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

### Introduction:

LEA: Coachella Valley Unified School District Contact: Jason Angle, Asst. Superintendent, LCAP@cvusd.us, (760) 399-5137 LCAP Year: 2014-2015

### Local Control and Accountability Plan and Annual Update Template

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

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

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

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

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

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

#### State Priorities

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

### A. Conditions of Learning:

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

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

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

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

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

## B. Pupil Outcomes:

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

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

## C. Engagement:

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

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

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

### **Section 1: Stakeholder Engagement**

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

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

### **Guiding Questions:**

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

#### **Involvement Process**

Meaningful engagement of parents, pupils, teachers, and other stakeholders is critical to the LCAP and budget process. In collaboration with RCOE, CVUSD took an unprecedented approach to engage all stakeholders during the input process through an informational campaign. Parents, students, teachers, and all stakeholders were contacted via phone, text messages, email, radio, television, and paper flyers about the time and place of each of the informational presentations. Several parent leaders distributed flyers door to door. All communication was in English and Spanish.

Coachella Valley Unified School District (CVUSD) began the process by sending representatives from the Educational Services to Local Control Funding Formula (LCFF) trainings during the spring and fall of 2013. The representatives sought guidance from Riverside County Office of Education (RCOE). CVUSD staff and RCOE consultants formed the Local Control Accountability Plan (LCAP) Planning Team to support community engagement and the input-gathering process. CVUSD staff attended presentations at two other districts to better understand and design the stakeholder engagement process for CVUSD.

Beginning in January the LCAP Planning Team met weekly. The team developed the presentation in January and revised as needed throughout February. The district requested each existing parent committee to select a representative for the District Parent Advisory Committee (DPAC). In addition, each School Site Council (SSC) selected one parent member of the council to be a representative at the District Parent Advisory Committee (DPAC).

LCAP presentations for the public were on the following days at the following sites:

- District English Learner Acquisition Committee (DELAC) on February 4th, 2014
- Coachella Valley High School on February 11th, 2014. Open to all stakeholders.
- CVUSD District Office on February 12th, 2014. Open to Migrant Parent Advisory Committee (PAC).
- Desert Mirage High School on February 18th, 2014. Open to all stakeholders.
- Desert Mirage High School and Coachella Valley High School on February 20th,
   2014. Open to all stakeholders.
- Coachella Valley High School on February 20th, 2014. Open to students.
- Desert Mirage High School on February 21st, 2014. Open to students.

## **Impact on LCAP**

The involvement process resulted in stakeholders having greater access to information and metrics. The district informed stakeholders of the district initiatives and state priorities and the metrics that would be used to measure success.

Stakeholders provided feedback at each of the presentations. The District also learned from each of the presentations and revised the presentations based on the lessons learned during the presentations. Lessons learned from each presentation included:

- 22 DELAC members attended the DELAC presentation on February 4th. Members suggested a more detailed explanation of the metrics.
- 120 stakeholders attended Coachella Valley High School on February 11th. Attendees suggested we provide a forum for discussion, separate English presentation from the Spanish presentation, increase access to the presenter, and online access to the input forms.
- 45 Migrant Parents attended the February 12th presentation. Parents suggested access to the forms at each of the schools.
- 70 stakeholders attended Desert Mirage High School on February 18th. Stakeholders suggested extending the window for input.
- 30 teachers and students attended Coachella Valley High School presentation on February 20th.
- 20 teachers attended Desert mirage high school presentation on February 21st.

- West Shores High School on February 25th, 2014. Open to all stakeholders.
- Coachella Valley Teacher Association (CVTA) at the Empowerment Zone in Coachella, CA on February 26, 2014. Open to teachers.

Part of the LCAP input-gathering process included multiple presentations at each of the three high schools. Besides the presentations at each of the high schools, other presentations included presentations to:

- District English Learner Advisory Committees (DELAC),
- Migrant Parent Advisory Committee (Migrant PAC),
- District Parent Advisory Committee (DPAC),
- Coachella Valley Teacher's Association (CVTA),
- California School Employees Association (CSEA),
- Team United for Student Achievement (Team USA),
- Parents Empowering Parents (PEP),
- Common Core Curriculum Committee (C4),
- Principals' meeting,
- Assistant Principal meeting,
- School board meeting,

Interactive meetings were also held with various community organizing groups:

- Inland Congregations United for Change (ICUC),
- Consejo de Federaciