Unrestricted 1000-1999: Certificated Personnel Salaries Supplemental \$290,000</p> <p>1.1 General Fund: Unrestricted 3000-3999: Employee Benefits Other \$35,000</p> <p>1.1 General Fund: Unrestricted 5000-5999: Services And Other Operating Expenditures Other \$50,000</p> <p>1.1 General Fund: Unrestricted 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$15,000</p>
<p>1.2 Provide instructional technology coaching, training and support for the integration of technology into instructional practice.</p> <ul style="list-style-type: none"> • 1 Additional FTE Educational Technology Coaches 	<p>Site wide: Callison/Hemlock</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Homeless Youth</p>	<p>1.2 1 FTE: Instructional Technology Coaches 1000-1999: Certificated Personnel Salaries Supplemental \$70,000</p> <p>1.2 5 FTEs: Instructional Technology Coaches 3000-3999: Employee Benefits Supplemental \$5,000</p>
<p>1.3 Provide enrichment opportunities for students</p>	<p>District wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>1.3 General Fund: Unrestricted 4000-4999: Books And Supplies Base \$20,000</p>
<p>1.4 Increase course pathways and enrollment in Career and Technical Education (CTE) courses at the high school through outreach efforts</p>	<p>District wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:</p>	<p>1.4 General Fund: Unrestricted 1000-1999: Certificated Personnel Salaries Governors CTE Initiative: California Partnership Academies \$300,000</p> <p>1.4 General Fund: Unrestricted 2000-2999: Classified Personnel Salaries Governors CTE Initiative: California Partnership Academies \$75,000</p> <p>1.4 General Fund: Unrestricted 3000-3999: Employee</p>

		(Specify)	<p>Benefits Governors CTE Initiative: California Partnership Academies \$50,250</p> <p>1.4 General Fund: Unrestricted 4000-4999: Books And Supplies Governors CTE Initiative: California Partnership Academies \$50,000</p> <p>1.4 General Fund: Unrestricted 6000-6999: Capital Outlay Governors CTE Initiative: California Partnership Academies \$225,000</p> <p>1.4 General Fund: Unrestricted 5000-5999: Services And Other Operating Expenditures Governors CTE Initiative: California Partnership Academies \$45,000</p> <p>1.4 General Fund: Unrestricted 7000-7439: Other Outgo Governors CTE Initiative: California Partnership Academies \$29,750</p>
<p>1.5 Increase the number of students who successfully complete A-G courses and CTE Pathways</p>	<p>District wide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Secondary Students</p>	<p>1.5 No Cost</p>
<p>1.6 Provide K-3 teachers with high-quality, NGSS aligned science program</p>	<p>District wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>1.6 General Fund: Unrestricted 4000-4999: Books And Supplies Base \$127,500</p>
<p>1.7 Extend the school day with a “School After School” model which provides small group ELA and Mathematics instruction for students in grades K-6 before and after school with classroom teachers using research-based intervention practices</p>	<p>Site wide: Hemlock, Markham, Padan</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:</p>	<p>1.7 General Fund Title I Restricted 1000-1999: Certificated Personnel Salaries Title I \$17,000</p> <p>1.7 General Fund Title I Restricted 3000-3999: Employee Benefits Title I \$3,000</p>

		(Specify) Homeless Youth	
1.8 Continue efforts to recruit and retain highly qualified staff	District wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1.8 No Cost
1.9 Improve and add to our district alternative instructional options for students (such as ISP, Sierra Vista K-8, distance learning).	District wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1.9 No Cost
1.10 Add additional Extended K classes at Hemlock, Padan and Markham.	Site Specific	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Under Performing Students	1.10 General Fund: Unrestricted 1000-1999: Certificated Personnel Salaries Supplemental \$300,000 1.10 General Fund: Unrestricted 3000-3999: Employee Benefits Special Education \$75,000
1.11 Extend the instructional day at Hemlock, Markham, and Padan.	Site Specific: Hemlock, Markham and Padan	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Under Performing	1.11 General Fund: Unrestricted 1000-1999: Certificated Personnel Salaries Supplemental \$400,000 1.11 General Fund: Unrestricted 3000-3999: Employee Benefits Supplemental \$60,000

		Students	
1.12 Class size reduction in grades 4-6 at Hemlock, Markham and Padan.	Site Specific: Hemlock, Markham and Padan	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Under Performing Students	1.12 General Fund: Unrestricted 1000-1999: Certificated Personnel Salaries Supplemental \$300,000 1.12 General Fund: Unrestricted 3000-3999: Employee Benefits Supplemental \$45,000

LCAP Year 3: 2018-19

<p>Expected Annual Measurable Outcomes:</p>	<p>100% of teachers in the District are appropriately assigned and fully credentialed in the subject area for the students they are teaching. METRIC: Annual Credential Report Audit - Source California Longitudinal Pupil Achievement Data System (CALPADS)</p> <p>100% of the students in the school district have access to the standards-aligned instructional materials. METRIC: School Accountability Report Cards (SARC), Williams Act Compliance (Adequate Instructional Materials)</p> <p>100% of school facilities are maintained in good repair. METRIC: School Accountability Report Cards (SARC), Facilities Inspection Tool (FIT)</p> <p>90% of ELA and Math, and Science Teachers will receive continued training in CCSS/NGSS instructional practices/curricula. METRIC: Professional Development (PD) Calendar, PD Sign-in Sheets, and PD Survey</p> <p>75% of trained teachers will receive site level support in implementation of the state standards. METRIC: Annual Professional Development Survey, Site PD Calendars and Sign-in Sheets</p> <p>The overall percentage of students taking at least one advanced placement (AP) class will increase annually by 5%. METRIC: AP Enrollment</p> <p>5% more unduplicated pupils and those in significant student groups and students with exceptional needs will have successfully completed courses that satisfy UC or CSU entrance requirements, or programs of study that align with state board approved career technical educational standards and framework. METRIC: A-G Completion Rates and CTE Pathway Completion Data</p> <p>55.1% or more of English learners will demonstrate at least one year of progress annually toward English fluency using AMAO 1(Annual Measurable Achievement Objective). METRIC: The state English proficiency test currently entitled the California English Language Development Test (CELDT).</p> <p>49.7% of long-term English Learners will demonstrate proficiency on the state English proficiency test using AMAO 2. METRIC: CELDT</p> <p>5% more English Learners will be reclassified using the Vacaville Unified School District Reclassification Rate. METRIC: Data-Quest Reclassification Rate.</p> <p>All English Learner Students will receive appropriate language assistance services (access to ELD standards based instruction) in order to become proficient in English and to participate equally in the standard instructional program.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1 Provide professional development (workshops, coaching, planning time) to support the implementation of the Common Core State Standards (CCSS), including	District wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	1.1 General Fund: Unrestricted 5800: Professional/Consulting Services And Operating Expenditures Title II \$250,000 1.1 PD General Fund: Unrestricted 4000-4999: Books And

<p>the utilization of formative and summative assessments, and Next Generation Science Standards (NGSS). Provide support for an instructional focus on student engagement and checking for understanding to meet the needs of our students who are under performing.</p> <ul style="list-style-type: none"> • PD Activities listed in Educator Effectiveness Funds Plan • Common Core Instructional Support via Common Core Implementation Coach and contract with outside consultants. • Professional Development Activities focused on Student Engagement and Checking for Understanding 		<p><input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Supplies Other \$50,000</p> <p>1.1 General Fund: Unrestricted 1000-1999: Certificated Personnel Salaries Supplemental \$325,000</p> <p>1.1 General Fund: Unrestricted 3000-3999: Employee Benefits Supplemental \$50,000</p> <p>1.1 General Fund: Unrestricted 5000-5999: Services And Other Operating Expenditures Supplemental \$50,000</p>
		<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>1.2 Provide enrichment opportunities for students</p>	<p>District wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>1.2 General Fund: Unrestricted 4000-4999: Books And Supplies Base \$20,000</p>
<p>1.3 Increase course pathways and enrollment in Career and Technical Education (CTE) courses at the high school through outreach efforts</p>	<p>District wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:</p>	<p>1.3 General Fund: Unrestricted 1000-1999: Certificated Personnel Salaries Governors CTE Initiative: California Partnership Academies \$300,00</p> <p>1.3 General Fund: Unrestricted 2000-2999: Classified Personnel Salaries Governors CTE Initiative: California Partnership Academies \$75,000</p> <p>1.3 General Fund: Unrestricted 3000-3999: Employee</p>

		(Specify)	<p>Benefits Governors CTE Initiative: California Partnership Academies \$50,250</p> <p>1.3 General Fund: Unrestricted 4000-4999: Books And Supplies Governors CTE Initiative: California Partnership Academies \$50,000</p> <p>1.3 General Fund: Unrestricted 6000-6999: Capital Outlay Governors CTE Initiative: California Partnership Academies \$225,000</p> <p>1.3 General Fund: Unrestricted 5000-5999: Services And Other Operating Expenditures Governors CTE Initiative: California Partnership Academies \$45,000</p> <p>1.3 General Fund: Unrestricted 7000-7439: Other Outgo Governors CTE Initiative: California Partnership Academies \$29,750</p>
1.4 Increase the number of students who successfully complete A-G courses and CTE Pathways	District wide	<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify) Secondary Students</p>	1.4 No Cost
1.5 Extend the school day with a "School After School" model which provides small group ELA and Mathematics instruction for students in grades K-6 before and after school with classroom teachers using research-based intervention practices	Site wide: Hemlock, Markham, Padan	<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify) Homeless Youth</p>	<p>1.5 Title I Restricted 1000-1999: Certificated Personnel Salaries Title I \$17,000</p> <p>1.5 Title I Restricted 3000-3999: Employee Benefits Title I \$3,000</p>
1.6 Continue efforts to recruit and retain highly qualified staff	District wide	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:</p>	1.6 No Cost

		(Specify)	
1.7 Improve and add to our district alternative instructional options for students (such as ISP, Sierra Vista K-8, distance learning).	District wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1.7 No Cost
1.8 Add additional Extended K classes at additional sites.	Site specific: Callison and Alamo	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Under Performing Students</u>	1.8 General Fund: Unrestricted 1000-1999: Certificated Personnel Salaries Supplemental \$325,000 1.8 General Fund: Unrestricted 3000-3999: Employee Benefits Supplemental \$50,000
1.9 Extend the instructional day at additional sites.	Site specific: Callison and Alamo	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Under Performing Students</u>	1.9 General Fund: Unrestricted 1000-1999: Certificated Personnel Salaries Supplemental \$400,000 1.9 General Fund: Unrestricted 3000-3999: Employee Benefits Supplemental \$60,000
1.10 Class size reduction in grades 4-6 at additional sites.	Site specific: Callison and Alamo	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify)	1.10 General Fund: Unrestricted 1000-1999: Certificated Personnel Salaries Supplemental \$300,000 1.10 General Fund: Unrestricted 3000-3999: Employee Benefits Supplemental \$45,000

	Under Performing Students	
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Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

<p>GOAL 2:</p>	<p>Closing the Achievement Gap</p> <p>Implement systematic changes to address the achievement gap; preventing school failure through the provision of intervention support and dropout prevention systems.</p>	<p>Related State and/or Local Priorities: 1 2 _ 3 4 <u>X</u> 5 <u>X</u> 6 7 _ 8 <u>X</u> COE only: 9 10 Local : Specify</p>
<p>Identified Need :</p>	<p>There is a need to improve the achievement outcomes for our unduplicated students and students who are under performing. This is based on state and local assessment data, quantitative outcomes on percentages of students making progress, qualitative yearlong observations and activities and findings and recommendations.</p>	
<p>Goal Applies to:</p>	<p>Schools: All District Schools</p> <p>Applicable Pupil Subgroups:</p>	<p>All Unduplicated student populations, students with exceptional needs, and students who are under performing.</p>

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:

55.1% or more of English learners will demonstrate at least one year of progress annually toward English fluency using AMAO 1(Annual Measurable Achievement Objective).
 METRIC: The state English proficiency test currently entitled the California English Language Development Test (CELDT).

49.7% of long-term English Learners will demonstrate proficiency on the state English proficiency test using AMAO 2.
 METRIC: CELDT

5% more English Learners will be reclassified using the Vacaville Unified School District Reclassification Rate.
 METRIC: Data-Quest Reclassification Rate.

80% or more students will meet fifth grade level reading proficiency. With specific subgroup targets as follows (for subgroups 5% more than prior year achievement). The table below displays the specific target rates for each student group.

- All
- English Learners
- Socio –Economically Disadvantaged
- African Americans
- Latino
- Special Education

METRIC: Local Reading Assessment (STAR Reading)

The percentage of students overall and in each significant student group in English Language Arts (ELA) in Grade 5, as determined by the SBAC, will increase by the following annual growth targets.

- All-3%
- English Learners-5%
- Socio –Economically Disadvantaged-5%
- African Americans-5%
- Latino-5%
- Special Education-5%

METRIC: 2015-16 and 2016-17 SBAC Performance Level in ELA

The percentage of students meeting Mathematics (Math) proficiency in Gr 8 will be determined by the Smarter Balanced Assessment (SBAC) proficiency level with the following annual growth targets

- All-3%
- English Learners-5%
- Socio –Economically Disadvantaged-5%
- African Americans-5%
- Latino-5%
- Special Education-5%

METRIC: 2015-16 and 2016-17 SBAC Performance Level in Math

The percentage of students in Grade 11 who will demonstrate college preparedness in ELA and Mathematics pursuant to, the Early Assessment Program, will be determined by using the levels set by Higher Education.

- All-3%

English Learners-5%
 Socio –Economically Disadvantaged-5%
 African Americans-5%
 Latino-5%
 Special Education -5%
 METRIC: 2015-16 and 1016-17 SBAC in ELA and Math

There will be no API for 2016-2017 District wide, but if there is a High-School API, the API will serve as a baseline for future year with a goal of reaching the API at or above the state target overall and for significant subgroups.
 METRIC: SBAC– New API Calculation

Increase the percentage of 8th grade students who meet a set criteria that predict they are highly likely to graduate from high school on time. The indicators are: 8th grade GPA of 2.5 or better, 8th grade attendance at 96% or better, no D's or F's in 8th grade English or Math, and never suspended in 8th grade.
 METRIC: 8th grade indicators (Aeries or iResult), Middle School Drop Out Rate

Increase the percentage of 9th grade students completing 50 or more credits in their first year of high school.
 METRIC: Credit Completion (Aeries, iResult)

Cohort graduation data will show an increase of at least 2% for significant student groups.
 METRIC: Graduation Cohort Report (State Targets), High School Drop Out Rates

The number* of students who are chronically absent (more than 18 days) will be reduced by 7% or more each year overall and 10% or more annually for English Learners and F/R and Foster. (*number will be adjusted based on enrollment)
 METRIC: Daily Attendance Report.

The School Attendance Rates will grow annually by 1% to be 98.6% or greater.
 METRIC: Annually comparing P1 from prior to P1 of current year, and the same for P2.

5% more unduplicated pupils and those in significant student groups and students with exceptional needs will have successfully completed courses that satisfy UC or CSU entrance requirements, or programs of study that align with state board approved career technical educational standards and framework.
 METRIC: A-G Completion Rates and CTE Pathway Completion Data

The overall percentage of students who have passed at least one advanced placement (AP) examination with a score of 3 or higher will increase by 2% annually.
 Metric: AP Examination results data

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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<p>2.1 Focus our Professional Learning Communities (PLC) work on collective inquiry in order to clarify what all students need to know and be able to do, and provide a system of intervention that assures students will receive additional time and support for learning.</p>	<p>District wide</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Underperforming Students</u></p>	<p>2.1 No Cost</p>
<p>2.2 Improve district wide best practices in three-tier model of instruction and intervention by continuing to monitor and provide services to students. Students will be identified using universal screening, multiple measures in Reading / Language Arts and math, and teacher formative assessments.</p>	<p>District wide</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Underperforming Students</u></p>	<p>2.2 No Cost</p>
<p>2.3 Set up a system to identify students who are at a high risk of not completing high school within four years.</p>	<p>District wide</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Underperforming Students</u></p>	<p>2.3 No Cost</p>
		<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	

<p>2.4 Provide a system of supports for secondary students in order to increase graduation rates.</p> <ul style="list-style-type: none"> • Add 2.0 FTE Middle School Deans (Jepson and Vaca Pena) • Summer Intervention for incoming 7th, 8th and 9th grade students(\$60,000) 	<p>Schoolwide Jepson and Vaca Pena</p>	<p><u> </u> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Underperforming Students</u></p>	<p>2.4 General Fund: Unrestricted 1000-1999: Certificated Personnel Salaries Supplemental \$180,000</p> <p>2.4 General Fund: Unrestricted 3000-3999: Employee Benefits Supplemental \$40,000</p> <p>2.4 General Fund: Unrestricted 4000-4999: Books And Supplies Supplemental \$4,000</p> <p>2.4 General Fund: Unrestricted 1000-1999: Certificated Personnel Salaries Supplemental \$50,000</p> <p>2.4 General Fund: Unrestricted 3000-3999: Employee Benefits Supplemental \$4,000</p>
<p>2.4 (Continued) Provide a system of supports for secondary students in order to increase graduation rates.</p> <ul style="list-style-type: none"> • Add .5 FTE Independent Study Principal • Add .5 Director of Student Services to oversee CHOP/TOP programs 	<p>District wide</p>	<p><u> </u> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Underperforming Students</u></p>	<p>2.4 General Fund: Unrestricted 1000-1999: Certificated Personnel Salaries Supplemental \$44,000</p> <p>2.4 General Fund: Unrestricted 3000-3999: Employee Benefits Supplemental \$6,000</p> <p>2.4 General Fund: Unrestricted 1000-1999: Certificated Personnel Salaries Supplemental \$53,000</p> <p>2.4 General Fund: Unrestricted 3000-3999: Employee Benefits Supplemental \$7,000</p>
<p>2.5 Expand AVID (Advancement via Individual Determination) to increase access to postsecondary education.</p>	<p>Site specific</p>	<p><u> </u> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>First Generation College Bound Students</u></p>	<p>2.5 General Fund: Unrestricted 5000-5999: Services And Other Operating Expenditures Supplemental \$30,000</p>
<p>2.6 Secondary after School supports Funds will be allocated to support afterschool tutorial and intervention programs at Vaca Pena Middle School and Will C. Wood High School</p>	<p>Vaca Pena and Will C. Wood</p>	<p><u> </u> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify)</p>	<p>2.6 General Fund: Unrestricted 1000-1999: Certificated Personnel Salaries Supplemental \$44,000</p> <p>2.6 General Fund: Unrestricted 3000-3999: Employee Benefits Supplemental \$6,000</p>

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:

55.1% or more of English learners will demonstrate at least one year of progress annually toward English fluency using AMAO 1(Annual Measurable Achievement Objective).
 METRIC: The state English proficiency test currently entitled the California English Language Development Test (CELDT).

49.7% of long-term English Learners will demonstrate proficiency on the state English proficiency test using AMAO 2.
 METRIC: CELDT

5% more English Learners will be reclassified using the Vacaville Unified School District Reclassification Rate.
 METRIC: Data-Quest Reclassification Rate.

80% or more students will meet fifth grade level reading proficiency. With specific subgroup targets as follows (for subgroups 5% more than prior year achievement). The table below displays the specific target rates for each student group.

- All
- English Learners
- Socio –Economically Disadvantaged
- African Americans
- Latino
- Special Education

METRIC: Local Reading Assessment (STAR Reading)

The percentage of students overall and in each significant student group in English Language Arts (ELA) in Grade 5, as determined by the SBAC, will increase by the following annual growth targets.

- All-3%
- English Learners-5%
- Socio –Economically Disadvantaged-5%
- African Americans-5%
- Latino-5%
- Special Education-5%

METRIC: 2015-16 and 2016-17 SBAC Performance Level in ELA

The percentage of students meeting Mathematics (Math) proficiency in Gr 8 will be determined by the Smarter Balanced Assessment (SBAC) proficiency level with the following annual growth targets

- All-3%
- English Learners-5%
- Socio –Economically Disadvantaged-5%
- African Americans-5%
- Latino-5%
- Special Education-5%

METRIC: 2015-16 and 2016-17 SBAC Performance Level in Math

The percentage of students in Grade 11 who will demonstrate college preparedness in ELA and Mathematics pursuant to, the Early Assessment Program, will be determined by using the levels set by Higher Education.

- All-3%

English Learners-5%
 Socio –Economically Disadvantaged-5%
 African Americans-5%
 Latino-5%
 Special Education -5%
 METRIC: 2015-16 and 1016-17 SBAC in ELA and Math

There will be no API for 2016-2017 District wide, but if there is a High-School API, the API will serve as a baseline for future year with a goal of reaching the API at or above the state target overall and for significant subgroups.
 METRIC: SBAC– New API Calculation

Increase the percentage of 8th grade students who meet a set criteria that predict they are highly likely to graduate from high school on time. The indicators are: 8th grade GPA of 2.5 or better, 8th grade attendance at 96% or better, no D's or F's in 8th grade English or Math, and never suspended in 8th grade.
 METRIC: 8th grade indicators (Aeries or iResult), Middle School Drop Out Rate

Increase the percentage of 9th grade students completing 50 or more credits in their first year of high school.
 METRIC: Credit Completion (Aeries, iResult)

Cohort graduation data will show an increase of at least 2% for significant student groups.
 METRIC: Graduation Cohort Report (State Targets), High School Drop Out Rates

The number* of students who are chronically absent (more than 18 days) will be reduced by 7% or more each year overall and 10% or more annually for English Learners and F/R and Foster. (*number will be adjusted based on enrollment)
 METRIC: Daily Attendance Report.

The School Attendance Rates will grow annually by 1% to be 98.6% or greater.
 METRIC: Annually comparing P1 from prior to P1 of current year, and the same for P2.

5% more unduplicated pupils and those in significant student groups and students with exceptional needs will have successfully completed courses that satisfy UC or CSU entrance requirements, or programs of study that align with state board approved career technical educational standards and framework.
 METRIC: A-G Completion Rates and CTE Pathway Completion Data

The overall percentage of students who have passed at least one advanced placement (AP) examination with a score of 3 or higher will increase by 2% annually.
 Metric: AP Examination results data

Actions/Services	Scope of Service	Pupils to be served within identified scope of	Budgeted Expenditures
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		service	
<p>2.1 Focus our Professional Learning Communities (PLC) work on collective inquiry in order to clarify what all students need to know and be able to do, and provide a system of intervention that assures students will receive additional time and support for learning.</p>	<p>District wide</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Underperforming Students</u></p>	<p>2.1 No Cost</p>
<p>2.2 Improve district wide best practices in three-tier model of instruction and intervention by continuing to monitor and provide services to students. Students will be identified using universal screening, multiple measures in Reading / Language Arts and math, and teacher formative assessments.</p>	<p>Hemlock, Padan, Markham Elementary Schools</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Underperforming Students</u></p>	<p>2.2 No Cost</p>
<p>2.3 Set up a system to identify students who are at a high risk of not completing high school within four years.</p>	<p>District wide</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Underperforming Students</u></p>	<p>2.3 No Cost</p>
<p>2.4 Provide behavioral supports to assist with high priority general education students (Priorities: highest need schools, students with high likelihood of dropping out, PD/consultation with staff). <ul style="list-style-type: none"> Add 1.0 FTE General Education Behaviorist </p>	<p>Padan, Markham, Hemlock Elementary Schools</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:</p>	<p>2.4 General Fund: Unrestricted 1000-1999: Certificated Personnel Salaries Supplemental \$80,000 2.4 General Fund, Unrestricted 3000-3999: Employee Benefits Supplemental \$20,000</p>

		(Specify) <u>Underperforming Students</u>	
<p>2.5 Provide a system of supports for secondary students in order to increase graduation rates.</p> <ul style="list-style-type: none"> • Add 4.0 FTE Teacher to support School within a School (Jepson, Vaca Pena, VHS and WHS) • Summer Intervention for incoming 7th,8th and 9th grade students(\$60,000) • 1.0 FTE Assistant Principal to support SWS (or other intervention support for students identified as at risk of dropping out) at VHS/WHs and the programs at CHS 	District wide	<p><u>All</u> ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Underperforming Students</u></p>	<p>2.5 General Fund: Unrestricted 1000-1999: Certificated Personnel Salaries Supplemental \$260,000</p> <p>2.5 General Fund: Unrestricted 3000-3999: Employee Benefits Supplemental \$20,000</p> <p>2.5 General Fund: Unrestricted 1000-1999: Certificated Personnel Salaries Supplemental \$50,000</p> <p>2.5 General Fund: Unrestricted 3000-3999: Employee Benefits Supplemental \$6,000</p> <p>2.5 General Fund: Unrestricted 4000-4999: Books And Supplies Supplemental \$4,000</p> <p>2.5 General Fund: Unrestricted 1000-1999: Certificated Personnel Salaries Supplemental \$85,000</p> <p>2.5 General Fund: Unrestricted 3000-3999: Employee Benefits Supplemental \$10,000</p>
<p>2.6 Expand AVID (Advancement via Individual Determination) to increase access to postsecondary education.</p>	Site specific	<p><u>All</u> ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>First Generation College Bound Students</u></p>	<p>2.6 General Fund: Unrestricted 5000-5999: Services And Other Operating Expenditures Supplemental \$30,000</p>
<p>2.7 Secondary after School supports Funds will be allocated to support afterschool tutorial and intervention programs at Vaca Pena Middle School and Will C. Wood High School</p>	Vaca Pena and Will C. Wood	<p><u>All</u> ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>2.7 General Fund: Unrestricted 1000-1999: Certificated Personnel Salaries Supplemental \$44,000</p> <p>2.7 General Fund: Unrestricted 3000-3999: Employee Benefits Supplemental \$6,000</p>

LCAP Year 3: 2018-19

<p>Expected Annual Measurable Outcomes:</p>	<p>55.1% or more of English learners will demonstrate at least one year of progress annually toward English fluency using AMAO 1(Annual Measurable Achievement Objective). METRIC: The state English proficiency test currently entitled the California English Language Development Test (CELDT).</p> <p>49.7% of long-term English Learners will demonstrate proficiency on the state English proficiency test using AMAO 2. METRIC: CELDT</p> <p>5% more English Learners will be reclassified using the Vacaville Unified School District Reclassification Rate. METRIC: Data-Quest Reclassification Rate.</p> <p>80% or more students will meet fifth grade level reading proficiency. With specific subgroup targets as follows (for subgroups 5% more than prior year achievement). The table below displays the specific target rates for each student group. All English Learners Socio –Economically Disadvantaged African Americans Latino Special Education METRIC: Local Reading Assessment (STAR Reading)</p> <p>The percentage of students overall and in each significant student group in English Language Arts (ELA) in Grade 5, as determined by the SBAC, will increase by the following annual growth targets. All-3% English Learners-5% Socio –Economically Disadvantaged-5% African Americans-5% Latino-5% Special Education-5% METRIC: 2015-16 and 2016-17 SBAC Performance Level in ELA</p> <p>The percentage of students meeting Mathematics (Math) proficiency in Gr 8 will be determined by the Smarter Balanced Assessment (SBAC) proficiency level with the following annual growth targets All-3% English Learners-5% Socio –Economically Disadvantaged-5% African Americans-5% Latino-5% Special Education-5% METRIC: 2015-16 and 2016-17 SBAC Performance Level in Math</p> <p>The percentage of students in Grade 11 who will demonstrate college preparedness in ELA and Mathematics pursuant to, the Early Assessment Program, will be determined by using the levels set by Higher Education. All-3%</p>
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English Learners-5%
 Socio –Economically Disadvantaged-5%
 African Americans-5%
 Latino-5%
 Special Education -5%
 METRIC: 2015-16 and 1016-17 SBAC in ELA and Math

There will be no API for 2016-2017 District wide, but if there is a High-School API, the API will serve as a baseline for future year with a goal of reaching the API at or above the state target overall and for significant subgroups.
 METRIC: SBAC– New API Calculation

Increase the percentage of 8th grade students who meet a set criteria that predict they are highly likely to graduate from high school on time. The indicators are: 8th grade GPA of 2.5 or better, 8th grade attendance at 96% or better, no D's or F's in 8th grade English or Math, and never suspended in 8th grade.
 METRIC: 8th grade indicators (Aeries or iResult), Middle School Drop Out Rate

Increase the percentage of 9th grade students completing 50 or more credits in their first year of high school.
 METRIC: Credit Completion (Aeries, iResult)

Cohort graduation data will show an increase of at least 2% for significant student groups.
 METRIC: Graduation Cohort Report (State Targets), High School Drop Out Rates

The number* of students who are chronically absent (more than 18 days) will be reduced by 7% or more each year overall and 10% or more annually for English Learners and F/R and Foster. (*number will be adjusted based on enrollment)
 METRIC: Daily Attendance Report.

The School Attendance Rates will grow annually by 1% to be 98.6% or greater.
 METRIC: Annually comparing P1 from prior to P1 of current year, and the same for P2.

5% more unduplicated pupils and those in significant student groups and students with exceptional needs will have successfully completed courses that satisfy UC or CSU entrance requirements, or programs of study that align with state board approved career technical educational standards and framework.
 METRIC: A-G Completion Rates and CTE Pathway Completion Data

The overall percentage of students who have passed at least one advanced placement (AP) examination with a score of 3 or higher will increase by 2% annually.
 Metric: AP Examination results data

Actions/Services	Scope of Service	Pupils to be served within identified scope of	Budgeted Expenditures
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		service	
<p>2.1 Focus our Professional Learning Communities (PLC) work on collective inquiry in order to clarify what all students need to know and be able to do, and provide a system of intervention that assures students will receive additional time and support for learning.</p>	<p>District wide</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Underperforming Students</u></p>	<p>2.1 No Cost</p>
<p>2.2 Improve district wide best practices in three-tier model of instruction and intervention by continuing to monitor and provide services to students. Students will be identified using universal screening, multiple measures in Reading / Language Arts and math, and teacher formative assessments.</p>	<p>District wide</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Underperforming Students</u></p>	<p>2.2 No Cost</p>
<p>2.3 Set up a system to identify students who are at a high risk of not completing high school within four years.</p>	<p>District wide</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Underperforming Students</u></p>	<p>2.3 No Cost</p>
<p>2.4 Provide behavioral supports to assist with high priority general education students (Priorities: highest need schools, students with high likelihood of dropping out, PD/consultation with staff). <ul style="list-style-type: none"> Add 1.0 FTE General Education Behaviorist </p>	<p>School specific</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:</p>	<p>2.4 General Fund: Unrestricted 1000-1999: Certificated Personnel Salaries Supplemental \$80,000 2.4 General Fund: Unrestricted 3000-3999: Employee Benefits Supplemental \$20,000</p>

		(Specify) <u>Underperforming Students</u>	
<p>2.5 Provide a system of supports for secondary students in order to increase graduation rates.</p> <ul style="list-style-type: none"> 1.0 FTE Assistant Principal to support SWS (or other intervention support for students identified as at risk of dropping out) at VHS/WHS and the programs at CHS 	District wide	<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Underperforming Students</u></p>	<p>2.5 General Fund: Unrestricted 1000-1999: Certificated Personnel Salaries Supplemental \$85,000</p> <p>2.5 General Fund: Unrestricted 3000-3999: Employee Benefits Supplemental \$10,000</p>
<p>2.6 Expand AVID (Advancement via Individual Determination) to increase access to postsecondary education.</p>	Site specific	<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify) <u>First Generation College Bound Students</u></p>	<p>2.6 General Fund: Unrestricted 5000-5999: Services And Other Operating Expenditures \$30,000</p>
<p>2.7 Secondary after School supports Funds will be allocated to support after school tutorial and intervention programs at additional schools.</p>	Vaca Pena and Will C. Wood	<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>2.7 General Fund: Unrestricted 1000-1999: Certificated Personnel Salaries Supplemental \$46,000</p> <p>2.7 General Fund: Unrestricted 3000-3999: Employee Benefits Supplemental \$6,000</p>

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

<p>GOAL 3:</p>	<p>Enhancing School Climate</p> <p>Ensure all school sites have safe, welcoming, healthy and inclusive climates for all students and their families, so that all students are in their classes ready to learn.</p>	<p>Related State and/or Local Priorities: 1 _ 2 3 <u>X</u> 4 5 <u>X</u> 6 <u>X</u> 7 8 _</p> <p>COE only: 9 10</p> <p>Local : Specify <u>Increase Parent Participation</u></p>
<p>Identified Need :</p>	<p>There is a need to continue to improve the overall school climate and increase parent engagement district wide as determined through analysis of the district discipline (suspension and expulsion) data, attendance rates and overall parent participation data.</p>	
<p>Goal Applies to:</p>	<p>Schools: All District Schools</p> <p>Applicable Pupil Subgroups:</p>	<p>All VUSD Students, including unduplicated student populations and students with exceptional needs</p>

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:

The percentage of the cohort of students in Grades 5, 7, 9 and 11 reporting School Connectedness annually will increase by 5% overall and by sub-group as self-identified in the survey.
METRIC: California Healthy Kids Survey (CHKS) or district developed survey

The number* of students who are chronically absent (more than 18 days) will be reduced by 7% or more each year overall and 10% or more annually for English Learners and F/R and Foster. (*number will be adjusted based on enrollment)
METRIC: Daily Attendance Report.

Increase the percentage of 8th grade students who meet a set criteria that predict they are highly likely to graduate from high school on time. The indicators are: 8th grade GPA of 2.5 or better, 8th grade attendance at 96% or better, no D's or F's in 8th grade English or Math, and never suspended in 8th grade.
METRIC: 8th grade indicators (Aeries or iResult), Middle School Drop Out Rate

Cohort graduation data will show an increase of at least 2% for significant student groups.
METRIC: Graduation Cohort Report (State Targets), High School Drop Out Rates

The number* of students who are chronically absent (more than 18 days) will be reduced by 7% or more each year overall and 10% or more annually for English Learners and F/R and Foster. (*number will be adjusted based on enrollment)
METRIC: Daily Attendance Report.

The School Attendance Rates will grow annually by 1% to be 98.6% or greater.
METRIC: Annually comparing P1 from prior to P1 of current year, and the same for P2.

The number* of middle and high school students who are suspended or expelled at least once will be reduced each year by at least 10%.
METRIC: Aeries Report.

Parent input will be gathered (in order to assist in decision making) via LCAP survey developed collaboratively by DAC, PAC and DELAC.
METRIC: LCAP Survey, Meeting Agendas

The percentage of families of unduplicated students will report positive levels of school connectedness (including feedback on parental participation in school programs) at 75% or greater.
METRIC: District LCAP Connectedness/School Climate Survey (developed by PAC and DELAC)

The percentage of families of students with exceptional needs will report positive levels of school connectedness (including feedback on parental participation in school programs) at 75% or greater.
METRIC: District LCAP Connectedness/School Climate Survey (developed by PAC, Special Education and DELAC)

The percentage of students (in grades 5, 7, 9) taking the Physical Fitness test and demonstrating skills in the Healthy Fitness Zone will increase by 3% in the Aerobic Capacity. Target is 50.3% for 5th grade; 63.7% for 7th grade; and 62.2 for 9th grade.

Decrease school suspensions and expulsions by 5% as measured by Aeries/CalPADS student suspension rates, student expulsion rates
METRIC: Aeries and CALPADS data

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>3.1 Improve the effectiveness of parent communication by using social meeting, parent portals, and other electronic means.</p>	<p>District wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>3.1 No Cost</p>
<p>3.2 Increase the effectiveness of Physical Education instruction for students.</p> <ul style="list-style-type: none"> • Add 4.0 FTEs: Physical Education/Science teachers. If Science is chosen then PE will be provided by classroom teacher. 	<p>District wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>3.2 General Fund: Unrestricted 1000-1999: Certificated Personnel Salaries Supplemental \$260,000</p> <p>3.2 General Fund: Unrestricted 3000-3999: Employee Benefits Supplemental \$37,500</p>
<p>3.3 Provide Spanish speaking liaisons at schools to provide support/information/resources to parents with families of unduplicated pupils. To address particular communication and support needs for families of unduplicated students at high priority sites.</p>	<p>Site specific: VHS, WHS, Vaca Pena, Jepson, Markham, Padan</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>3.3 General Fund: Unrestricted 2000-2999: Classified Personnel Salaries Supplemental \$17,000</p> <p>3.3 General Fund: Unrestricted 3000-3999: Employee Benefits Supplemental \$3,000</p>
<p>3.4 Systemic effort to increase Cyber-safety and decrease bullying</p>	<p>District wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>3.4 General Fund: Unrestricted 4000-4999: Books And Supplies Base \$50,000</p>

<p>3.5 Parent learning opportunities for CCSS Math at school sites.</p>	<p>District wide</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Homeless Youth</p>	<p>3.5 General Fund: Unrestricted 4000-4999: Books And Supplies Supplemental \$4,500 3.5 General Fund: Unrestricted 1000-1999: Certificated Personnel Salaries Supplemental \$35,500 3.5 General Fund: Unrestricted 3000-3999: Employee Benefits Supplemental \$5,000</p>
<p>3.6 Expand leadership training for parents of EL students.</p>	<p>District wide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>3.6 General Fund: Unrestricted 5000-5999: Services And Other Operating Expenditures Supplemental \$30,000</p>
<p>3.7 Expand from 1 to three ESL courses beginning in Fall 2016.</p> <ul style="list-style-type: none"> • SAEG (Solano Adult Education Grant) funding 	<p>District wide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>3.7 General Fund: Unrestricted 1000-1999: Certificated Personnel Salaries Other \$50,000 3.7 General Fund: Unrestricted 3000-3999: Employee Benefits Other \$5,500</p>
<p>3.8 Increase attendance and opportunities for student learning (attendance recovery, enrichment, intervention) during Saturday Schools.</p>	<p>District wide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with low attendance rates</u></p>	<p>3.8 No cost</p>
<p>3.9 Expansion of the PBIS program.</p>	<p>District wide</p>	<p><input type="checkbox"/> All OR:</p>	<p>3.9 General Fund: Unrestricted 5800: Professional/Consulting</p>

		<input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Services And Operating Expenditures Base \$39,000
3.10 Family and Student Support Case Managers- Wrap around services for targeted students at Markham and Padan - 2.0 FTE	Site specific	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Homeless Students	3.10 General Fund Title I Restricted 2000-2999: Classified Personnel Salaries Title I \$120,000 3.10 General Fund Title I Restricted 3000-3999: Employee Benefits Title I \$30,000

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:

The percentage of the cohort of students in Grades 5, 7, 9 and 11 reporting School Connectedness annually will increase by 5% overall and by sub-group as self-identified in the survey.
METRIC: California Healthy Kids Survey (CHKS) or district developed survey

The number* of students who are chronically absent (more than 18 days) will be reduced by 7% or more each year overall and 10% or more annually for English Learners and F/R and Foster. (*number will be adjusted based on enrollment)
METRIC: Daily Attendance Report.

Increase the percentage of 8th grade students who meet a set criteria that predict they are highly likely to graduate from high school on time. The indicators are: 8th grade GPA of 2.5 or better, 8th grade attendance at 96% or better, no D's or F's in 8th grade English or Math, and never suspended in 8th grade.
METRIC: 8th grade indicators (Aeries or iResult), Middle School Drop Out Rate

Cohort graduation data will show an increase of at least 2% for significant student groups.
METRIC: Graduation Cohort Report (State Targets), High School Drop Out Rates

The number* of students who are chronically absent (more than 18 days) will be reduced by 7% or more each year overall and 10% or more annually for English Learners and F/R and Foster. (*number will be adjusted based on enrollment)
METRIC: Daily Attendance Report.

The School Attendance Rates will grow annually by 1% to be 98.6% or greater.
METRIC: Annually comparing P1 from prior to P1 of current year, and the same for P2.

The number* of middle and high school students who are suspended or expelled at least once will be reduced each year by at least 10%.
METRIC: Aeries Report.

Parent input will be gathered (in order to assist in decision making) via LCAP survey developed collaboratively by DAC, PAC and DELAC.
METRIC: LCAP Survey, Meeting Agendas

The percentage of families of unduplicated students will report positive levels of school connectedness (including feedback on parental participation in school programs) at 75% or greater.
METRIC: District LCAP Connectedness/School Climate Survey (developed by PAC and DELAC)

The percentage of families of students with exceptional needs will report positive levels of school connectedness (including feedback on parental participation in school programs) at 75% or greater.
METRIC: District LCAP Connectedness/School Climate Survey (developed by PAC, Special Education and DELAC)

The percentage of students (in grades 5, 7, 9) taking the Physical Fitness test and demonstrating skills in the Healthy Fitness Zone will increase by 3% in the Aerobic Capacity. Target is 50.3% for 5th grade; 63.7% for 7th grade; and 62.2 for 9th grade.

Decrease school suspensions and expulsions by 5% as measured by Aeries/CalPADS student suspension rates, student expulsion rates
METRIC: Aeries and CALPADS data

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>3.1 Improve the effectiveness of parent communication by using social meeting, parent portals, and other electronic means.</p>	<p>District wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>3.1 No Cost</p>
<p>3.2 Increase the effectiveness of Physical Education instruction for students.</p> <ul style="list-style-type: none"> • Add 1.0 FTEs: Physical Education/Science teachers. If Science is chosen then PE will be provided by classroom teacher. 	<p>District wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>3.2 General Fund: Unrestricted 1000-1999: Certificated Personnel Salaries Supplemental \$70,000 3.2 General Fund: Unrestricted 3000-3999: Employee Benefits Supplemental \$5,000</p>
<p>3.3 Provide Spanish speaking liaisons at schools to provide support/information/resources to parents with families of unduplicated pupils. To address particular communication and support needs for families of unduplicated students at high priority sites.</p>	<p>Site specific</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>3.3 General Fund: Unrestricted 2000-2999: Classified Personnel Salaries Supplemental \$17,000 3.3 General Fund: Unrestricted 3000-3999: Employee Benefits Supplemental \$3,000</p>
<p>3.4 Systemic effort to increase Cyber-safety and decrease bullying</p>	<p>District wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>3.4 General Fund: Unrestricted 4000-4999: Books And Supplies Base \$50,000</p>

<p>3.5 Parent learning opportunities for CCSS at school sites.</p>	<p>District wide</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Homeless Youth</u></p>	<p>3.5 General Fund: Unrestricted 4000-4999: Books And Supplies Supplemental \$4,500 3.5 General Fund: Unrestricted 1000-1999: Certificated Personnel Salaries Supplemental \$35,000 3.5 General Fund: Unrestricted 3000-3999: Employee Benefits Supplemental \$5,500</p>
<p>3.6 Expand leadership training for parents of EL students.</p>	<p>District wide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>3.6 General Fund: Unrestricted 5000-5999: Services And Other Operating Expenditures Base \$30,000</p>
	<p>District wide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>3.7 Increase attendance and opportunities for student learning (attendance recovery, enrichment, intervention) during Saturday Schools.</p>	<p>District wide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with low attendance rates</u></p>	<p>3.8 No Cost</p>

<p>3.8 Expansion of the PBIS program.</p>	<p>District wide</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>3.9 General Fund: Unrestricted 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$39,000</p>
<p>3.9 Learning Support Coordinators- Wrap around services for targeted students at additional schools - 1 FTE</p>	<p>Site specific</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Homeless</p>	<p>3.10 General Fund: Unrestricted 1000-1999: Certificated Personnel Salaries Supplemental 60,000 3.10 General Fund: Unrestricted 3000-3999: Employee Benefits Supplemental \$15,000</p>

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:

The percentage of the cohort of students in Grades 5, 7, 9 and 11 reporting School Connectedness annually will increase by 5% overall and by sub-group as self-identified in the survey.
 METRIC: California Healthy Kids Survey (CHKS) or district developed survey

The number* of students who are chronically absent (more than 18 days) will be reduced by 7% or more each year overall and 10% or more annually for English Learners and F/R and Foster. (*number will be adjusted based on enrollment)
 METRIC: Daily Attendance Report.

Increase the percentage of 8th grade students who meet a set criteria that predict they are highly likely to graduate from high school on time. The indicators are: 8th grade GPA of 2.5 or better, 8th grade attendance at 96% or better, no D's or F's in 8th grade English or Math, and never suspended in 8th grade.
 METRIC: 8th grade indicators (Aeries or iResult), Middle School Drop Out Rate

Cohort graduation data will show an increase of at least 2% for significant student groups.
 METRIC: Graduation Cohort Report (State Targets), High School Drop Out Rates

The number* of students who are chronically absent (more than 18 days) will be reduced by 7% or more each year overall and 10% or more annually for English Learners and F/R and Foster. (*number will be adjusted based on enrollment)
 METRIC: Daily Attendance Report.

The School Attendance Rates will grow annually by 1% to be 98.6% or greater.
 METRIC: Annually comparing P1 from prior to P1 of current year, and the same for P2.

The number* of middle and high school students who are suspended or expelled at least once will be reduced each year by at least 10%.
 METRIC: Aeries Report.

Parent input will be gathered (in order to assist in decision making) via LCAP survey developed collaboratively by DAC, PAC and DELAC.
 METRIC: LCAP Survey, Meeting Agendas

The percentage of families of unduplicated students will report positive levels of school connectedness (including feedback on parental participation in school programs) at 75% or greater.
 METRIC: District LCAP Connectedness/School Climate Survey (developed by PAC and DELAC)

The percentage of families of students with exceptional needs will report positive levels of school connectedness (including feedback on parental participation in school programs) at 75% or greater.
 METRIC: District LCAP Connectedness/School Climate Survey (developed by PAC, Special Education and DELAC)

The percentage of students (in grades 5, 7, 9) taking the Physical Fitness test and demonstrating skills in the Healthy Fitness Zone will increase by 3% in the Aerobic Capacity. Target is 50.3% for 5th grade; 63.7% for 7th grade; and 62.2 for 9th grade.

Decrease school suspensions and expulsions by 5% as measured by Aeries/CalPADS student suspension rates, student expulsion rates
 METRIC: Aeries and CALPADS data

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3.1 Improve the effectiveness of parent communication by using social meeting, parent portals, and other electronic means.	Districtwide	<input checked="" type="checkbox"/> All OR: _____ <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	3.1 No Cost
	Districtwide	<input type="checkbox"/> All OR: _____ <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
3.2 Provide Spanish speaking liaisons at schools to provide support/information/resources to parents with families of unduplicated pupils. To address particular communication and support needs for families of unduplicated students at high priority sites.	Site Specific	<input type="checkbox"/> All OR: _____ <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	3.3 General Fund: Unrestricted 2000-2999: Classified Personnel Salaries Supplemental \$17,000 3.3 General Fund: Unrestricted 3000-3999: Employee Benefits Supplemental \$3,000
3.3 Systemic effort to increase Cyber-safety and decrease bullying	Districtwide	<input checked="" type="checkbox"/> All OR: _____ <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	3.4 General Fund: Unrestricted 4000-4999: Books And Supplies Base \$50,000

<p>3.4 Parent learning opportunities for CCSS at school sites.</p>	<p>Districtwide</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Homeless Youth</u></p>	<p>3.5 General Fund: Unrestricted 4000-4999: Books And Supplies Supplemental \$4,500 3.5 General Fund: Unrestricted 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$40,500</p>
<p>3.5 Expand leadership training for parents of EL students.</p>	<p>Districtwide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>3.6 General Fund: Unrestricted 5000-5999: Services And Other Operating Expenditures Base \$30,000</p>
	<p>Districtwide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>3.6 Increase attendance and opportunities for student learning (attendance recovery, enrichment, intervention) during Saturday Schools.</p>	<p>Districtwide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with low attendance rates</u></p>	<p>3.8 No Cost</p>

<p>3.7 Expansion of the PBIS program.</p>	<p>Districtwide</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>3.9 General Fund: Unrestricted 5800: Professional/Consulting Services And Operating Expenditures Base \$39,000</p>
<p>3.8 Learning Support Coordinators- Wrap around services for targeted students at other additional schools - 1.0 FTE</p>	<p>Site Specific</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Homeless Students</p>	<p>3.10 General Fund: Unrestricted 1000-1999: Certificated Personnel Salaries Supplemental \$60,000 3.10 General Fund: Unrestricted 3000-3999: Employee Benefits Supplemental \$15,000</p>

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

Annual Update

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

Guiding Questions:

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

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

Original GOAL 1 from prior year LCAP:	Further develop a systematic Response to Intervention district wide program that determines and provides what students need before they fail.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify <u>Response to Intervention</u>
Goal Applies to:	Schools: All schools Applicable Pupil Subgroups: English learners (EL), Socio-economically disadvantaged (SED), African- American (AA), Hispanic or Latino (Latino), Special Education (SPED), High Risk (Students not in the identified groups but identified by a metric such as academics, attendance, suspensions, etc. Risk will be defined when addressed.	
Expected Annual Measurable Outcomes:	a. Set SBAC baseline for ELA and math as measured by the SBAC 2014-2015 results (Priority 4) b. Increase reading achievement in 1st, 3rd and 5th grades by 5%, as measured by district benchmark assessment and SBAC scores (Priority 4) c. . Increase math achievement scores in 4th, 7th and 9th grades by 5% as measured by district benchmark assessment and SBAC scores (Priority 4) d. Increase district attendance rate by 1% as measured by annual district attendance data, chronic absentee data, middle school and high school drop-out and high school graduation rates (Priority 5) e. Decrease classroom referrals in PBIS schools by 5% as measured by School Wide Information System (SWIS) Program data (Priority 6 & 8) f. Decrease school suspensions and expulsions in PBIS schools by 5% as measured by Aeries/CalPADS student suspension rates, student expulsion rates (Priority 6) g. Academic Performance Index scores and growth measures are	Actual Annual Measurable Outcomes: a. ELA ACHIEVEMENT - GRADES 1, 3, and 5 CAASPP SBAC Data - Percent of Students Meeting or Exceeding Standards Grade 1 Not Tested Grade 3 40% Grade 5 43% DATA STATEMENT: 2014-15 baseline data. The 2015-16 test scores will be available in September of 2016. MATH ACHIEVEMENT- Grades - 4, 7, and 9 CAASPP SBAC Data - Percent of Students Meeting or Exceeding Standards Grade Math14-15 Grade 4 30% Grade 7 41% Grade 9 Not Tested DATA STATEMENT: 2014-15 baseline data. The 2015-16 test scores will be available in September of 2016. b. Formative Reading Data – STAR Universal Screening Outlook Data – Percent of Students Predicted to Reach Benchmark. reading achievement in 1st, 3rd and 5th grades by 5%, as measured by district benchmark assessment and SBAC scores (Priority 4)

not available at this time (Priority 4)

h. Increase English Language Achievement rates by 5% as measured by English Language Learner proficiency (CELDT) and reclassification rate (Priority 4)

i. Increase students meeting the entrance requirements to UC and CSU by 5% as measured by student A-G requirement data (Priority 4)

j. Increase the number of students passing the Advanced Placement Exams with a 3 or higher by 5% as measured by the Annual Advanced Placement Exam data (Priority 4)

- Increase the number of students deemed college ready by 2% as measured by the Early Assessment program data (Priority 4)

Grade Reading 15-16

Grade 1 Not Tested

Grade 3 43% outlook for scoring Level 3 and 4 on the SBAC.

Grade 5 47% outlook for scoring Level 3 and 4 on the SBAC.

DATA STATEMENT: As of February 2016, the outlook for Grade 3 is a 2% increase from 14-15 and the outlook for Grade 5 is 4% increase from 14-15

c. Formative Math Data – STAR Universal Screening – Percent of Students Predicted to Reach Benchmark

Grade 4 39% outlook for scoring level 3 or 4 on the SBAC

DATA STATEMENT: As of February 2016, the outlook for Grade 30 is a 9% increase from 14-15.

d. Increase district attendance rate by 1% as measured by annual district attendance data, chronic absentee data, middle school and high school drop-out and high school graduation rates (Priority 5)

Attendance Rate 2014-15 (P2)

Average Elementary 96.27

Average Middle 95.66

Average High 94.82

Average Charter 96.68

95.85

Attendance Rate 2015-16 (P1)

Average Elementary 97.49

Average Middle 97.89

Average High 97.20

Average Charter 97.02

97.4

DATA STATEMENT: Attendance rate of 1.55% increase when comparing prior year P2 to current year P1. Current Year P2 available after June 3, 2016

The chronic absentee rates are as follows:

Quarter 1 - 2014-15: 3.42%

Quarter 2 – 2014-15: 7.63%

Quarter 3 – 2014-15: 8.76%

Quarter 4 – 2014-15: 8.77%

In 2015-16, SCOE changed the reporting periods to semesters

rather than quarters.
 Semester 1 2015-16: 8.82%

DATA Statement: the reporting periods changed from last year to the current year. For the first semester, the chronic absentee rate increased.

Middle School and High School Drop out Rate

High Schools 6.2%

Middle Schools 0.05%

DATA STATEMENT: 2014-15 Baseline data. Current Year data will be available in February of 2017.

e. Decrease classroom referrals in PBIS schools by 5% as measured by School Wide Information System (SWIS) Program data (Priority 6 & 8)

The 3 schools that are implementing PBIS and SWISS reported this information as of January 2016

Fairmont 37% decrease in referrals

Vaca Pena 35% decrease in referrals

Wood 18% decrease in referrals

DATA STATEMENT: 2015-16 Referrals decreased by 18% or more as compared to 2014-15 in schools implementing year 2 of PBIS.

f. Decrease school suspensions and expulsions in PBIS schools by 5% as measured by Aeries/CalPADS student suspension rates, student expulsion rates (Priority 6)

Suspension Rate comparison of 2014-15 to 2015-16 (reported as of March 1, 2016)

Fairmont 70% decrease in suspensions

Vaca Pena 31% decrease in suspensions

Wood 24% decrease in suspensions

DATA STATEMENT: As of March, 2015-16 suspension rates decreased by 24% or more as compared to 2014-15 in schools implementing year 2 of PBIS.

Expulsion Rate comparison of 2014-15 to 2015-16 (reported as of March 1, 2016)

Fairmont 0 (Fairmont did not have expulsions in either school year)

Vaca Pena 40% increase in expulsions
Wood 75% decrease in expulsions
DATA STATEMENT: As of March, 2015-16 expulsion rates compared to 2014-15 decreased by 75% at Wood High School and increased by 40% at Vaca Pena Middle School. Fairmont Charter Elementary did not have any expulsions in 2014-15 or 2016-17.

g. Academic Performance Index scores and growth measures are not available at this time (Priority 4)

h. Increase English Language Achievement rates by 5% as measured by California English Language Development Test (CELDT) and reclassification rate (Priority 4) are not available at this time

Baseline Data

2014-15 31%

DATA STATEMENT: 2014-15 baseline data. The Current Year data will be available in December of 2016.

i. Increase students meeting the entrance requirements to UC and CSU by 5% as measured by student A-G requirement data (Priority 4) are not available at this time

Baseline Data

2014-15 43%

DATA STATEMENT: 2014-15 baseline data. The Current Year data will be available in February of 2017.

j. Increase the number of students passing the Advanced Placement Exams with a 3 or higher by 5% as measured by the Annual Advanced Placement Exam data (Priority 4) are not available at this time

2014-15 Baseline Data not available at this time.

Increase the number of students deemed college ready by 2% as measured by the Early Assessment program data (Priority 4) are not available at this time

2014-15 English 30% Total Math 12%

DATA STATEMENT: 2014-15 baseline data. The 2015-16 test scores will be available in September of 2016.

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>ACADEMIC INTERVENTION</p> <p>1. Enhance and continue to build response to intervention support, and increase the number of interventions for students in both English Language Arts and Mathematics through the Rtl Coordinators (9) elementary FTE</p> <p>2. Continue and build on universal screening practices.</p>	<p>1) General Fund, Unrestricted 1000-1999: Certificated Personnel Salaries Supplemental \$741,000</p> <p>1) General Fund, Unrestricted 3000-3999: Employee Benefits Supplemental \$44,732</p> <p>2) No Cost</p>	<p>1. Continued to build a framework for integrating instruction, evidence based interventions, and assessments to meet academic and behavioral needs of students. This affected student outcome by decreasing the number and percentage of special education enrollment (13 students/.11%) from December 2015 to December 2016.</p> <ul style="list-style-type: none"> • RTI Coordinator Meetings, PD, and Trainings • Planning for Universal Assessments - 7/9/2015, 7/14/2015 • Training STAR Assessments 8/3/2015, 8/12/2015 • Meetings 8/6/2015, 8/12/2015, 9/14/2015, 10/12/2015, 12/7/2015, 1/21/2016, 3/21/2016, 4/11/2016, 5/5/2016 • Added Math Intervention in Elementary Schools <p>2. All elementary schools used STAR Reading and Math in grades 2-6 as a universal screening tool 3 or more times per year. This affected student outcome by using data to form intervention groups.</p> <ul style="list-style-type: none"> • Benchmark Universal Screenings in ELA and Math 9/2015 • Trimester 1 Universal Screenings in ELA and Math 11/2015 • Trimester 2 Universal Screenings in ELA and Math 2/2016 • Trimester 3 Universal Screenings in ELA and Math 5/2016 	<p>1) General Fund, Unrestricted 1000-1999: Certificated Personnel Salaries Supplemental \$523,507</p> <p>1) General Fund, Unrestricted 3000-3999: Employee Benefits Supplemental \$128,146</p> <p>2) No Cost</p>

<table border="1"> <tr> <td style="width: 15%;">Scope of Service</td> <td>TK – 12 All sites</td> </tr> <tr> <td></td> <td>All sites</td> </tr> </table>	Scope of Service	TK – 12 All sites		All sites		<table border="1"> <tr> <td style="width: 15%;">Scope of Service</td> <td>District wide</td> </tr> <tr> <td></td> <td><input checked="" type="checkbox"/> All</td> </tr> <tr> <td></td> <td>OR:</td> </tr> <tr> <td></td> <td><input type="checkbox"/> Low Income pupils</td> </tr> <tr> <td></td> <td><input type="checkbox"/> English Learners</td> </tr> <tr> <td></td> <td><input type="checkbox"/> Foster Youth</td> </tr> <tr> <td></td> <td><input type="checkbox"/> Redesignated fluent English proficient</td> </tr> <tr> <td></td> <td><input type="checkbox"/> Other Subgroups: (Specify)</td> </tr> </table>	Scope of Service	District wide		<input checked="" type="checkbox"/> All		OR:		<input type="checkbox"/> Low Income pupils		<input type="checkbox"/> English Learners		<input type="checkbox"/> Foster Youth		<input type="checkbox"/> Redesignated fluent English proficient		<input type="checkbox"/> Other Subgroups: (Specify)	
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<p>3. Increase the number of elementary snapshot days to 3 annually</p> <p>4. Para-professional support for RTI at the large elementary sites (6 part-time positions)-Cooper, Callison, & Browns Valley</p> <p>5. Additional RTI coordinator for secondary sites</p> <p>6. Continue to work with Special Ed to work towards a blended model of intervention</p>																							

		<p>Wood High Schools</p> <p>6. Working on an agreement with VTA for a blended model pilot at a school for the 2017-18 school year. Not yet completed.</p>	
<p>Scope of Service TK-6 All Elementary sites</p> <p>7-12 sites</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service District wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>7. Continue to build on and support First Best Teaching</p> <p>8. ESGI for Kindergarten</p> <p>9. Learning walks to help drive professional development at sites</p> <p>10. Continue to build secondary RTI model</p>	<p>7) No Cost</p> <p>8) General Fund, Unrestricted 4000-4999: Books And Supplies Supplemental \$12,000</p> <p>9) No Cost</p> <p>10) No Cost</p>	<p>7. Continue to build on first good teaching. This affected student outcome by students receiving high-quality, scientifically- based instruction and differentiated to meet their needs.</p> <p>Program Improvement school continued learning walks.</p> <ul style="list-style-type: none"> • Provided professional development in areas of math, writing, science, and technology for K-6 teachers. Provided ELA, history, science, and technology for 7-12 teachers. • Math CCSS - three hour PD on implementation of CCSS aligned curricula <p>Kindergarten 8/4/2015, 9/17/2015, 10/22/2015, 3/7/2016</p>	<p>7) No Cost</p> <p>8) General Fund, Unrestricted 4000-4999: Books And Supplies Supplemental \$6,996</p> <p>9) No Cost</p> <p>10) No Cost</p>

First Grade 8/5/215, 9/14/2015,
 10/26/2015, 3/15/2016
 Second Grade 8/5/2015, 8/27/2015,
 10/16/2015, 3/10/2016
 Third Grade 8/5/2015, 9/15/2015,
 10/19/2015, 3/11/2016
 Fourth Grade 8/6/2105, 8/25/2015,
 10/20/2015, 3/14/2016
 Fifth Grade 8/6/2015, 9/10/2015,
 10/29/2015, 3/8/2016
 Sixth Grade 8/6/2015, 9/11/2015,
 12/4/2015, 3/18/2016
 RSP & SDC 8/4 - 8/6 2015,
 12/3/210 , included in all grade specific
 sessions

- Math CCSS aligned Curricula
 Seventh and Eighth Grade 8/5/2015,
 8/6/2015
 Seventh - Twelfth Grades
 Standards Analysis and Pacing Guide
 Alignment- five hours PD
 9/29/2015, 13/3/2015, 2/25/2016,
 6/8/2016

Integrated Math 1 and Integrated Math
 2 Teachers- five hour PD
 10/15/2015, 1/21/2016, 3/3/2016

- ELA CSSS - three hour PD on
 CCSS writing genres
 Kindergarten 8/4/2015, 9/17/2015,
 10/22/15, 3/7/2016
 First Grade 8/5/215,
 9/14/2015,10/26/2015, 3/15/2016
 Second Grade 8/5/2015, 8/27/2015,
 10/16/2015, 3/10/2016
 Third Grade 8/5/2015, 9/15/2015,
 10/19/2015, 3/11/2016
 Fourth Grade 8/6/2105, 8/25/2015,
 10/29/2015, 3/8/2016
 Fifth Grade 8/6/2015, 9/10/2015,
 10/29/2015, 3/8/2016
 RSP and SDC included in a all

grade specific sessions

- ELA CCSS - Springboard PD and collaboration
 Sixth Grade 6/8/2015 - 6/10/2015, 8/26/2015, 9/16/2015, 10/14/2015, 12/07/2015, 1/20/2016, 2/10/2016, 3/16/2016, 4/6/2016, 5/18/2016

- Seventh Grade - Twelfth Grade Standards Analysis/Pacing Guide Alignment - five hour PD
 2/2/2016, 3/9/2016

- Learning Walks /Peer Observations
 10/8/2015, 1/5/2016, 1/12/2016

- Writing Benchmark - Rubric Analysis and Scoring
 Grade 7 11/17/2015, 2/9/2016
 Grade 8 11/19/2015, 2/11/2016
 Grade 9 1/15/2016, 4/19/2016
 Grade 10 1/20/2016, 4/21/2016
 Grade 11 1/22/2016
 Grade 12 1/26, 2016 4/26/2016

- History - Bay Area History Project - five hour PD
 Grade 8 - 12 History Teachers
 9/30/2015, 11/18/2015, 1/13/2015,2/24/2015

- Science - Sacramento Areas Science Project
 Grades 7, 10-12 Science Teachers - five hour PD
 10/14/2015, 1/14/2016, 3/17/2016, 6/9/2016

- Grades 4-6 Pilot Teachers January
 1/8/2016, 1/12/2016, 1/22/2016, 3/7/2016, 4/14/2016

Technology PD

- Classroom Full Day Training
July 22, 2015

- Google Drive/Slides 1.5 Hour
Training

September 1, 2015

September 22, 2015

October 5, 2015

October 20, 2015

November 17, 2015

December 10, 2015

January 7, 2016

February 2, 2016

April 7, 2016

May 2, 2016

- Google Classroom 1.5 Hour
Training

September 8, 2015

September 28, 2015

October 12, 2015

October 27, 2015

November 10, 2015

December 15, 2015

February 8, 2016

March 15, 2016

April 12, 2016

May 10, 2016

- Google Forms 1.5 Hour Training

January 28, 2016

February 22, 2016

April 26, 2016

May 16, 2016

Implementation of CCSS aligned math
program in K-8 and integrated math 2

- Grade K: Math In Focus
- Grades 1-5: Go Math
- Grade 6: Go Math Middle School
- Grades 7-8: Big Ideas

Pilot program of new writing program for K-5

- Grades K-5: Being a Writer
- Follow up coaching - Sara Buckerfield
- Coaching for Elementary Principals- Sara Buckerfield
- K-6 district wide implementation for 2016-17

Consideration of a K-2 reading program pilot for K-2

- Grades K-2: Being a Reader

Pilot program of new ELA program in grade 6

- Grade 6 : Springboard

Demonstration lessons - Markham

8. ESGI used in all kindergarten classrooms. This affected student outcome by sorting data for teachers to use in informing instruction an providing interventions.

9. Learning Walks at some elementary PI schools and Jepson Middle School. This affected student outcome by examining trends of implementation of school wide initiatives to improve student learning. Learning Walks occurred at the following schools:

- Fairmont
- Padan
- Jepson

Peer Observations - Springboard

- 6-12

10. Intervention Support within the school day at 4 of the secondary schools. This affected student outcome

		<p>by providing increasingly intensive instruction matched to their needs on the basis of levels of performance and rate of progress.</p> <ul style="list-style-type: none"> • Middle School • Vaca Pena Middle School • Vaca High School • Wood High School 							
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 5px;">Scope of Service</td> <td style="padding: 5px;">TK-12 All Sites</td> </tr> <tr> <td style="padding: 5px;"></td> <td style="padding: 5px;">7th-12th Secondary sites</td> </tr> </table> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	Scope of Service	TK-12 All Sites		7th-12th Secondary sites		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 5px;">Scope of Service</td> <td style="padding: 5px;">District wide</td> </tr> </table> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	Scope of Service	District wide	
Scope of Service	TK-12 All Sites								
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Scope of Service	District wide								
<p>BEHAVIORAL INTERVENTION</p> <p>11. Continue and enhance partnership with the City of Vacaville to provide Counseling Interns TK- 6 at all elementary sites</p> <p>12. Investigate restorative practices to proactively prevent bullying & violence.</p>	<p>11) General Fund, Unrestricted 5000-5999: Services And Other Operating Expenditures Supplemental \$80,000</p> <hr/> <p>12) No Cost</p>	<p>11. Provided counseling interns at the following elementary school sites: Alamo, Browns Valley, Callison, Cooper, Hemlock, Markham, Orchard, and Padan. This affected student outcome by providing counseling services to students with barriers to learning. Focused primarily on working with students with emotional, behavioral, and academic crisis situation.</p> <p>12. Not completed</p>	<p>11) General Fund, Unrestricted 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$80,000</p> <hr/> <p>12) No Cost</p>						

<table border="1"> <tr> <td style="width: 100px;">Scope of Service</td> <td>Elementary Sites</td> </tr> <tr> <td></td> <td>All sites</td> </tr> </table>	Scope of Service	Elementary Sites		All sites		<table border="1"> <tr> <td style="width: 100px;">Scope of Service</td> <td>District wide</td> </tr> </table>	Scope of Service	District wide	
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<p>13. Ongoing support for classroom behavior management- Behavioral Supports for all students, both formal and informal.</p> <p>Professional development offerings regarding classroom behavior supports.</p>	<p>13) No Cost</p>	<p>13. Age appropriate alternatives to suspension were utilized, especially in grades K-3. This affected student outcome by having students remain at school and continue to receive instruction.</p> <ul style="list-style-type: none"> • Positive Actions (social emotional program) was implemented and evaluated in in 102 classrooms pilot classrooms. The program did not have the impact on student behavior that was desired. It will not be adopted. • Year 2 of Positive Behavioral Interventions and Supports (PBIS) was implemented and evaluated at 3 schools (Padan, Vaca Pena, and Wood). All schools saw a decrease in suspensions. Wood saw a dramatic drop in expulsions. The result will be that schools district wide will establish PBIS as a way to positively impact social,emotional, and academic outcomes for students. • Professional development regarding classroom behavior 	<p>13) No Cost</p>						

		support was not completed.									
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<p>ATTENDANCE INTERVENTION</p> <p>14. Continue to build supports, interventions and incentives for school sites and classroom.</p> <p>15. Continue 85% attendance support</p>	<p>14) No Cost</p> <p>15) No Cost</p>	<p>14. Increased number of schools participating and number of students participating in attendance recovery in K-12 Super Saturday School program.</p> <p>Increase Super Saturday Schools to 9 sessions held on:</p> <p>9/23/2015 10/24/2015 11/14/2015 12/12/2015 1/23/2016 2/27/2016 3/19/2016 4/16/2016 5/14/2016</p> <p>Total Attendance Recovery 15-16 1399 \$64,841.46</p> <p>Continued districtwide attendance incentive program to award students for good and improving school attendance. - GOTCHA. 2/24/2016 - High Schools 5/25/2016 - Middle Schools</p> <p>15. Initiated the "85% Attendance Rule"</p>	<p>14) No Cost</p> <p>15) No Cost</p>								

		at 2 high schools. The rule of 85 requires that students be in class and on time 85% of the time, calculated by school periods, in order to participate in many of the extra activities at high schools including athletics, cheer, drill team, and dances. This affected student outcome because what happens in school everyday is important and has a direct correlation to high achievement levels.					
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16. Initiate a “Drop-Out Task Force” to intervene with students at risk of dropping out.	16) No Cost	16. Planned for a grades 7-12 district wide system of support for dropout prevention. To be considered for implementation in the 2016-17 school year.	16) No Cost				
		Planned for middle school and high school indicators for tracking of students at risk of dropping out.					
<table border="1"> <tr> <td>Scope of Service</td> <td>6th, 8th & 9th grades</td> </tr> </table>	Scope of Service	6th, 8th & 9th grades		<table border="1"> <tr> <td>Scope of Service</td> <td>District wide</td> </tr> </table>	Scope of Service	District wide	
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proficient _ Other Subgroups: (Specify)		_ Other Subgroups: (Specify)					
17. Review and adjust as deemed appropriate, the "Super Saturday" attendance recovery program for maximum impact.	17) No Cost	17. Expanded "Super Saturday School" program to include more relevant and engaging academic supports and opportunities. This affected student outcome by having extended time on task and have enrichment . Example - 2/27/2016 VHS Course Offering: Health, Newspaper, College Financial Aid AP Psych/AVID Calculus Integrated Math 2 Spanish Drama American Sign Language English 12 - ERWC Work Experience CPR for Med Science Students English Language Support Computer Technology AP US World History/World History	17) No Cost				
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Scope of Service	All sites						
Scope of Service	District wide						

<p>FORMATIVE ASSESSMENTS</p> <p>18. Adjust and increase the use of the Common Formative Assessment proves to drive instruction and intervention based on student outcomes and needs.</p>	<p>18) No Cost</p>	<p>18. Mid-chapter checkpoints (formative assessments) were used in the Go Math program in grades 1-5 to drive instruction. Secondary departments increased and refined common formative assessments. This affected student outcome by providing teachers with information to inform instruction and form targeted intervention groups.</p>	<p>18) No Cost</p>
<p>Scope of Service All sites</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service District wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>19. Evaluate School City for continued use</p>	<p>19) No Cost</p>	<p>19. Evaluation of the usefulness of the School City program was completed. It was found to be useful for secondary CFAs. An investigation of other programs is occurring.</p>	<p>19) No Cost</p>
<p>Scope of Service All sites</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service District wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>WRAP AROUND SERVICE MODEL</p>	<p>20) No Cost</p> <p>21) General Fund, Unrestricted</p>	<p>20. Social Emotional Committee work was not continued</p>	<p>20) No Cost</p> <p>21) General Fund, Unrestricted 1000-</p>

<p>20. Continue Social Emotional Learning Committee work.</p> <p>21. Pilot Character Education Program- Positive Action (50 classrooms)/Training Pilot Units: Suicide Prevention and Relationship Violence Prevention</p> <p>22. District wide Social Emotional Learning Standards and Performance descriptors-pilot.</p> <p>23. Continue Link Crew</p> <p>24. Hire Assistant Principal 1 – Cooper/Callison</p>	<p>1000-1999: Certificated Personnel Salaries \$37,600</p> <p>21) General Fund, Unrestricted 3000-3999: Employee Benefits \$20,000</p> <p>21) General Fund, Unrestricted 4000-4999: Books And Supplies \$20,000</p> <p>22) No Cost</p> <p>23) General Fund, Unrestricted 1000-1999: Certificated Personnel Salaries \$7,550</p> <p>23) General Fund, Unrestricted 2000-2999: Classified Personnel Salaries</p> <p>23) General Fund, Unrestricted 3000-3999: Employee Benefits \$450</p> <p>23) General Fund, Unrestricted 4000-4999: Books And Supplies \$14,000</p> <p>24) General Fund, Unrestricted 1000-1999: Certificated Personnel Salaries \$98,475</p>	<p>21. Piloted Character Education Program in K-12 Pilot Units</p> <ul style="list-style-type: none"> • Suicide Prevention • Prevention <p>This affected student outcome in addressing the specific needs of adolescents in order to help them with the knowledge, skills, and values to make more positive choices in dealing with life and death issues.</p> <p>22. District wide Social Emotional Learning Standards and Performance descriptors were not piloted.</p> <p>23. Link Crew was continued at Vaca High and Will C. Wood. This affected student outcome by helping ninth graders transition to high school which can be marked by a period of emotional distress and discomfort for adolescence often resulting in a decrease in academic achievement and difficult social adjustment. Link Crew puts strategic interventions in a structure so freshman can get necessary support to be successful with the start of high school.</p> <p>24. Assistant principals were hired to make 100% FTEs at Browns Valley, Callison, Cooper, Markham, and Padan. A .5 assistant principal was hired at Alamo. This affected student attendance rates which showed gains over 2014-15 P2 rates.</p>	<p>1999: Certificated Personnel Salaries \$37,000</p> <p>21) General Fund, Unrestricted 3000-3999: Employee Benefits Supplemental \$18,000</p> <p>21) General Fund, Unrestricted 4000-4999: Books And Supplies Supplemental \$2,795</p> <p>22.) No Cost</p> <p>23) General Fund, Unrestricted 1000-1999: Certificated Personnel Salaries Supplemental \$1,500</p> <p>23) General Fund, Unrestricted 3000-3999: Employee Benefits Supplemental \$252</p> <p>23) General Fund, Unrestricted 4000-4999: Books And Supplies Supplemental \$252</p> <p>23) General Fund, Unrestricted 4000-4999: Books And Supplies Supplemental \$8,582</p> <p>24) General Fund, Unrestricted 1000-1999: Certificated Personnel Salaries Supplemental \$487,225</p>
<p>Scope of Service TK-12</p> <p>X All</p>		<p>Scope of Service District wide</p> <p>X All</p>	

<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>WRAP AROUND SERVICE MODEL-continued 24. Hire Assistant Principal 1 – Cooper/Callison</p>	<p>24) General Fund, Unrestricted 3000-3999: Employee Benefits \$5,957</p>		<p>24) General Fund, Unrestricted 3000-3999: Employee Benefits Supplemental \$134,127</p>
<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> All</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>FOSTER AND HOMELESS YOUTH 25. Continue interventions for foster and homeless youth Connection with Social Services Backpacks and supplies (donations) Bus passes Emergency Supplies</p>	<p>25) No Cost</p>	<p>25. Interventions continued for foster and homeless youth to provide them with supplies and resources for school success.</p>	<p>25) No Cost</p>
<p>Scope of Service</p> <hr/> <p>All sites</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR: <input checked="" type="checkbox"/> Low Income pupils</p>		<p>Scope of Service</p> <hr/> <p>District wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR: <input checked="" type="checkbox"/> Low Income pupils</p>	

<p><input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Homeless</u></p>		<p><input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Homeless Youth</u></p>	
<p>26. Update information for the first day parent packets to better identify homeless and foster youth</p> <p>27. Identify and monitor academic progress of foster & homeless youth and providing intervention quickly</p>	<p>26) No Cost 27) No Cost</p>	<p>26. First Day packets included a form regarding homeless youth. This affected student outcome because homeless and foster youth could be better identified and provided supports.</p> <p>Front office clerical received training and information on: identifying homelessness Laws regarding protections for homeless youth District resources to support homeless youth Entering information into Students Information System</p> <p>27. This was not done at all school sites. Teachers and RTI Coordinators reported not knowing who was identified as homeless or foster youth.</p>	<p>26) No Cost 27) No Cost</p>
<p>Scope of Service: All sites</p> <hr/> <p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Homeless</u></p>		<p>Scope of Service: District wide</p> <hr/> <p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Homeless Youth</u></p>	
<p>WELLNESS</p> <p>28. Wellness Coordinators at the middle schools.</p>	<p>28) Middle School Wellness Coordinators- stipends 1000-1999: Certificated Personnel Salaries Carry Over Funds \$2000</p>	<p>28. Wellness Coordinators at the middle schools were not hired.</p> <p>29. Continued with Wellness</p>	<p>28) No Cost 29) General Fund, Unrestricted 1000-1999: Certificated Personnel Salaries</p>

<p>29. Continue Wellness Coordinators at the elementary schools</p> <ul style="list-style-type: none"> Additional wellness activities 	<p>29) Wellness Coordinators Elementary- stipends 1000-1999: Certificated Personnel Salaries Carry Over Funds \$8000</p>	<p>Coordinators at the elementary schools. Each site coordinated 3 wellness activities and provided nutritional information for students. Evidence indicates that physical activity and improved nutrition can increase focus and attention, decrease discipline problems, and improve academic achievement.</p> <p>Additional wellness activities were not added.</p>	<p>Carry Over Funds \$3,000</p> <p>29) General Fund, Unrestricted 2000-2999: Classified Personnel Salaries Carry Over Funds \$2,000</p> <p>29) General Fund, Unrestricted 3000-3999: Employee Benefits Carry Over Funds \$600</p>				
<table border="1"> <tr> <td style="width: 100px;">Scope of Service</td> <td>TK- 8 All site</td> </tr> </table> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	Scope of Service	TK- 8 All site		<table border="1"> <tr> <td style="width: 100px;">Scope of Service</td> <td>District wide</td> </tr> </table> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	Scope of Service	District wide	
Scope of Service	TK- 8 All site						
Scope of Service	District wide						
<p>30. Increase overall wellness activities and awareness across the district</p> <p>31. Evaluate and adjust the elementary Physical Education program.</p>	<p>30) No Cost</p> <p>31) No Cost</p>	<p>30. There was not an increase of overall wellness activities and awareness across the district.</p> <p>31. 2015-16 Physical Fitness Test (PFT) data was analyzed. Elementary physical education teachers collaborated and developed means of instructional supports and interventions for fifth grade students not meeting benchmarks.</p> <p>Elementary administrators met and collaborated about possible changes in scheduling to provide students with an improved model for physical education instruction.</p>	<p>30) No Cost</p> <p>31) No Cost</p>				

<table border="1"> <tr> <td data-bbox="92 120 241 240">Scope of Service</td> <td data-bbox="241 120 569 240">All sites</td> </tr> <tr> <td colspan="2" data-bbox="92 240 569 553"> <input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </td> </tr> </table>	Scope of Service	All sites	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<table border="1"> <tr> <td data-bbox="1031 120 1180 240">Scope of Service</td> <td data-bbox="1180 120 1514 240">District wide</td> </tr> <tr> <td colspan="2" data-bbox="1031 240 1514 553"> <input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </td> </tr> </table>	Scope of Service	District wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		
Scope of Service	All sites										
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)											
Scope of Service	District wide										
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)											
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>2015-16 School Year</p> <p>Expenditures not in the LCAP.</p> <ul style="list-style-type: none"> • 2.0 FTE additional Assistant Principals - \$170,000.00 • 1.0 FTE Master Social Worker - \$82,000.00 • .5 para support at Alamo school due to increased enrollment \$4,000.00 • Positive Action pilot <p>Not Yet Completed</p> <ul style="list-style-type: none"> • Investigate restorative practices to proactively prevent bullying & violence • Continue to work with Special Ed to work towards a blended model of intervention • Professional development offerings regarding classroom behavior supports. • Initiate a "Drop-Out Task Force" to intervene with students at risk of dropping out. • Continue Social Emotional Learning Committee work. • District wide Social Emotional Learning Standards and Performance descriptors-pilot. • Identify and monitor academic progress of foster & homeless youth and providing intervention quickly • Wellness Coordinators at the middle schools. • Additional wellness activities at elementary sites • Increase overall wellness activities and awareness across the district <p>Changes to the Goal:</p> <p>Currently, Goal 1 (Further develop a systematic Response to Intervention district wide program that determines and provides what students need before they fail) is very dense which has led to difficulty in implementation. The goal itself could be interpreted as an action and not a targeted goal. The data collected did not give us definitive answers in most areas as to whether the actions and services were making an impact on student achievement. Much of the metric data was baseline so could not be compared. Other metrics included grade levels for which data was not available.</p> <p>2015-16 Goal 1 - Areas in which we had sufficient data</p>										

Decrease of classroom referrals in the schools who were in year 2 of the implementation of PBIS. Referrals decreased by 18% or more as compared to 2014-15.

Decrease school suspensions and expulsions in schools who were in year 2 of implementation of PBIS. As of March 2016, suspension rates decreased by 24% or more as compared to 2014-15. As of March 2016, expulsion rates at Will C. Wood decreased by 70% or more as compared to 2014-15 but expulsion rates at Vaca Pena increased by 40%. Changes to the Goal:

The 2016-17 LCAP will be redefined by having three target goals, with associated actions and services. Providing high quality classroom instruction and supports in place to decrease the achievement gap are encompassed into Goal 1 (Student Achievement) and Goal 2 (Closing the Achievement Gap) of the 2016-17 LCAP.

Current Goal 1 Actions that will be encompassed into the 2016-17 Targeted Goal 1: Student Achievement

- We will continue to build on and support First Best Teaching CCSS professional development an implementation. A key finding from stakeholders is the the integration of technology into CCSS instruction needs to occur more readily.
- We will continue to work to develop a "blended model" by developing a model for a "Learning Center" at Sierra Vista for next year. This is designed as a pilot for one year. During this upcoming year, we will be closely monitoring the staffing and effectiveness of this model to manage any unexpected issues during the year, as well as the decision to continue the model in future years at Sierra Vista, and possibly expand the model to other sites in the future. The basic elements of the learning center are as follows:
 - K–6th grade special education students that enroll naturally at Sierra Vista will receive services in a learning center.
 - All special education students will have a homeroom assignment in general education.
 - Special education students will go to the learning center to receive specialized academic instruction (SAI) for whatever amount of time is specified on the student's IEP, and then will return to the his/her general education class.
 - There will be no designation of RSP (Resource) or SDC (Special Day Class). The amount of time in the learning center will be purely based on the needs identified in the IEP.

Current Goal 1 Actions that will be encompassed into the 2016-17 Targeted Goal 2 Closing the Achievement Gap

- With the utilization of the RTI Coordinators at elementary and middle school sites, we will continue to deepen our a system wide response to intervention by supporting students in the areas of academics, behavior, and attendance. We will continue to use universal screening tools in grades 2-6 as it provided useful consistency in collecting and analyzing school level and district wide data. We will expand universal screening in grade 1. We will pilot a digital learning platform that connects with universal screening tool that provided individualized digital lessons. the secondary school coordinators are moving services from scattered opportunities for intervention to developed systems of intervention that include in the school day and extended school day times.

- The "Super Saturday" attendance recovery program has had a positive impact on attendance recovery.

Total Attendance Recovery 15-16 1399 Students \$64,841.46 in ADA Recovery

It also had a positive impact on increasing time on task outside of the traditional school day. We will build on that opportunity by piloting a School after School (SAS) academic program for Markham, Padan, and Hemlock for underperforming students.

- We will strengthen ongoing support for classroom behavior management by hiring a general education behavioralist. He or she will assist with high priority general education students as part of the RTI model of support.

	<ul style="list-style-type: none">• A strategic system will be piloted to increase high school graduation rates and decreased drop outs. This will include:• 1.0 FTE per secondary site (Jepson, Vaca Pena, Vaca High, and Will C. Wood) to support students who show risk indicators for dropping out• 2 FTE Middle School Deans (1 at Jepson and 1 at Vaca Pena) to support students in overcoming barriers to academic, behavioral, and/or attendance barriers.• Summer intervention program for high priority students as they transition from 8th to 9th grade.• AP for Country High and opportunity schools to facilitate the movement of students between the programs.
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Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

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

Original GOAL 2 from prior year LCAP:	Continue implementation of Common Core Curriculum for student mastery of the State Standards.	Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify <u>Common Core Implementation</u>
Goal Applies to:	Schools: LEA Wide Applicable Pupil Subgroups: All student groups, including unduplicated students and students with exceptional needs	
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Increase ELA CCSS Mastery by 5% as measured by district benchmarks and assessments (Priority 4) • Increase mathematics CCSS Mastery by 5% as measured by district benchmarks and assessments (Priority 4) • Increase ELD achievement by 5% as measured by district ELA, writing benchmarks, district rate of reclassification and English proficiency rates (Priority 4 & 8) • Set SBAC baseline for ELA and math, as measured by the 2014-15 results (Priority 4) • Increase science achievement by 5% as measured by district benchmarks, assessments, CST Assessments (Priority 4) • Increase the number of students meeting the required entrance to UC and CSU by 5%, as measured by student A-G requirement data (Priority 4) • Increase the number of students in CTE Pathway courses by 5%, as measured by student enrollment in CTE Pathways data (Priority 8) • Increase the number of students passing the Advanced Placement exams with a 3 or higher by 5%, as measured by the Annual Advanced Placement Exam data (Priority 4) 	Actual Annual Measurable Outcomes: <ul style="list-style-type: none"> • The STAR assessment system was adopted for use in the 2015-16 school year, the 2015-16 district benchmark data will become the baseline for growth. • Secondary Essay - Spring Benchmark Scores - Grades 10 and 12 Grade 10 Advanced 8% Proficient 29% Emerging 56% Incomplete 6% Far Below .44% Grade 12 Advanced 7% Proficient 58% Emerging 34% Incomplete 2% Far Below - • VUSD was not able to measure the Mathematics CCSS mastery growth due to the fact that the STAR assessment system was adopted for use in the 2015-16 school year, the 2015-16 district benchmark data will become the baseline for growth. • VUSD was not able to measure the Mathematics CCSS mastery growth due to the fact that the math curriculum was newly adopted for use in the 2015-16 school year, the 2015-16 district benchmark data will become the baseline for growth. • The percent of the overall English Learner proficiency rate on the CELDT grew by 3% from 2013-14 to the 2015-16 year. • VUSD saw a large percentage of students attaining grade

- Increase the number of students deemed college ready by 2%, as measured by the Early Assessment Program data (Priority 4)
- Continue to improve student access and enrollment in all required areas of study, as measured by the annual course enrollment data (Priority 7)
- Full implementation of CCSS across the district in ELA and math as measured by administrative data (Priority 2)
- Academic Performance Index Scores and growth measures are not available at this time (Priority 4)

level English Language Proficiency on the CELDT in grades 3, 11 & 12

Reclassification Rates for those grades are as follows:

Grade 3 Levels 4 and 5 = 28% (49 out of 174 students)

Grade 11 Levels 4 and 5 = 52% (10 out of 19 students)

Grade 12 Levels 4 and 5 = 38% (5 out of 13 students)

- The number of English Language Learner students enrolled in VUSD has remained relatively the same over the past three years. All English language learners have had access to both the Common Core English Language Arts and English Language Development standards through their regular classroom instruction and English Language Development specific instruction.
- The SBAC assessments were new in 2015 so the data from the 2014-15 scores will become the district baseline for growth.
- The SBAC baseline measurements were set by the 2014-15 SBAC results.
- The science achievement grew by 2% in 5th grade and 1% in the 10th grade. There was a decrease of 5% in Science achievement as measured by the CST in the 8th grade
- The number of students meeting the UC A-G requirements has increased by 4.1% district wide, including unduplicated and students with exceptional needs.
- The number of students taking the SAT increased by .6% district wide
- *64.1 % of AP tests taken received a score of 3 or higher in 2013-14 (59.7% in 12-13; 83.42% in 11-12).
- The number of students enrolled in Advanced Placement classes has increased by 17.7% from 2014-15 to 2015-16
- College readiness (EAP) was embedded as part of the SBAC for 14-15. the baseline results for VUSD are
 ELA Level 4 - 24% Level 3 37% Level 2 23% and Level 1 16%
 Math Level 4 - 11% Level 3 24% Level 2 24% and Level 1 40%

	<ul style="list-style-type: none"> • Grades Kindergarten through the 12th grade are aligned and at full implementation of the Common Core State Standards in mathematics and English Language Arts, except for Common Core Writing- which is currently a pilot K-5th grades. • Academic Performance Index Scores (API) and growth measures are not available at this time.
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>COMMON CORE CURRICULUM IMPLEMENTATION</p> <p>1. Implement math adoption K-5 6-8 Secondary Integrated Math 2</p>	<p>1) No Cost</p>	<p>COMMON CORE CURRICULUM IMPLEMENTATION</p> <p>1. Implementation of CCSS aligned math program in K-8 and integrated math 2</p> <ul style="list-style-type: none"> • Grade K: Math In Focus • Grades 1-5: Go Math • Grade 6: Go Math Middle School • Grades 7-8: Big Ideas <p>Consideration of a K-2 reading program pilot for K-2</p> <ul style="list-style-type: none"> • Grades K-2: Being a Reader <p>Pilot program of new ELA program in grade 6</p> <ul style="list-style-type: none"> • Grade 6 : Springboard <p>Demonstration lessons - Markham</p>	<p>1) No Cost</p>
<p>Scope of Service District wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils</p>		<p>Scope of Service District wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils</p>	

_ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
2. Additional professional development for math, science, history, and ELA (elementary)	2) No Cost	2. Provided professional development in areas of math, writing, science, and technology for K-6 teachers.. <ul style="list-style-type: none"> • Math CCSS - three hour PD on implementation of CCSS aligned curricula Kindergarten 8/4/2015, 9/17/2015,10/22/2015, 3/7/2016 First Grade 8/5/215, 9/14/2015, 10/26/2015, 3/15/2016 Second Grade 8/5/2015, 8/27/2015, 10/16/2015, 3/10/2016 Third Grade 8/5/2015, 9/15/2015, 10/19/2015, 3/11/2016 Fourth Grade 8/6/2105, 8/25/2015, 10/20/2015, 3/14/2016 Fifth Grade 8/6/2015, 9/10/2015, 10/29/2015, 3/8/2016 Sixth Grade 8/6/2015, 9/11/2015, 12/4/2015, 3/18/2016 RSP & SDC 8/4 - 8/6 2015, 12/3/210 , included in all grade specific sessions • ELA CASS - three hour PD on CCSS writing genres Kindergarten 8/4/2015, 9/17/2015, 10/22/15, 3/7/2016 First Grade 8/5/215, 9/14/2015,10/26/2015, 3/15/2016 Second Grade 8/5/2015, 8/27/2015, 10/16/2015, 3/10/2016 Third Grade 8/5/2015, 9/15/2015, 10/19/2015, 3/11/2016 Fourth Grade 8/6/2105, 8/25/2015, 10/29/2015, 3/8/2016 	2) No Cost

Fifth Grade 8/6/2015, 9/10/2015,
10/29/2015, 3/8/2016
RSP and SDC included in a all
grade specific sessions

- ELA CCSS - Springboard PD and collaboration

Sixth Grade 6/8/2015 - 6/10/2015,
8/26/2015, 9/16/2015, 10/14/2015,
12/07/2015, 1/20/2016, 2/10/2016,
3/16/2016, 4/6/2016, 5/18/2016
Grades 4-6 Pilot Teachers January
1/8/2016, 1/12/2016, 1/22/2016,
3/7/2016, 4/14/2016

Technology Training
Google Classroom

- Classroom Full Day Training
July 22, 2015

- Google Drive/Slides 1.5 Hour
Training

September 1, 2015

September 22, 2015

October 5, 2015

October 20, 2015

November 17, 2015

December 10, 2015

January 7, 2016

February 2, 2016

April 7, 2016

May 2, 2016

- Google Classroom 1.5 Hour
Training

September 8, 2015

September 28, 2015

October 12, 2015

October 27, 2015

November 10, 2015

December 15, 2015

February 8, 2016

March 15, 2016

April 12, 2016

		<p>May 10, 2016</p> <ul style="list-style-type: none"> Google Forms 1.5 Hour Training <p>January 28, 2016 February 22, 2016 April 26, 2016 May 16, 2016</p>	
<p>Scope of Service</p> <p>District wide</p>		<p>Scope of Service</p> <p>District wide</p> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
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<p>3. Pilot elementary writing programs</p> <p>a. Being a Writer</p> <p>b. Spring Board 6th Grade</p>	<p>3) General Fund, Unrestricted 5000-5999: Services And Other Operating Expenditures PD \$207,250</p> <p>3) General Fund, Unrestricted 4000-4999: Books And Supplies Writing program \$86,800</p>	<p>3a) Pilot program of new writing program for K-5</p> <ul style="list-style-type: none"> Grades K-5: Being a Writer Follow up coaching - Sara Buckerfield Coaching for Elementary Principals- Sara Buckerfield K-6 district wide implementation for 2016-17 <p>Consideration of a K-2 reading program pilot for K-2</p> <ul style="list-style-type: none"> Grades K-2: Being a Reader <p>3b) Pilot program of new ELA program in grade 6</p> <ul style="list-style-type: none"> Grade 6 : Springboard 	<p>3a) General Fund, Unrestricted 5000-5999: Services And Other Operating Expenditures Supplemental \$21,807</p> <p>3a) General Fund, Unrestricted 4000-4999: Books And Supplies Supplemental \$1,957</p> <p>3a) General Fund, Unrestricted 1000-1999: Certificated Personnel Salaries Supplemental \$1,769</p> <p>3b) General Fund, Unrestricted 3000-3999: Employee Benefits Supplemental \$1,000</p> <p>3b) General Fund, Unrestricted 4000-4999: Books And Supplies Supplemental \$17,000</p>
<p>Scope of Service</p> <p>District wide</p>		<p>Scope of Service</p> <p>District wide</p>	

<p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<p>4. Develop integrated Math 3 course</p>	<p>4) No Cost</p>	<p>4. Developed integrated Math 3 course for implementation in the 2016-17 school year</p>	<p>4) No Cost</p>
<p>Scope of Service District wide</p> <hr/> <p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p>Scope of Service District wide</p> <hr/> <p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<p>English Language Development 5. Additional Dual Immersion middle school course</p>	<p>5) General Fund, Unrestricted 1000-1999: Certificated Personnel Salaries Supplemental \$14,150 5) General Fund, Unrestricted 3000-3999: Employee Benefits Supplemental \$850</p>	<p>ENGLISH LANGUAGE DEVELOPMENT 5. Added a second Dual Immersion middle school course at Jepson Middle School</p>	<p>5) General Fund, Unrestricted 1000-1999: Certificated Personnel Salaries Supplemental \$18,371 5) General Fund, Unrestricted 3000-3999: Employee Benefits Supplemental \$4,602</p>
<p>Scope of Service District wide</p> <hr/> <p>_ All ----- OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p>Scope of Service District wide</p> <hr/> <p>_ All ----- OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	

<p>6. Align and revise benchmark and formative tests to CCSS</p>	<p>6) No Cost</p>	<p>6. Aligned and revised benchmark and formative tests to CCSS</p> <p>Elementary: 2-6 – NEW STAR Universal Screening (CCSSELA and Math aligned) Elementary K-5</p> <p>CCSS Aligned Performance Task (Writing Benchmarks) for the three genres - NEW Informative, Opinion, Narrative</p> <p>Mid-chapter checkpoints (formative assessments) were used in the Go Math program in grades 1-5 to drive instruction. Secondary departments increased and refined common formative assessments. This effected student outcome by providing teachers with information to inform instruction and form targeted intervention groups.</p>	<p>6) No Cost</p>				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; border: 1px solid black; background-color: #e0e0e0;">Scope of Service</td> <td style="border: 1px solid black;">District wide</td> </tr> </table> <p>X All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	Scope of Service	District wide		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; border: 1px solid black; background-color: #e0e0e0;">Scope of Service</td> <td style="border: 1px solid black;">District wide</td> </tr> </table> <p>X All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	Scope of Service	District wide	
Scope of Service	District wide						
Scope of Service	District wide						
<p>7. Additional professional development for math, science, history, and ELA (Secondary)</p>	<p>7) No Cost</p>	<p>7. Provided additional professional development: (Secondary)</p> <p>Provided ELA, history, science, and technology for 7-12 teachers</p> <ul style="list-style-type: none"> • Math CCSS aligned Curricula Seventh Grade 8/5/2015 	<p>7) No Cost</p>				

		<p>Eighth Grade 8/5/2015 Integrated Math 2 6/8/2015</p> <ul style="list-style-type: none"> • ELA CCSS - Springboard PD and collaboration <p>Seventh Grade 8/5/2015 Eighth Grade 8/5/2015 Ninth - Eleventh 6/8/2015 - 6/10/2015</p> <ul style="list-style-type: none"> • History - Bay Area History Project • Science - Sacramento Areas Science Project <p>Grades 7-12</p>	
<p>Scope of Service District wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service District wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>8. Staff training with UC Davis Math and History projects and Sacramento area Science Project</p>	<p>8) No Cost</p>	<p>8. Trained staff with UC Davis Math and History projects and Sacramento area Science Project</p> <ul style="list-style-type: none"> • History - Bay Area History Project • Science - Sacramento Areas Science Project <p>Grades 7-12</p>	<p>8) No Cost</p>
<p>Scope of Service District wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p>		<p>Scope of Service District wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p>	

<ul style="list-style-type: none"> <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 		<ul style="list-style-type: none"> <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 					
<p>9. Pilot CAASPP interim assessments</p>	<p>9) No Cost</p>	<p>9. 2015-16 Student Preparation Plan for: Smarter Balanced Assessment Consortium (SBAC) for the California Assessment of Student Performance and Progress was created and implemented district wide.</p>	<p>9) No Cost</p>				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">District wide</td> </tr> </table> <hr style="border-top: 1px dashed black;"/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	Scope of Service	District wide		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">District wide</td> </tr> </table> <hr style="border-top: 1px dashed black;"/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	Scope of Service	District wide	
Scope of Service	District wide						
Scope of Service	District wide						
<p>10. Increase opportunities for Common Core authentic learning experiences such as guest speakers, assemblies and field trips</p>	<p>10) No Cost</p>	<p>10. Increased opportunities for Common Core authentic learning experiences such as guest speakers, assemblies and field trips (individual site funds used)</p>	<p>10) No Cost</p>				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">District wide</td> </tr> </table> <hr style="border-top: 1px dashed black;"/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	Scope of Service	District wide		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">District wide</td> </tr> </table> <hr style="border-top: 1px dashed black;"/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	Scope of Service	District wide	
Scope of Service	District wide						
Scope of Service	District wide						
<p>11. Pilot of Language goals for English Language Learners and in the regular</p>	<p>11) No Cost</p>	<p>11. The Language goals were put on hold while an overall study of the ELD</p>	<p>11) No Cost</p>				

classroom.			program was conducted.		
Scope of Service	District wide		Scope of Service	District wide	
_ All ----- OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)			_ All ----- OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Students with Exceptional Needs		
12. ELD program review and analysis of ELD Special Education referrals.		12) Contract with SCOE 5000-5999: Services And Other Operating Expenditures Supplemental \$15,000	12. An English Language Development (ELD) program review and analysis of ELD Special Education referrals was done. Upon completion, a plan will be created and implemented to address identified needs		12) General Fund, Unrestricted 5000-5999: Services And Other Operating Expenditures Supplemental \$15,000
Scope of Service	District wide		Scope of Service	District wide	
_ All ----- OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)			_ All ----- OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify) Students with Exceptional Needs		
13. Continue and enhance district wide services though a budgeting and planning process.		13) No Cost	13. Continued and enhanced district wide services though a budgeting and planning process.		13) No Cost
Scope of Service	District wide		Scope of Service	District wide	
<input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth			<input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth		

_ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)					
14. Provide professional development regarding the implementation of the new ELD Standards, CELDT, CCSS, and best practices.	14) No Cost	14. Provided professional development regarding the implementation of the new ELD Standards, CELDT, CCSS, and best practices. Jepson - January 2016 Browns Valley - February 2016	14) No Cost				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">District wide</td> </tr> </table> <hr style="border-top: 1px dashed black;"/> _ All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Scope of Service	District wide		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">district wide</td> </tr> </table> <hr style="border-top: 1px dashed black;"/> _ All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Scope of Service	district wide	
Scope of Service	District wide						
Scope of Service	district wide						
15. Continuous monitoring of Reclassified students and offering intervention early if needed	15) No Cost	15. Continuously monitored Reclassified students and offered intervention early when needed	15) No Cost				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">District wide</td> </tr> </table> <hr style="border-top: 1px dashed black;"/> _ All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Scope of Service	District wide		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">District wide</td> </tr> </table> <hr style="border-top: 1px dashed black;"/> _ All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Scope of Service	District wide	
Scope of Service	District wide						
Scope of Service	District wide						
16. Translators	16) General Fund, Unrestricted 2000-2999: Classified Personnel Salaries Translations \$19,600	16. Used translators at sites to help parents engage and communicate	16) General Fund, Unrestricted 2000-2999: Classified Personnel Salaries Supplemental \$4,793				

	16) General Fund, Unrestricted 3000-3999: Employee Benefits Translations \$4,746		16) General Fund, Unrestricted 3000-3999: Employee Benefits Supplemental \$1,154
Scope of Service	District wide	Scope of Service	District wide
_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	
17. ELD Professional Development	17) General Fund, Unrestricted 1000-1999: Certificated Personnel Salaries ELD PD – Subs or Hourly \$51,800 17) General Fund, Unrestricted 3000-3999: Employee Benefits ELD PD – Subs or Hourly \$3,200	17. Provided ELD Professional Development	17) General Fund, Unrestricted 1000-1999: Certificated Personnel Salaries Title I \$4,470 17) General Fund, Unrestricted 3000-3999: Employee Benefits Title I \$147
Scope of Service	District wide	Scope of Service	District wide
_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	
18. Centralized Services a. SEI Instructional Aides b. District Coaches (EL and Literacy) c. EL Site Coordinators d. Strategic ELA/ELD support sections e. .25 of each Language Teacher	18a) General Fund, Unrestricted 2000-2999: Classified Personnel Salaries Base \$214,000 18a) General Fund, Unrestricted 3000-3999: Employee Benefits Base \$51,000 18b) General Fund, Unrestricted	18. Provided Centralized Services a. SEI Instructional Aides b. District Coaches (EL and Literacy) c. EL Site Coordinators d. Strategic ELA/ELD support sections e. .25 of each Language Teacher	18a) General Fund, Unrestricted 2000-2999: Classified Personnel Salaries Base \$147,171 18a) General Fund, Unrestricted 3000-3999: Employee Benefits Base \$59,784 18b) General Fund, Unrestricted (50%

<p>Centralized Services</p>	<p>(50% Unrestricted;25% T1; 25% T2) 1000-1999: Certificated Personnel Salaries Base \$204,000</p> <p>18b) General Fund, Unrestricted (50% Unrestricted;25% T1; 25% T2) 3000-3999: Employee Benefits Base \$12,400</p> <p>18c) General Fund, Unrestricted 1000-1999: Certificated Personnel Salaries Base \$61,270</p> <p>18c) General Fund, Unrestricted 3000-3999: Employee Benefits Base \$3,630</p> <p>18d) General Fund, Unrestricted 1000-1999: Certificated Personnel Salaries Base \$285,000</p> <p>18d) General Fund, Unrestricted 3000-3999: Employee Benefits Base \$17,100</p> <p>18e) General Fund, Unrestricted 1000-1999: Certificated Personnel Salaries Base \$132,100</p> <p>18e) General Fund, Unrestricted 3000-3999: Employee Benefits Base \$8,000</p>		<p>Unrestricted;25% T1; 25% T2) 1000-1999: Certificated Personnel Salaries Base \$226,524</p> <p>18b) General Fund, Unrestricted (50% Unrestricted;25% T1; 25% T2) 3000-3999: Employee Benefits Base \$102,864</p> <p>18c) General Fund, Unrestricted 1000-1999: Certificated Personnel Salaries Base \$49,979</p> <p>18c) General Fund, Unrestricted 3000-3999: Employee Benefits Base \$7,356</p> <p>18d) General Fund, Unrestricted 1000-1999: Certificated Personnel Salaries Base \$251,106</p> <p>18d) General Fund, Unrestricted 3000-3999: Employee Benefits Base \$15,171</p> <p>18e) General Fund, Unrestricted 1000-1999: Certificated Personnel Salaries Base \$88,277</p> <p>18e) General Fund, Unrestricted 3000-3999: Employee Benefits Base \$22,964</p>								
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<p>TECHNOLOGY</p> <p>19. Inventory Tracking System, Library Books, Textbooks, Devices (Measure</p>	<p>19) General Fund, Unrestricted 5000-5999: Services And Other Operating Expenditures Other \$150,000</p>	<p>TECHNOLOGY</p> <p>19. Purchased Inventory Tracking System, Library Books, Textbooks,</p>	<p>19) General Fund, Unrestricted 5000-5999: Services And Other Operating Expenditures Other \$49,365</p>								

<p>A Funds)</p> <p>20. Deepen technology integration and alignment to instruction.</p> <p>21. Integration of word processing and typing skills</p> <p>22. Expand Google Classroom pilot</p> <p>23. Determine 21st Century classroom requirements and begin implementation.</p> <p>24. Teacher training for use of devices, applications and programs for instruction.</p> <p>25a. 3 Technician positions 2 Techs 1 Lead</p> <p>25b. 1 Digital Specialist</p> <p>26. School City Clerk support</p>	<p>20-24) No Cost</p> <p>25a) General Fund, Unrestricted 2000-2999: Classified Personnel Salaries Other \$149,000</p> <p>25a) General Fund, Unrestricted 3000-3999: Employee Benefits Supplemental \$36,000</p> <p>25b) General Fund, Unrestricted 1000-1999: Certificated Personnel Salaries Supplemental \$79,500</p> <p>25b) General Fund, Unrestricted 3000-3999: Employee Benefits Supplemental \$4,818</p> <p>26) General Fund, Unrestricted 2000-2999: Classified Personnel Salaries Supplemental \$65,800</p> <p>26) General Fund, Unrestricted 3000-3999: Employee Benefits Supplemental \$15,701</p>	<p>Devices (Measure A Funds)</p> <p>20. Deepened technology integration and alignment to instruction. Google Classroom training was available to teachers throughout the school year.</p> <p>21. Integrated of word processing and typing skills</p> <p>22. Expanded Google Classroom pilot district wide</p> <p>23. Determined 21st Century classroom requirements and began implementation.</p> <p>24. Teacher training for use of devices, applications, and programs for instruction.</p> <p>25. a. Hired 3 Technician positions; 2 Techs, 1 Lead b. 1 Digital Specialist</p> <p>26. Continued and enhanced School City Clerk support 21st Century Readiness. Evaluation of the usefulness of the School City program was completed. It was found to be useful for secondary CFAs. An investigation of other programs is occurring.</p>	<p>20-24) No Cost</p> <p>25a) General Fund, Unrestricted 2000-2999: Classified Personnel Salaries Other \$128,012</p> <p>25a) General Fund, Unrestricted 3000-3999: Employee Benefits Supplemental \$53,830</p> <p>25b) General Fund, Unrestricted 1000-1999: Certificated Personnel Salaries Supplemental \$71,784</p> <p>25b) General Fund, Unrestricted 3000-3999: Employee Benefits Supplemental \$21,602</p> <p>26) General Fund, Unrestricted 2000-2999: Classified Personnel Salaries Supplemental \$112,512</p> <p>26) General Fund, Unrestricted 3000-3999: Employee Benefits Supplemental \$39,980</p>								
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Scope of Service	District wide										
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<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p>											

_ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
<p>21st Century Readiness, College and Career</p> <p>27. Implementation of New Career Pathways for High school students</p> <ul style="list-style-type: none"> • Biotech (VHS) • Automation Engineering (WCW) <p>28. Apply for A-G UC recognition for Career Pathway Courses</p> <p>29. College and Career Centers expansion at Will C. Wood & Vacaville High School</p> <p>30. College and Career events at all schools Develop community partnerships</p> <p>31. Increase opportunities for art, music and library in elementary schools</p> <p>32. Infuse Gate activities into interventions</p> <p>33. Continue to expand AVID at the secondary schools</p> <p>34. Review overall GATE structure, plan Implementation</p> <p>35. Add Junior/11th grade VECHS class</p>	<p>27-32) No Cost</p> <hr/> <p>33) General Fund, Unrestricted 4000-4999: Books And Supplies Supplemental \$40,000</p> <hr/> <p>33) General Fund, Unrestricted 5000-5999: Services And Other Operating Expenditures Supplemental \$10,000</p> <hr/> <p>34) No Cost</p> <hr/> <p>35) General Fund, Unrestricted 4000-4999: Books And Supplies Supplemental \$25,000</p>	<p>21st Century, College and Career</p> <p>27. Implemented New Career Pathways for High school students</p> <ul style="list-style-type: none"> • Biotech (VHS) • Automation Engineering (WCW) <p>28. Applied for and received A-G UC recognition for Career Pathway Courses</p> <p>29. Expanded College and Career Centers at Will C. Wood & Vacaville High School</p> <p>30. Held College and Career events at all schools and develop community partnerships</p> <p>31. Was not completed. To be revisited in the 2016-17 school year.</p> <p>32. Was not completed. To be revisited in the 2016-17 school year</p> <p>33. Continued to expand AVID at the secondary schools</p> <p>34. Was not completed. To be revisited in the 2016-17 school year.</p> <p>35. Added the Junior/11th grade VECHS class</p>	<p>27-32) No Cost</p> <hr/> <p>33) General Fund, Unrestricted 4000-4999: Books And Supplies Supplemental \$1,029</p> <hr/> <p>33) General Fund, Unrestricted 5000-5999: Services And Other Operating Expenditures Supplemental \$37,379</p> <hr/> <p>34) No Cost</p> <hr/> <p>35) General Fund, Unrestricted 4000-4999: Books And Supplies Supplemental \$10,666</p>
<p>Scope of Service</p> <hr/> <p>District wide</p>		<p>Scope of Service</p> <hr/> <p>District wide</p>	

<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
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What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	<p>Additional expenditures for the 2015-16 school year that were not in the original LCAP due to an increase in the Gap Funding</p> <ul style="list-style-type: none"> • Elementary Science Coordinator- .5 FTE (\$ 45,000) • Elementary Science pilot (\$ list cost) • English Language Development program Study (\$15,000) <p>Services and Actions that were not completed in the 2015-16 school year</p> <ul style="list-style-type: none"> • Increase opportunities for art, music and library in elementary schools. - The district chose to focus on elementary science and PE during the 2015-16 school year. The district piloted elementary science kits at various sites district wide. The hope is to be able to increase the use of the science kits across the district TK-6 for the 2016-17 school year. • Infuse Gate activities into interventions. - The district continued with the current GATE program practices and will look at testing practices and GATE services in the coming school year. • Review overall GATE structure, plan Implementation. - The GATE testing and identification process will be reviewed in the 2016-17 school year, with a focus on the possibility of infusing GATE activities into the regular school day. <p>The current 2015-16 Goal 2 Changes :</p> <p>The district continued to implementation of Common Core Curriculum for student mastery of the State Standards actions and services for the 2015-16 school year. These services and actions will be encompassed in the 2016-17 redefined Goal 1- Student Achievement</p> <p>Elementary Science</p> <ul style="list-style-type: none"> • The Vacaville Unified School District (VUSD) hired an elementary science specialist and piloted elementary science kits to address the 2015-16 science goal of 5% growth on the CST assessments. The growth from 2013-14 to 2014-15 was 2%. With the focus on science the district is expecting higher outcome for the 2015-16 CST science test. <p>Secondary Science</p> <ul style="list-style-type: none"> • In order to continue to increase the science achievement at the secondary level the high school are making an effort to encourage students to take a third and fourth year of science. <p>21st Century Readiness, College and Career Pathways</p> <ul style="list-style-type: none"> • Biotech at Vacaville High School and Automation Engineering at Will C. Wood High School were implemented in the 2015-16 school year. These CTE programs will continue to growth with job shadowing and internship opportunities. • A-G UC recognition for Career Pathway Course
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- College and Career Centers expansion at Will C. Wood & Vacaville High School
- College and Career events at all schools develop community partnerships
- Addition of the Junior/11th grade VECHS class for the 2015-16 school year will naturally lead to the adding of the final grade level (senior class) in the Vacaville Early College High School program. A full time administrator will be added to the VECHS program in the 2016-17 school year to fulfill the needs of the fully implemented program.
- The Vacaville Unified School District continued to expand AVID at the secondary schools by adding additional course sections. The district hopes to expand the AVID program to the middle schools and the new K-8 school (Sierra Vista) in the coming school year.

Technology

- During the 2015-16 school year the use of Google Classroom and other electronic learning platforms increased due to the increased number of student devices deployed in our classrooms. The following classrooms (including special education rooms) all have Chromebook stations with devices for each student: 2nd-6th and all core classes in 7th-12th. A total of 10,500 devices.
- The VUSD technology committees met throughout the 2015-16 school year to discuss needs, evaluate options, garner feedback, and create an implementation plan.
- In the 2015-16 school year the trainings regarding technology devices, programs and curricular uses (other than the Google Classroom pilot) were more school site driven and school site specific. The VUSD hopes to hire additional staff to focus on classroom technology integration for the 2016-17 school year.

Common Core Implementation

- Increased opportunities for Common Core authentic learning experiences such as guest speakers, assemblies and field trips
- Teachers, grades TK-8th grades were trained through the UC Davis Math project and through the writing program pilot. Secondary teachers who are implementing the SpringBoard curriculum (including 6th grade teachers) received training through the Bay Area History project and Sacramento Area Science Project
- There was discussion and consideration of a K-2 reading program pilot for K-2: Being a Reader for the 2015-16 school year. Name of interested pilot teachers will be gathered for the coming school year.
- Common Core curriculum implementation for the 2015-16 school year included Common Core State Standards aligned math K-8th grade and Integrated Math 2 at the secondary schools. There was a pilot of the Being a Writer program for elementary schools and SpringBoard at the 6th grade level district wide.
- The elementary writing program, Being a Writer- was voluntarily piloted across the district in the 2015-16 school year. The pilot results and feedback will be reviewed for full implementation in the 2016-17 school year.

- This year the Integrated Math 3 course was created for full implementation in the 2016-17 school years.
- Alignment and revision of benchmark and formative assessments included a new universal screening and progress monitoring system K-5 and new writing benchmarks for the three new genres. Grades 1st – 5th used the mid chapter assessments in the Go Math program to inform instruction. The secondary schools increased and refined their formative assessment practices.
- Student Preparation Plan for: Smarter Balanced Assessment Consortium (SBAC) for the California Assessment of Student Performance and Progress was implemented in the winter of 2016. This preparation plan will be reviewed and in place for the 2016-17 school year.

English Language Development (ELD)

- During the 2015-16 school year a study was conducted that focused on the English Language Development program. The VUSD entered into partnership with the Solano County Office of Education to conduct the study. The results from the study were used to create an action plan to address the identified needs.
- ELD Professional Development regarding the new English Language Development standards. The CELDT test, Common Core, and interventions were conducted at both Browns Valley elementary and Jepson Middle school during the 2015-16 school year. ELD integration into the classroom and the need for professional development will become a focus in the 2016-17 school year.
- Continuously monitored reclassified students and offered intervention early when needed
- The VUSD worked to enhance districtwide and schoolwide services through a budgeting and planning process, that included working with school sites to best leverage their funds to benefit the unduplicated students and students with exceptional needs.
- The pilot of language goals for English Language Learners was postponed for the 2015-16 school year in order to conduct the ELD study.
- The school sites continuously monitored reclassified students and offered intervention early when needed.
- Translators were used throughout the district during the 2015-16 school year. The district focused funds to make sure translators were available for parent meetings, conferences and at events.
- An additional Dual Immersion middle school course was added in history for eighth graders at Jepson Middle school.
- Centralized Services were provided to the school sites to support English Learners. These services included:
 - a. SEI Instructional Aides
 - b. District Coaches (EL and Literacy)
 - c. EL Site Coordinators
 - d. Strategic ELA/ELD support sections
 - e. .25 of each Language Teacher

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

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

Original GOAL 3 from prior year LCAP:	Increase Parent Involvement in order to increase student engagement and achievement.		Related State and/or Local Priorities: 1 _ 2 _ 3 <u>X</u> 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify <u>Increase Parent Participation</u>
Goal Applies to:	Schools: LEA Wide Applicable Pupil Subgroups:	All student groups, including unduplicated students and students with disabilities	
Expected Annual Measurable Outcomes:	<p>a. Increase opportunities for parent engagement by 10% as measured by district-wide parent and staff survey data, participation data, and event calendar data (Priority 3)</p> <p>b Increase parent participation by 10%, as measured by outreach, participation, sign-in sheets, and focus group data (Priority 3)</p>		<p>Actual Annual Measurable Outcomes:</p> <p>a. Parent opportunities for engagement were added this year to increase parent participation of unduplicated students and students with exceptional needs. New events for 2015-16 included:</p> <p>"Surviving Middle School" in which 25 parents participated "Middle School Cyber Bullying" with 9 parents participating "Supporting Your Child in Math" with 62 participating parents "At Home Strategies to Improve Comprehension" with 19 parents attending "21st Century Science Night" with 26 parents attending "3rd Grade Math - How to Support Your Child" with 8 parents participating. Parent Leadership Training Institute for Spanish Speakers with 8 parents attending Parent Institute for Quality Education had approximately 140 parents involved</p> <p>b. Parent participation events were added this year to increase parent outreach and provide opportunities for parents of unduplicated students and students with exceptional needs, to be informed about district programs and celebrate district programs. Events included:</p> <p>Sierra Vista Re-opening Meetings with 87 parents attending Sierra Vista Re-opening Committee with 4 parents participating Independent Study Program Design with 3 parents participating AVID Parent Night with 60 attending parents</p>

Room Parent Communion with 23 parents participating
WASC Accreditation with 20 participating parents
"Celebrating 50 Years" with 300 parents in attendance

The district Parent Advisory Committee (PAC)

PAC Information

15 Parent Representatives

1 representative from each elementary school site – total 8
(excluding Fairmont)

1 representatives from middle schools – total 2 -

2 representatives from WCW and VHS total 4

1 representative form Country High – total 1

Parent Advisory Council Meeting Dates

November 10, 2015

January 19, 2016

March 16, 2016

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
Budgeted Expenditures		Estimated Actual Annual Expenditures	
<p>1. Increase the Parent University events at each school sites to 3, to provide helpful resources, information and engagement opportunities to families. (literacy, math, science....)</p>		<p>1) No Cost</p>	
<p>1. Parent University events to increase opportunities for parent engagement and participation were held throughout the district on subjects such as Common Core reading and math, school safety and science. These evening events allowed for parents to build their knowledge and skills to help support their child with the new common core standards.</p>		<p>1) No Cost</p>	
<p>Scope of Service</p> <p>All sites</p>		<p>Scope of Service</p> <p>District wide</p>	
<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>2. Develop parent focus groups early in the year to share data and student support needs/concerns/ ideas</p>		<p>2) No Cost</p>	
<p>2. This year the district Parent Advisory Committee was created and met 3 times throughout the school year. This committee helped drive the LCAP priorities, gave input and feedback on both the LCAP Annual Update as well as the new 2015-16 LCAP Goals.</p>		<p>2) No Cost</p>	
<p>Scope of Service</p> <p>All Sites</p>		<p>Scope of Service</p> <p>District wide</p>	
<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p>		<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p>	

<input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <input type="checkbox"/> Homeless Youth		<input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <input type="checkbox"/> Homeless Youth	
<p>3. Increase activities that will allow for family and parent involvement in their child's education</p>	<p>3) No Cost</p>	<p>3. Sites planned activities to invite parents to participate in their child's education by learning about things such as School safety, Common Core Standards, and comprehension skills. These site events built relationships and gave more opportunities for more parents to attend and participate.</p>	<p>3) No Cost</p>
<p>Scope of Service All Sites</p> <hr/> <p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service District wide</p> <hr/> <p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>4. Consistently use communication tools in Spanish and English</p>	<p>4) No Cost</p>	<p>4. The district made efforts to increase the consistency of communication with families in both English and Spanish. The school sites with a population of 15% or more English Learners consistently provide information to families in both English and Spanish. These school sites are Hemlock, Markham, Padan and Vaca Pena</p>	<p>4) No Cost</p>

<p>Scope of Service District wide</p> <hr/> <p><input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service District wide</p> <hr/> <p><input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
		<p>5. Implemented Parent Institute for Quality Education classes at Fairmont, Padan, Hemlock, Markham, Vaca Pena and Will C. Wood for English Learner and low Income families. These opportunities to build knowledge and leadership regarding their student's education and college preparedness helped parents understand the expectations and how to support their children.</p>	<p>5) General Fund, Unrestricted 5800: Professional/Consulting Services And Operating Expenditures Title I \$18,360</p>
<p><input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service District wide</p> <hr/> <p><input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
		<p>6.) Implemented Parent Leadership Training Institute in partnership with Fairfield Suisun Unified School District</p>	<p>6) General Fund, Unrestricted 5800: Professional/Consulting Services And Operating Expenditures Title I \$12,000</p>

		<p>classes for families from - Fairmont, Padan, Hemlock, Markham, Vaca Pena and Will C. Wood for English Learner and low Income families.</p> <p>These opportunities to build knowledge and leadership regarding their student's education and college preparedness helped parents understand the expectations and how to support their children.</p>	
<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Parent Participation The data for the amount of parent engagement and participation became baseline measure instead of a measurement of growth. Over the last few years the district as well as individual sites have worked to increase parent engagement and participation. Most of these efforts, although somewhat consistent across the district, have been informal and no counts or data were collected. in the 2015-16 school year the district implemented both the Parent Institute for Quality Education (PIQE) and the Parent Leadership Training Institute (PLTI) for the families at our Title 1 schools: Fairmont, Padan, Markham, Hemlock, Vaca Pena and Will C. Wood. With a total of up to 30 participants at each site for PIQE and 8 families participating in the PLTI trainings as well. These numbers alone show a growth in parent engagement of English Learner and Low Income families. During the 2015-16 school year the district hired a Public Information Officer who will, among many other things, work to improve the communication with stakeholders through social media, traditional media and advertising.</p> <p>Parent Engagement In 2014-15 the parent engagement data showed a total of 43 parent events and activities offered with 5,433 parents attending. These included parent conferences, parent meetings at the sites and various other events. For the 2015-16 school year work was done to try to delineate between parent engagement and parent participation activities. Activities such as school celebrations, the reopening of Sierra Vista School meetings and the Independent Study program redesign meetings fell under parent participation. Activities such as Parent University evenings, school safety meetings and parent leadership training fell under parent engagement. These activities were in addition to the activities that are ongoing each year. The total of additional opportunities allowed for approximately 809 or more parents to participate and engage in their child's education.</p>		

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

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

Original GOAL 4 from prior year LCAP:	Continue to increase Instructional Effectiveness and student engagement to improve student achievement.		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 _ 3 _ 4 _ 5 <input checked="" type="checkbox"/> 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify <u>Instructional Effectiveness</u>
Goal Applies to:	Schools: LEA Wide Applicable Pupil Subgroups:	All student groups, including unduplicated students and students with disabilities	
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> a. Have all teachers NCLB compliant as measured by Human Resources data (Priority 1) b. Continue to have no misassigned teachers as measured by teacher credential/teaching assignment date (Priority 1) c. Provide clean and safe facilities as measured by the "Facilities Inspection Tool" system annual reviews and parent, staff and student surveys (Priority 1) d. Ensure student access to standards aligned materials, as measured by the Williams Act report and data (Priority 1) e. Reduction of K-3 class sizes by 32.19% as measured by enrollment data (Priority 8) f. Increase student attendance rates by 1%, as measured by district attendance data, middle school and high school dropout rates, and high school graduation rates (Priority 5) g. Reduce chronic absenteeism by 1%, as measured by chronic absentee data (Priority 5) 		<p>Actual Annual Measurable Outcomes:</p> <ul style="list-style-type: none"> a. Seven teachers are in the process of completing NCLB requirements. Of those 7, 6 are Special Education or are teaching in a special setting. DATA STATEMENT: The seven teachers who are working to meet the requirements have a work plan in place and are making progress. There are currently 34 teachers who are participating in year 1 of BTSA and 27 teachers participating in year 2. Each participating teacher is provided with one day of release time to work with his/her mentor. 34 - Year 1 participants 27- Year 2 Participants DATA STATEMENT: Provided Beginning Teacher Support and Assessment (BTSA) for all new teachers with credentials that stated, "must complete a commission approved induction program." b. No teachers are mis-assigned in the district for the 2015-16 school year. DATA STATEMENT: 100% of teachers are credentialed. c. District facilities are inspected by district staff using a Facilities Inspection Tool (FIT) monthly from August through June each year. Out of 8 total sites inspected to date, 7 were rated "good" and 1 was rated fair/good. DATA STATEMENT: 100% of the schools are maintained in good repair.

d. Williams Findings:

- 2014-15 VUSD met requirements to provide sufficient standards aligned instructional materials, safe schools, and quality teachers.
- 2015-16 VUSD met requirements to provide sufficient standards aligned instructional materials, safe schools, and quality teachers.

DATA STATEMENT: 100% of the schools provide sufficient standards aligned instructional materials, safe schools, and quality teachers.

e. Class size reduction for the current year was set at 51.52% at all sites. All sites met this reduction requirement with the exception of Orchard. Orchard is exceeding the target by .5 students over the the target of 24.5 for the current year.

DATA STATEMENT: the District is currently on target to meet the goal of 24:1 in TK to 3rd grade district wide

f. Attendance Rate - P1

2012-13	2013-14	2014-15	2015-16	
Average Elementary	96.21	96.69	96.27	97.49
Average Middle	95.64	96.00	95.66	97.89
Average High	91.09	92.26	94.82	97.20
Average Charter	96.04	96.26	96.31	97.51
Buckingham	97.46	97.38	97.05	96.53

DATA STATEMENT: In comparing 2014-15 P2 to 2015-16 P1, the average attendance rate at elementary schools, middle schools, high schools, and elementary charter schools increased. The average attendance rate at the high school charter decreased.

District Average Daily Attendance (ADA) -

2012-13	10,906
2013-14	10,800
2014-15	10,714
2015-16 (to 12/15)	10,741

DATA STATEMENT: In comparing 2014-15 P2 to 2015-16 P1, the average attendance rate district wide increased.

2014 -15 Middle School Dropouts = 0%

2014 - 15 High School Dropouts = 5.3%

2014 -15 High School Graduation = 94.6%

DATA STATEMENT: 2014-15 baseline data.

	g. Chronic Absentee Rate 2014-15 P2 2.2% 2015-16 P1 2.4% DATA STATEMENT: In comparing 2014-15 P2 to 2015-16 P1, the chronic absentee rate has increased slightly, by .2%
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
INSTRUCTIONAL EFFECTIVENESS AND STUDENT ENGAGEMENT 1. All teachers NCLB (Highly Qualified) Compliant in preparation and authorizations.	1) No Cost	1. All teachers in the district are NCLB compliant, or are in the process of completing their requirements. This affected student outcomes by providing instructors in the classroom that have the following: 1) a bachelor's degree; 2) a state credential or an intern credential for no more than three years; and 3) demonstrate core academic subject matter competence.	1) No Cost
Scope of Service: All sites <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		Scope of Service: All sites <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
2. Investigate the probability of an increased instructional day.	2) No Cost	2. Administration discussed the benefits to students by extending the instructional day for elementary schools. A 15 minute extension of the instructional day for students in grades 1-6 grade day will take place during negotiations. In addition a pilot program of an extension to kindergarten instructional day program is planned for	2) No Cost

		the 16-17 school year at Fairmont Elementary. This affected student outcomes by increasing the time available for kindergarten students at Fairmont to engage in learning.					
<table border="1"> <tr> <td>Scope of Service</td> <td>All sites</td> </tr> </table>	Scope of Service	All sites		<table border="1"> <tr> <td>Scope of Service</td> <td>All sites</td> </tr> </table>	Scope of Service	All sites	
Scope of Service	All sites						
Scope of Service	All sites						
<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>					
<p>3. Prioritize staff compensation as a means of raising student achievement. (LCFF Base Funds)</p>	<p>3) General Fund, Unrestricted 1000-1999: Certificated Personnel Salaries Base \$2,450,000</p> <p>3) General Fund, Unrestricted 3000-3999: Employee Benefits Base \$148,970</p>	<p>3. Teachers received 4% wage increase, and an additional 2% increase based on the outcomes of a contingency regarding the LCFF GAP funding being greater than expected. This affected student outcome by retaining and recruiting qualified staff.</p>	<p>3) General Fund, Unrestricted 1000-1999: Certificated Personnel Salaries Base \$2,804,880</p> <p>3) General Fund, Unrestricted 3000-3999: Employee Benefits Base \$476,830</p>				
<table border="1"> <tr> <td>Scope of Service</td> <td>All sites</td> </tr> </table>	Scope of Service	All sites		<table border="1"> <tr> <td>Scope of Service</td> <td>All sites</td> </tr> </table>	Scope of Service	All sites	
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Scope of Service	All sites						
<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>					
<p>4. Continue and enhance the Beginning Teacher Support and Accountability Program (BTSA)</p> <p>a. 30 first year participants (approximately)</p> <p>30 second year participants</p>	<p>4a) General Fund 0000: Unrestricted BTSA \$14,200</p> <p>4a) General Fund, Unrestricted 3000-3999: Employee Benefits BTSA \$800</p>	<p>4. BTSA served 34 first year teachers and 27 second year teachers during the 2015-2016 school year. Release days were provided for BTSA mentors to observe and give feedback to BTSA participants</p>	<p>4a) General Fund (incl. BTSA Coord. & BSTA SPs) 1000-1999: Certificated Personnel Salaries Supplemental \$115,849</p> <p>4a) General Fund, Unrestricted 3000-3999: Employee Benefits</p>				

<p>b. Substitutes for Mentor-release time</p>	<p>4a) General Fund, Unrestricted 5000-5999: Services And Other Operating Expenditures BTSA \$279,700</p> <p>4b) General Fund, Unrestricted 1000-1999: Certificated Personnel Salaries BTSA \$9,500</p> <p>4b) General Fund, Unrestricted 3000-3999: Employee Benefits BTSA \$500</p>	<p>This affected student outcomes by retaining and recruiting qualified staff.</p>	<p>Supplemental \$7,684</p> <p>4a) General Fund, Unrestricted 5000-5999: Services And Other Operating Expenditures Supplemental \$124,449</p> <p>4b) General Fund, Unrestricted 1000-1999: Certificated Personnel Salaries Supplemental \$4,846</p> <p>4b) General Fund, Unrestricted 3000-3999: Employee Benefits Supplemental \$293</p>
<p>Scope of Service: All Sites</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: All sites</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>FACILITIES</p> <p>5. Encourage diversity in hiring practices.</p>	<p>5) No Cost</p>	<p>5. Administration participated in teacher recruitment fairs that provided an opportunity to increase our exposure and access to qualified teachers of color while maximizing recruitment dollars. In turn, job seekers had an opportunity to meet and interview with VUSD. We ensure fair hiring practices by following a strict protocol that ensures a candidate is hired through a fair interview process conducted by a team. We have anti-discrimination policies in place to ensure that protected classes are not subject to unfair practices. With classified, we have a hiring protocol as well. We follow contract on timelines and posting. Hiring a diverse staff affects student outcomes because staff of color serve as role models for students of</p>	<p>5) No Cost</p>

		color. When students see teachers and other staff who share their racial or ethnic backgrounds, they often view school as a more welcoming place.	
Scope of Service All sites <hr/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		Scope of Service All sites <hr/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
6. Pilot new teacher orientation	6) No Cost	6. The district continued the new teacher orientation process for general education teachers and added an orientation process for new teachers hired in special education. This affected student outcomes by providing knowledge, skills, and strategies on compliance factors associated with completion an implementation of services specified in IEPs.	6) No Cost
Scope of Service All Sites <hr/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		Scope of Service All sites <hr/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	

<p>7. Annual Staff Surveys Common Core Implementation Technology use and implementation Professional Development needs Continue Feedback Forum/Teacher Voice process</p>	<p>7) No Cost</p>	<p>7. Surveys were created and sent to staff on the following topics: * Technology * Special Education Curriculum and Instruction * Professional Development * School Start Time * LCAP Priorities * Curricula Pilot * Being a Writer * Positive Actions This affected student outcomes by identifying areas for improvement. The surveys pinpointed staff priorities, showing where to focus efforts.</p>	<p>7) No Cost</p>
<p>Scope of Service: District wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: District wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>8. Update differed maintenance plan and prioritize projects</p>	<p>8) No Cost</p>	<p>8. Facility Inspections (FIT) are completed for each site annually, this data is reported on the SARC. From this source and others (typically work orders and site concerns) both our Routine Maintenance (RRMA) and Differed Maintenance (DM) project lists are generated. We have a draft plan in place (as of 3/15/15), this plan is going through the approval process right now. RRMA work is already being completed as we follow up with all inspections by issuing work orders to correct minor deficiencies immediately. This affected student outcomes by ensuring the</p>	<p>8) No Cost</p>

		safety of students, staff and visitors. A clean and well-maintained school creates a positive relationship between school conditions and student achievements and behavior.					
<table border="1"> <tr> <td>Scope of Service</td> <td>District wide</td> </tr> </table>	Scope of Service	District wide		<table border="1"> <tr> <td>Scope of Service</td> <td>District wide</td> </tr> </table>	Scope of Service	District wide	
Scope of Service	District wide						
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<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>					
<p>9. Increase funding levels in routine restricted maintenance contribution</p>	<p>9) Routine Maintenance Fund Contribution 2000-2999: Classified Personnel Salaries Other \$300,000</p> <p>9) Routine Maintenance Fund Contribution 3000-3999: Employee Benefits Other \$50,000</p> <p>9) Routine Maintenance Fund Contribution 5000-5999: Services And Other Operating Expenditures Other \$30,000</p> <p>9) Routine Maintenance Fund Contribution 6000-6999: Capital Outlay Other \$229,628</p>	<p>9.RRMA contribution was increased in FY 2015/16 because it was required by CDE to restore the RRMA contribution to 3%. This represents a total increase of \$609,628.00. This affected student outcomes because students are more likely to excel when their learning environment is clean, well-maintained, and safe.</p>	<p>9) General Fund Routine Maintenance 2000-2999: Classified Personnel Salaries Other \$300,000</p> <p>9) General Fund Routine Maintenance 3000-3999: Employee Benefits Other \$50,000</p> <p>9) General Fund Routine Maintenance 5000-5999: Services And Other Operating Expenditures Other \$30,000</p> <p>9) General Fund Routine Maintenance 6000-6999: Capital Outlay Other \$229,628</p>				
<table border="1"> <tr> <td>Scope of Service</td> <td>District wide</td> </tr> </table>	Scope of Service	District wide		<table border="1"> <tr> <td>Scope of Service</td> <td>District wide</td> </tr> </table>	Scope of Service	District wide	
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<p>10. Planning/DSA process and construction based on Facilities prioritizes</p>	<p>10) No Cost</p>	<p>10. The District's facilities priorities are determined by committees formed by the district and approved by the board. For Measure A the Facilities Department took several steps to determine the district's needs. This included discussions with other district departments such as Educational Services, Maintenance and Technology. Here they answered questions like these: * What changes to the facilities are necessary for the future curriculum? *Are there any special programs the district would like to start/continue that require specialized facilities? *How do the site facilities need to change in order to reach the technology goals? *What major facility issues need to be addressed? i.e., roofs, HVAC, flooring, plumbing infrastructure, electrical infrastructure, etc. This affected student outcomes because the physical environment of school buildings and school grounds is a key factor in the overall learning health, and safety of students.</p>	<p>10) No Cost</p>
<p>Scope of Service All sites</p> <hr/> <p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service All sites</p> <hr/> <p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>11. Facilities project (measure A)</p>	<p>11) No Cost</p>	<p>11. Facility assessments were</p>	<p>11) No Cost</p>

<p>planning based on program growth and need.</p>		<p>conducted by outside consultants. Numerous site meetings were held with the site committees at each site to list and prioritize the needs of that site. In addition, the Facilities Master Plan is used to further develop the planning taking into account demographic studies and potential future needs of the district. All of this was done to create the Measure A project list. From there the Facilities Department prioritized the project list to determine when the projects will be completed. Some of the factors used to set the priorities include greatest impact to students, funding availability (cash flow) and most pressing needs. Currently we are in design for the Phase 1 projects. Four of the first seven projects in Phase 1 have been submitted to the Department of the State Architect (DSA) for approval. Once the plans have been approved they will be put out to bid and completed over the summer of 2016. The other three projects are still in the design process and readying for DSA submittal. These projects were determined using the process explained in number 3. This affected student outcomes because the physical environment of school buildings and school grounds is a key factor in the overall learning health, and safety of students.</p>	
<p>Scope of Service All sites</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient 		<p>Scope of Service District wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	

_ Other Subgroups: (Specify)			
<p>CLASS SIZE REDUCTION</p> <p>12. Add a TK class for the 2015-16 school year due to enrollment (LCFF Base Funds)</p>	<p>12) General Fund, Unrestricted 1000-1999: Certificated Personnel Salaries Base \$60,000</p> <p>12) General Fund, Unrestricted 3000-3999: Employee Benefits Base \$3,688</p>	<p>12. A TK class was added for the 2015-16 school year due to an increase in enrollment of eligible students at Markham Elementary. (LCFF Base Funds) This affected student outcomes because transitional kindergarten provides children with an opportunity to learn in an enriching and academically challenging environment that nurtures their growth. Research shows that children who attend kindergarten readiness programs like transitional kindergarten are more likely to do well in school and attend college.</p>	<p>12) General Fund, Unrestricted 1000-1999: Certificated Personnel Salaries Base \$46,192</p> <p>12) General Fund, Unrestricted 3000-3999: Employee Benefits Base \$15,874</p>
<p>Scope of Service</p> <p>TK Markham Elementary School</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <p>Located at Markham Elementary School- Open to all Age-appropriate VUSD students</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>13. Reduce TK-3 class size by at least 32.19% per site for the 2015-16 school year</p>	<p>13) General Fund, Unrestricted 1000-1999: Certificated Personnel Salaries Supplemental \$400,500</p> <p>13) General Fund, Unrestricted 3000-3999: Employee Benefits Supplemental \$24,196</p>	<p>13. Class sizes were reduced by the 32.19% minimum in all sites with the exception of Orchard Elementary School. Orchard is .5 student over the ration of 24.5:1. This affected student outcomes because the reduction was a requirement for state funding.</p>	<p>13) General Fund, Unrestricted 1000-1999: Certificated Personnel Salaries Supplemental \$210,000</p> <p>13) General Fund, Unrestricted 3000-3999: Employee Benefits Supplemental \$6,891</p>
<p>Scope of Service</p> <p>TK- 3 All elementary sites</p> <hr/> <p><input checked="" type="checkbox"/> All</p>		<p>Scope of Service</p> <p>TK- 3 All elementary sites</p> <hr/> <p><input checked="" type="checkbox"/> All</p>	

<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>					
<p>14. Continue to discuss possibilities for reduction in class sizes 4th-8th</p>	<p>14) No Cost</p>	<p>14. There have been ongoing discussions regarding class size in 4-6 at the cabinet level. The LCAP Community Survey also lists reducing class size as an option. Due to a lack of facility space across the district, there are no plans to reduce class sizes in 4-6 for the coming school year.</p>	<p>14) No Cost</p>				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">District wide, grades 4th - 8th</td> </tr> </table> <p><u>X</u> All</p> <hr style="border-top: 1px dashed black;"/> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	Scope of Service	District wide, grades 4th - 8th		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">District wide, grades 4th - 8th</td> </tr> </table> <p><u>X</u> All</p> <hr style="border-top: 1px dashed black;"/> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	Scope of Service	District wide, grades 4th - 8th	
Scope of Service	District wide, grades 4th - 8th						
Scope of Service	District wide, grades 4th - 8th						
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Changes to the Goal</p> <p>The Vacaville Unified School District was able to complete implementation of all intended services and actions under Goal 4.</p> <p>The ongoing facilities and teacher quality services and actions will fall under the new Goal 1 “Student Achievement: Continue to increase Instructional Effectiveness and student engagement to improve student achievement.”</p> <p>New Teacher Orientation Pilot The district continued the current new teacher orientation for all new teachers and added a comprehensive orientation for new special education teachers. The district also implemented an aspiring administrator’s academy to build the leadership capacity of current, interested teacher leaders.</p> <p>Extended Day Kindergarten Program</p>						

After discussions regarding the possibility of extending the learning day, it was decided that Fairmont would, move forward with a pilot program to expend the Kindergarten day at their site. Data and student achievement outcomes will be shared to determine the possibility of expansion of the program in later years.

Measure A Bond projects

Three of the seven were submitted to the Department of the State Architect (DSA) for approval and will be completed over the coming summer. There is four other Measure A bond projects still in the design stage and will be ready for submittal soon.

The Reopening of the Sierra Vista Elementary School Site

After review of the enrollment data and projections it was decided that the district would reopen the Sierra Vista Elementary School site. After an intensive, community outreach and committee process, it was determined that Sierra Vista would reopen as a K-8 school. This would help the class sizes districtwide both at grade level spans K-3 and well as 4-8 to some degree. The reopening of Sierra Vista as a K-8 school would also allow for more educational options to Vacaville families.

All of these services support student learning by providing stronger and more qualified teachers, a longer student day and updated facilities.

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

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

Original GOAL 5 from prior year LCAP:	Strengthen Preschool and Early Childhood Education opportunities that allow for preparation and early intervention for Kindergarten.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 <u>X</u> COE only: 9 _ 10 _ Local : Specify <u>Preschool</u>
Goal Applies to:	Schools: LEA Wide Applicable Pupil Subgroups: All student groups, including unduplicated students and students with disabilities	
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Increase communication between various early learning partners, as measured by survey, committee meeting notes and anecdotal data from cadre (Priority 8) 	Actual Annual Measurable Outcomes: Increased communication between various early learning partners, investigate and plan for opportunities for early learning. VUSD Staff attended the Transitional Kindergarten Network meetings at SCOE; 11/4/15 and 1/26/16 Topics covered <ul style="list-style-type: none"> • QRIS & IMPACT Grants • New TK Credential Requirements • TK Professional Development Reimbursement Program • Early Learning Workshops from the CA Preschool Instructional Network • Needs Assessment and Professional Development Discussion 1. TK and K Alignment efforts directly impacted student achievement allowing for higher quality instruction and alignment of curriculum as measured by the attendance at the TK Network meetings and professional development meetings with the instructional coaches. August 12 CCSS ELA and Preschool Learning Foundations August 19 CCSS Math and Preschool Learning Foundations August 26 Handwriting without Tears October 14 Daily Math October 21 Assessing Student Growth December 2 Fine Motor and Handwriting January 20 Gross Motor Development March 16 ESGI Review

	2. Expand transition to Kindergarten offering allowed more students in Vacaville to access a high quality early learning opportunity, aligned to the kindergarten standards and expectations as measured by the increased student enrollment (24 additional TK students) for the 2015-16 school year.
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. Alignment of preschool with TK and Kindergarten through the creation of a Vacaville Early Education Consortium.	1) No Cost	1. Worked with the Solano County Office of Education regarding county wide outreach and collaboration with local early learning opportunities	1) No Cost
Scope of Service: Vacaville Preschool Students 3-5 years <hr/> X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: Vacaville Preschool Students 3-5 years <hr/> X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
2. Expand transition to Kindergarten offering.	2) General Fund, Unrestricted 1000-1999: Certificated Personnel Salaries Base \$14,800 2) General Fund, Unrestricted 3000-3999: Employee Benefits Base \$880 2) General Fund, Unrestricted 4000-4999: Books And Supplies Base \$500	2. Added additional Transitional Kindergarten (TK) class at Markham Elementary this year (2015-16)	2) General Fund, Unrestricted 1000-1999: Certificated Personnel Salaries Base \$46,192 2) General Fund, Unrestricted 3000-3999: Employee Benefits Base \$15,874 2) General Fund, Unrestricted 4000-4999: Books And Supplies Base \$501
Scope of Service: Vacaville Students 4-5 years old <hr/> X All OR: _ Low Income pupils		Scope of Service: Vacaville Students 4-5 years old <hr/> X All OR: _ Low Income pupils	

<ul style="list-style-type: none"> <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 		<ul style="list-style-type: none"> <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 			
	3) No Cost	3. Planning and development of Extended (5 hour) kindergarten program – Pilot at Fairmont Elementary for the 2016-17 school year.	3) No Cost		
<ul style="list-style-type: none"> <input type="checkbox"/> All <hr style="border-top: 1px dashed black;"/> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">Vacaville students 4-5 years old</td> </tr> </table> <ul style="list-style-type: none"> <input type="checkbox"/> All <hr style="border-top: 1px dashed black;"/> <p>OR:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Homeless Youth 	Scope of Service	Vacaville students 4-5 years old	
Scope of Service	Vacaville students 4-5 years old				
	4) No Cost	4. Explored opportunities for State Preschool grant funds.	4) No Cost		
<ul style="list-style-type: none"> <input type="checkbox"/> All <hr style="border-top: 1px dashed black;"/> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">Vacaville preschool students, 3-4 years of age</td> </tr> </table> <ul style="list-style-type: none"> <input type="checkbox"/> All <hr style="border-top: 1px dashed black;"/> <p>OR:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Homeless Youth 	Scope of Service	Vacaville preschool students, 3-4 years of age	
Scope of Service	Vacaville preschool students, 3-4 years of age				
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Transitional Kindergarten Network During the 2015-16 school year VUSD worked in conjunction with the Solano County Office of Education to identify quality early learning opportunities to our Vacaville Families.</p> <p>Transitional Kindergarten (TK) The VUSD was able to expand the Transitional Kindergarten class offerings with an additional class (24 students) at Markham Elementary School. There were many opportunities for professional development for TK teachers. This will</p>				

continue in the 2016-17 school year with even more training opportunities geared toward TK, technology, alignment and early literacy best practices.

Preschool Grant

The district did investigate the possibility of applying for California State Preschool grant funds but, due to facilities needs, was not able to explore this further. As VUSD reopens Sierra Vista school and as measure A bond projects are completed, the district will continue to look for facilities and opportunities to offer various early learning opportunities to the Vacaville community.

Mainstreaming Preschool

This year (2015-16) the VUSD Special Education Department worked with the Educational Services department to create procedures, forms and processes to include a small number of typically developing preschoolers in the Special Education Preschools in the district. The district will work to promote and outreach to families of typically developing preschoolers in the 2016-17 school year. Currently 1 student participates in the mainstreaming opportunity.

Summer Learning

Early Learning The Vacaville Unified School District will once again participate in the First 5 Grant in the summer of 2016. In 2015 there were 60 participants in the Transition to Kindergarten summer class offering.

Extended Day Kindergarten Pilot

For the 2016-17 school year Fairmont Charter Elementary School, a district run charter school, will implement a 5 hour kindergarten program. This will serve as a pilot for the district to determine interest and student outcomes for possible implementation district wide.

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

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	<u>\$3,837,869 (2016-17)</u>																														
2016-17																															
54.08% Gap Funding																															
\$3,837,869 Supplemental Funds																															
<p>Since Vacaville USD has an unduplicated count over 40 percent and will use the funds on a schoolwide basis, the following description for use of funds will be guided by the California Code of Regulations, section 15496(b)(3):</p> <p>"A school district that has an enrollment of unduplicated pupils at a school that is 40 percent or more of the school’s total enrollment in the fiscal year for which an LCAP is adopted or in the prior year may expend supplemental and concentration grant funds on a schoolwide basis. A school district expending funds on a schoolwide basis shall do all of the following:</p> <p>(A) Identify in the LCAP those services that are being funded and provided on a schoolwide basis.</p> <p>(B) Describe in the LCAP how such services are principally directed towards, and are effective in, meeting the district’s goals for its unduplicated pupils in the state and any local priority areas."</p> <p>42.82% of the students enrolled in Vacaville Unified School District are unduplicated students. An estimated amount of \$1,218,000 supplemental funding was budgeted for expenditures detailed and described below. \$680,000 will be principally directed to school sites based on their unduplicated number/percent of low income, English learners and foster youth students to support services to meet the needs of the targeted student populations. For 2016-17, there will be 17 schools in operation, the following eight schools have the over 40% unduplicated:</p> <table border="1"> <thead> <tr> <th>Unduplicated School</th> <th>Unduplicated Enrollment Number</th> <th>Unduplicated Percent</th> <th>School Enrollment Number</th> <th>Percent</th> </tr> </thead> <tbody> <tr> <td>Markham Elem</td> <td>902 702</td> <td>77.83%</td> <td>Alamo Elem 684</td> <td>294 42.99%</td> </tr> <tr> <td>Padan Elem</td> <td>606 440</td> <td>72.61%</td> <td>Callison Elem 882</td> <td>388 43.99%</td> </tr> <tr> <td>Hemlock Elem</td> <td>295 181</td> <td>61.36%</td> <td>Jepson Middle 942</td> <td>377 40.11%</td> </tr> <tr> <td>Country High</td> <td>161 81</td> <td>50.31%</td> <td></td> <td></td> </tr> <tr> <td>Vaca Pena Middle</td> <td>835 408</td> <td>48.86%</td> <td></td> <td></td> </tr> </tbody> </table> <p>The two comprehensive high schools have percentages less than 40 but high numbers of unduplicated:</p>		Unduplicated School	Unduplicated Enrollment Number	Unduplicated Percent	School Enrollment Number	Percent	Markham Elem	902 702	77.83%	Alamo Elem 684	294 42.99%	Padan Elem	606 440	72.61%	Callison Elem 882	388 43.99%	Hemlock Elem	295 181	61.36%	Jepson Middle 942	377 40.11%	Country High	161 81	50.31%			Vaca Pena Middle	835 408	48.86%		
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Country High	161 81	50.31%																													
Vaca Pena Middle	835 408	48.86%																													

Vacaville High	1987	631	31.76%
Will C Wood High	1712	664	38.79%

The actions and services described in the Local Control and Accountability Plan (LCAP) are principally directed toward meeting the district goals for its unduplicated pupils--low income, foster youth, and English Learners at specific school sites. The following additional services are included in the LCAP for 2016-17:

Goal 1: Provide high quality classroom instruction and curricula that promote college and career readiness with academic interventions in place to eliminate barriers to student success.

Action/Service:

Provide instructional technology coaching, training and support for the integration of technology into instructional practice.

Service Type:

School-wide at Markham, Padan, Jepson, Vaca Pena, Vacaville High and Will C. Wood High

Description of Service to Unduplicated Students:

Providing instructional technology coaches at specific elementary schools is principally directed towards, and is effective in, increasing and improving services for unduplicated students. These coaches work with teachers and students to integrate technology into the curriculum. This helps teachers to better serve all students, especially students who are struggling academically. This is the most effective use of funds because technology must be aligned and integrated into the standards-based curriculum in order to improve student achievement and learning. Integration of technology improves test scores and deepens a student’s understanding of subject matter.

Action/Service:

Extend the school day with a “School After School” model

Service Type:

School-wide at Markham and Padan

Description of Service to Unduplicated Students:

Providing after school learning at specific elementary schools for targeted students is principally directed towards, and is effective in, increasing and improving services for unduplicated students. This is the most effective use of funds because research shows that after school academic programs result in improved school attendance, more engagement in learning, improved academic performance, reduction in truancy, and better behavior.

Action/Service:

Summer Intervention

Service Type:

School-wide at Jepson, Vaca Pena, Vacaville High and Will C. Wood High

Description of Service to Unduplicated Students:

Summer Intervention academic intervention for targeted students as they transition into 8th and 9th grades is principally directed towards, and is effective in, increasing and improving services for unduplicated students. This is the best use of funds because targeted students will be provided with necessary academic and social interventions to ready them for success in high school.

Goal 2: Implement systematic changes to address the achievement gap; preventing school failure through the provision of intervention support and dropout prevention systems.

Action/Service:

2.0 FTE Middle School Deans

Service Type:

School-wide at Jepson and Vaca Pena

Description of Service to Unduplicated Students:

This specific action/service is principally directed towards, and is effective in, increasing and improving services for unduplicated students at the middle schools. This is the most effective use of funds because deans play an important role in promoting trusting and mutually respectful relationships among students, staff, and families. Deans play a critical role in ensuring that students feel a sense of unity with their peers, families, and teachers and take responsibility for their actions as both citizens and scholars. Deans ensure that every child and teacher feels safe, confident, ready and able to learn.

Action/Service:

Secondary "School After School" to support tutorial and intervention programs at Vaca Pena and Will C. Wood.

Service Type:

School-wide at Vaca Pena and Will C. Wood

Description of Service to Unduplicated Students:

This specific action/service is principally directed towards, and is effective in, increasing and improving services for unduplicated students. Teachers will provide after school academic programs for targeted students. This is the most effective use of funds because research shows that after school academic programs result in improved school attendance, more engagement in learning, improved academic performance, reduction in truancy, and better behavior.

Action/Service:

.5 FTE Independent Study Principal

Service Type:

School-wide at Independent Study Charter School

Description of Service to Unduplicated Students:

This specific action/service is principally directed towards, and is effective in, increasing and improving services for unduplicated students. The Independent Study Program (ISP) serves approx. 300 students but is not currently served by a full-time administrator. The principal will dedicate time to ensuring support for unduplicated students enrolled in ISP. This is the best use of funds because it ensures that this program will offer the best option for students who find that regular classroom settings do not fit their needs.

Action/Service:

.5 Director of Student Services

Service Type:

District-wide

Description of Service to Unduplicated Students:

The addition of the Independent Study principal alleviates that responsibility from the director of student services. The director will instead exert their time and efforts to the support of students in the expelled student programs. After analyzing our alternatives such as regional or site-based support and current student data in the following areas: discipline (referrals and trends), suspensions, and expulsions; it was determined that this position would be most beneficial if it were available to all school sites.

Action/Service:

Expand AVID (Advancement via Individual Determination) to increase access to postsecondary education.

Service Type:

School-wide at Sierra Vista K-8, Vacaville High and Will C. Wood High

Description of Service to Unduplicated Students:

AVID will be expanded at Vacaville High School and Vaca Pena Middle School. AVID will also be newly implemented in one of our elementary schools. This is the best use of

funds because AVID is a program dedicated to closing the achievement gap by preparing all students for college and other postsecondary opportunities.

Goal 3: Ensure all school sites have safe, welcoming, healthy and inclusive climates for all students and their families, so that all students are in their classes ready to learn.

Action/Service:

4.0 FTE Elementary Physical Education/Science teachers. If Science is chosen then PE will be provided by classroom teacher.

Service Type:

School-wide at Alamo, Browns Valley, Callison, Cooper, Hemlock, Markham, Orchard and Padan

Description of Service to Unduplicated Students:

Adding PE teachers is principally directed towards, and is effective in, increasing and improving services for unduplicated students at elementary schools. This is the best use of funds because there is myriad research that proves that students need adequate amounts of physical activity, not only do they prevent obesity and obesity-related issues, but they perform better academically. Physical activity can have an impact on cognitive skills and attitudes and academic behavior. Science teachers are the best use of funds because the district will be implementing the Next Generation Science Standards (NGSS) and this will help to build teacher capacity in science instruction at the elementary level.

Action/Service:

English as a Second Language for parents at targeted school sites.

Service Type:

Adult Ed

Description of Service to Unduplicated Students:

English as a Second language for parents at specific elementary sites is the best use of funds because parents with command of the language are better equipped to participate and assist in their child's education. English learner students learn English at a better rate when one or both of their parents speak English. This improves the academic achievement of EL students.

Action/Service:

2.0 FTE Student and Family Support Case Managers - Wrap around services for targeted students

Service Type:

School-wide at Markham and Padan

Description of Service to Unduplicated Students:

Providing Student and Family Support Case Managers at specific elementary sites is principally directed towards, and is effective in, increasing and improving services for unduplicated students. The Case Managers will work under the district social worker and will provide a multitude of services that ensure students are at school, ready to learn. The coordinator will serve as a liaison for community resources, coordinate behavior supports, monitor attendance, and provide outreach and interventions with families. This position is the best use of funds because the learning support coordinator is integral in creating a safe, caring, participatory and responsive school climate which is the optimal environment for social, emotional and academic learning.

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

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

4.53	%
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The Vacaville Unified School District (VUSD) is expending supplemental funds school-wide and districtwide to continue to advance the three district goals listed below. The funds will be principally directed toward and are effective in meeting the district’s goals for our unduplicated pupils. The 2016-17 percentages by which we are to increase and/or improve services for targeted students (low income, foster youth and English language learners) is 4.53%.

Services for low-income students, English Learners and Foster Youth (“unduplicated students”) will be increased/improved as identified in the LCAP above. The additional services described below are beyond the base program provided to all pupils and are apportioned to schools on the basis of the number and concentration of unduplicated pupils:

Goal 1: Provide high quality classroom instruction and curricula that promote college and career readiness with academic interventions in place to eliminate barriers to student success.

- Instructional Technology Coaches at the following elementary schools: Markham and Padan.
Middle Schools: Vaca Pena and Jepson and High Schools: Will C Wood and Vacaville.
- School After School: Extend the elementary school day for targeted students at three elementary schools: Markham, Padan, Hemlock.

Goal 2: Implement systematic changes to address the achievement gap; preventing school failure through the provision of intervention support and dropout prevention systems.

- 2.0 FTE middle school deans.
- School After School: Extend the school day for targeted students at Vaca Pena Middle and Will C Wood High.
- Summer intervention for targeted 7th, 8th and 9th graders.
- .5 FTE of Independent Study Principal

Goal 3: Ensure all school sites have safe, welcoming, healthy and inclusive climates for all students and their families, so that all students are in their classes ready to learn.

- 4.0 FTE Elementary Physical Education/Science teachers. If Science is chosen then PE will be provided by classroom teacher.
- English as a Second Language for parents at targeted school sites.
- 2.0 FTE Student and Family Support Case Managers - Wrap around services for targeted students at Markham and Padan.

These priorities are expected to improve student achievement, especially for unduplicated students and individuals with exceptional needs.

Section 4: Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-17	2017-18	2018-19	2016-17- 2018-19 Total
All Funding Sources	7,297,967.00	7,684,246.12	3,171,150.00	4,166,200.00	2,986,000.00	10,323,350.00
	204,032.00	37,000.00	0.00	294,700.00	30,000.00	324,700.00
Base	3,667,338.00	4,377,539.00	236,500.00	227,500.00	139,000.00	603,000.00
BTSA	304,700.00	0.00	0.00	0.00	0.00	0.00
Carry Over Funds	10,000.00	5,600.00	0.00	0.00	0.00	0.00
ELD PD – Subs or Hourly	55,000.00	0.00	0.00	0.00	0.00	0.00
Governors CTE Initiative: California Partnership Academies	0.00	0.00	775,000.00	775,000.00	505,000.00	2,055,000.00
Other	908,628.00	787,005.00	430,500.00	170,000.00	50,000.00	650,500.00
PD	207,250.00	0.00	0.00	0.00	0.00	0.00
Special Education	0.00	0.00	0.00	75,000.00	0.00	75,000.00
Supplemental	1,829,873.00	2,442,125.12	1,218,750.00	2,354,000.00	1,992,000.00	5,564,750.00
Title I	0.00	34,977.00	260,400.00	20,000.00	20,000.00	300,400.00
Title II	0.00	0.00	250,000.00	250,000.00	250,000.00	750,000.00
Translations	24,346.00	0.00	0.00	0.00	0.00	0.00
Writing program	86,800.00	0.00	0.00	0.00	0.00	0.00

Total Expenditures by Object Type						
Object Type	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-17	2017-18	2018-19	2016-17- 2018-19 Total
All Expenditure Types	7,297,967.00	7,684,246.12	3,171,150.00	4,166,200.00	2,986,000.00	10,323,350.00
0000: Unrestricted	14,200.00	0.00	0.00	294,700.00	0.00	294,700.00
1000-1999: Certificated Personnel Salaries	4,778,480.00	5,056,474.12	1,691,500.00	2,361,000.00	1,668,000.00	5,720,500.00
2000-2999: Classified Personnel Salaries	822,900.00	758,038.00	212,000.00	92,000.00	92,000.00	396,000.00
3000-3999: Employee Benefits	482,509.00	1,201,968.00	262,900.00	363,750.00	312,250.00	938,900.00
4000-4999: Books And Supplies	198,300.00	49,778.00	276,000.00	341,000.00	174,500.00	791,500.00
5000-5999: Services And Other Operating Expenditures	771,950.00	278,000.00	435,000.00	155,000.00	155,000.00	745,000.00
5800: Professional/Consulting Services And Operating Expenditures	0.00	110,360.00	39,000.00	304,000.00	329,500.00	672,500.00
6000-6999: Capital Outlay	229,628.00	229,628.00	225,000.00	225,000.00	225,000.00	675,000.00
7000-7439: Other Outgo	0.00	0.00	29,750.00	29,750.00	29,750.00	89,250.00

Total Expenditures by Object Type and Funding Source
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Object Type	Funding Source	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-17	2017-18	2018-19	2016-17- 2018-19 Total
All Expenditure Types	All Funding Sources	7,297,967.0 0	7,684,246.1 2	3,171,150.0 0	4,166,200.0 0	2,986,000.0 0	10,323,350. 00
0000: Unrestricted		0.00	0.00	0.00	294,700.00	0.00	294,700.00
0000: Unrestricted	BTSA	14,200.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries		143,625.00	37,000.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Base	3,207,170.0 0	3,513,150.0 0	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	BTSA	9,500.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Carry Over Funds	10,000.00	3,000.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	ELD PD – Subs or Hourly	51,800.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Governors CTE Initiative: California Partnership Academies	0.00	0.00	300,000.00	300,000.00	30,000.00	630,000.00
1000-1999: Certificated Personnel Salaries	Other	0.00	0.00	340,000.00	0.00	0.00	340,000.00
1000-1999: Certificated Personnel Salaries	Supplemental	1,356,385.0 0	1,498,854.1 2	971,500.00	2,044,000.0 0	1,621,000.0 0	4,636,500.0 0
1000-1999: Certificated Personnel Salaries	Title I	0.00	4,470.00	80,000.00	17,000.00	17,000.00	114,000.00
2000-2999: Classified Personnel Salaries	Base	214,000.00	147,171.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Carry Over Funds	0.00	2,000.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Governors CTE Initiative: California Partnership Academies	0.00	0.00	75,000.00	75,000.00	75,000.00	225,000.00
2000-2999: Classified Personnel Salaries	Other	449,000.00	428,012.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Supplemental	140,300.00	180,855.00	17,000.00	17,000.00	17,000.00	51,000.00
2000-2999: Classified Personnel Salaries	Title I	0.00	0.00	120,000.00	0.00	0.00	120,000.00
2000-2999: Classified Personnel Salaries	Translations	19,600.00	0.00	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits		26,407.00	0.00	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits	Base	245,668.00	716,717.00	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits	BTSA	1,300.00	0.00	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits	Carry Over Funds	0.00	600.00	0.00	0.00	0.00	0.00

3000-3999: Employee Benefits	ELD PD – Subs or Hourly	3,200.00	0.00	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits	Governors CTE Initiative: California Partnership Academies	0.00	0.00	50,250.00	50,250.00	50,250.00	150,750.00
3000-3999: Employee Benefits	Other	50,000.00	50,000.00	40,500.00	35,000.00	0.00	75,500.00
3000-3999: Employee Benefits	Special Education	0.00	0.00	0.00	75,000.00	0.00	75,000.00
3000-3999: Employee Benefits	Supplemental	151,188.00	434,504.00	131,750.00	200,500.00	259,000.00	591,250.00
3000-3999: Employee Benefits	Title I	0.00	147.00	40,400.00	3,000.00	3,000.00	46,400.00
3000-3999: Employee Benefits	Translations	4,746.00	0.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies		34,000.00	0.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Base	500.00	501.00	197,500.00	197,500.00	70,000.00	465,000.00
4000-4999: Books And Supplies	Governors CTE Initiative: California Partnership Academies	0.00	0.00	50,000.00	50,000.00	50,000.00	150,000.00
4000-4999: Books And Supplies	Other	0.00	0.00	0.00	85,000.00	50,000.00	135,000.00
4000-4999: Books And Supplies	Supplemental	77,000.00	49,277.00	8,500.00	8,500.00	4,500.00	21,500.00
4000-4999: Books And Supplies	Title I	0.00	0.00	20,000.00	0.00	0.00	20,000.00
4000-4999: Books And Supplies	Writing program	86,800.00	0.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures		0.00	0.00	0.00	0.00	30,000.00	30,000.00
5000-5999: Services And Other Operating Expenditures	Base	0.00	0.00	0.00	30,000.00	30,000.00	60,000.00
5000-5999: Services And Other Operating Expenditures	BTSA	279,700.00	0.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Governors CTE Initiative: California Partnership Academies	0.00	0.00	45,000.00	45,000.00	45,000.00	135,000.00
5000-5999: Services And Other Operating Expenditures	Other	180,000.00	79,365.00	50,000.00	50,000.00	0.00	100,000.00
5000-5999: Services And Other Operating Expenditures	PD	207,250.00	0.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Supplemental	105,000.00	198,635.00	90,000.00	30,000.00	50,000.00	170,000.00

5000-5999: Services And Other Operating Expenditures	Title II	0.00	0.00	250,000.00	0.00	0.00	250,000.00
5800: Professional/Consulting Services And Operating Expenditures	Base	0.00	0.00	39,000.00	0.00	39,000.00	78,000.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental	0.00	80,000.00	0.00	54,000.00	40,500.00	94,500.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	0.00	30,360.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Title II	0.00	0.00	0.00	250,000.00	250,000.00	500,000.00
6000-6999: Capital Outlay	Governors CTE Initiative: California Partnership Academies	0.00	0.00	225,000.00	225,000.00	225,000.00	675,000.00
6000-6999: Capital Outlay	Other	229,628.00	229,628.00	0.00	0.00	0.00	0.00

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

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

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

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

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

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

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

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

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

(e) "Suspension rate" shall be calculated as follows:

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

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

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

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

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

Since Vacaville USD has an unduplicated count over 40 percent and will use the funds on a schoolwide basis, the following description for use of funds will be guided by the California Code of Regulations, section 15496(b)(3):

A school district that has an enrollment of unduplicated pupils at a school that is 40 percent or more of the school’s total enrollment in the fiscal year for which an LCAP is adopted or in the prior year may expend supplemental and concentration grant funds on a schoolwide basis. A school district expending funds on a schoolwide basis shall do all of the following:

(A) Identify in the LCAP those services that are being funded and provided on a schoolwide basis.

(B) Describe in the LCAP how such services are principally directed towards, and are effective in, meeting the district’s goals for its unduplicated pupils in the state and any local priority areas.

42.82% of the students enrolled in Vacaville Unified School District are unduplicated students. An estimated amount of \$1,218,000 supplemental funding was budgeted for expenditures detailed and described below. \$680,000 will be principally directed to school sites based on their unduplicated number/percent of low income, English learners and foster youth students to support services to meet the needs of the targeted student populations. For 2016-17, there will be 17 schools in operation, the following eight schools have the over 40% unduplicated:

<u>School</u>	<u>Enrollment</u>	<u>Unduplicated</u>		<u>School</u>	<u>Unduplicated</u>		<u>Percent</u>
		<u>Number</u>	<u>Percent</u>		<u>Enrollment</u>	<u>Number</u>	
Markham Elem	902	702	77.83%	Alamo Elem	684	294	42.99%
Padan Elem	606	440	72.61%	Callison Elem	882	388	43.99%
Hemlock Elem	295	181	61.36%	Jepson Middle	942	377	40.11%

Country High	161	81	50.31%
Vaca Pena Middle	835	408	48.86%

The two comprehensive high schools have percentages less than 40 but high numbers of unduplicated:

Vacaville High 1987	631	31.76%
Will C Wood High 1712	664	38.79%

The actions and services described in the Local Control and Accountability Plan (LCAP) are principally directed toward meeting the district goals for its unduplicated pupils--low income, foster youth, and English Learners at specific school sites. The following additional services are included in the LCAP for 2016-17:

Goal 1: Provide high quality classroom instruction and curricula that promote college and career readiness with academic interventions in place to eliminate barriers to student success.		
Action/Service	Service Type	Description of Service to Unduplicated Students
Provide instructional technology coaching, training and support for the integration of technology into instructional practice.	School-wide: Markham, Padan, Jepson, Vaca Pena, Vacaville High and Will C. Wood High	Providing instructional technology coaches at specific elementary schools is principally directed towards, and is effective in, increasing and improving services for unduplicated students. These coaches work with teachers and students to integrate technology into the curriculum. This helps teachers to better serve all students, especially students who are struggling academically. This is the most effective use of funds because technology must be aligned and integrated into the standards-based curriculum in order to improve student achievement and learning. Integration of technology improves test scores and deepens a student's understanding of subject matter.
Extend the school day with a "School After School" model	School-wide: Markham and Padan	Providing after school learning at specific elementary schools for targeted students is principally directed towards, and is effective in, increasing and improving services for unduplicated students. This is the most effective use of funds because research shows that after school academic programs result in improved school attendance, more engagement in learning, improved academic performance, reduction in truancy, and better behavior.
Summer Intervention	School-wide: Jepson, Vaca Pena, Vacaville High and Will C. Wood High	Summer Intervention academic intervention for targeted students as they transition into 8 th and 9 th grades is principally directed towards, and is effective in, increasing and improving services for unduplicated students. This is the best use of funds because targeted students will be provided with necessary academic and social interventions to ready them for success in high school.

Goal 2: Implement systematic changes to address the achievement gap; preventing school failure through the provision of intervention support and dropout prevention systems.		
Action/Service	Service Type	Description of Service to Unduplicated Students
2.0 FTE Middle School Deans	School-wide: Jepson and Vaca Pena	This specific action/service is principally directed towards, and is effective in, increasing and improving services for unduplicated students at the middle schools. This is the most effective use of funds because deans play an important role in promoting trusting and mutually respectful relationships among students, staff, and families. Deans play a critical role in ensuring that students feel a sense of unity with their peers, families, and teachers and take responsibility for their actions as both citizens and scholars. Deans ensure that every child and teacher feels safe, confident, ready and able to learn.
Secondary "School After School" to support tutorial and intervention programs at Vaca Pena and Will C. Wood.	School-wide: Vaca Pena and Will C. Wood	This specific action/service is principally directed towards, and is effective in, increasing and improving services for unduplicated students. Teachers will provide after school academic programs for targeted students. This is the most effective use of funds because research shows that after school academic programs result in improved school attendance, more engagement in learning, improved academic performance, reduction in truancy, and better behavior.
.5 FTE Independent Study Principal	School-wide: Independent Study Charter School	This specific action/service is principally directed towards, and is effective in, increasing and improving services for unduplicated students. The Independent Study Program (ISP) serves approx. 300 students but is not currently served by a full-time administrator. The principal will dedicate time to ensuring support for unduplicated students enrolled in ISP. This is the best use of funds because it ensures that this program will offer the best option for students who find that regular classroom settings do not fit their needs.
.5 Director of Student Services	District-wide	The addition of the Independent Study principal alleviates that responsibility from the director of student services. The director will instead exert their time and efforts to the support of students in the expelled student programs. After analyzing our alternatives such as regional or site-based support and current student data in the following areas: discipline (referrals and trends), suspensions, and expulsions; it was determined that this position would be most beneficial if it were available to all school sites.
Expand AVID (Advancement via Individual Determination) to increase access to postsecondary education.	School-wide: Sierra Vista K-8, Vacaville High and Will C. Wood High	AVID will be expanded at Vacaville High School and Vaca Pena Middle School. AVID will also be newly implemented in one of our elementary schools. This is the best use of funds because AVID is a program dedicated to closing the achievement gap by preparing all students for college and other postsecondary opportunities.

Goal 3: Ensure all school sites have safe, welcoming, healthy and inclusive climates for all students and their families, so that all students are in their classes ready to learn.

Action/Service	Service Type	Description of Service to Unduplicated Students
4.0 FTE Elementary Physical Education/Science teachers. If Science is chosen then PE will be provided by classroom teacher.	School-wide: Alamo, Browns Valley, Callison, Cooper, Hemlock, Markham, Orchard and Padan	<p>Adding PE teachers is principally directed towards, and is effective in, increasing and improving services for unduplicated students at elementary schools. This is the best use of funds because there is myriad research that proves that students need adequate amounts of physical activity, not only do they prevent obesity and obesity-related issues, but they perform better academically. Physical activity can have an impact on cognitive skills and attitudes and academic behavior.</p> <p>Science teachers is the best use of funds because the district will be implementing the Next Generation Science Standards (NGSS) and this will help to build teacher capacity in science instruction at the elementary level.</p>
English as a Second Language for parents at targeted school sites.	Adult Ed	<p>English as a Second language for parents at specific elementary sites is the best use of funds because parents with command of the language are better equipped to participate and assist in their child's education. English learner students learn English at a better rate when one or both of their parents speak English. This improves the academic achievement of EL students.</p>
2.0 FTE Student and Family Support Case Managers - Wrap around services for targeted students	School-wide: Markham and Padan	<p>Providing Student and Family Support Case Managers at specific elementary sites is principally directed towards, and is effective in, increasing and improving services for unduplicated students.</p> <p>The Case Managers will work under the district social worker and will provide a multitude of services that ensure students are at school, ready to learn. The coordinator will serve as a liaison for community resources, coordinate behavior supports, monitor attendance, and provide outreach and interventions with families.</p> <p>This position is the best use of funds because the learning support coordinator is integral in creating a safe, caring, participatory and responsive school climate which is the optimal environment for social, emotional and academic learning.</p>

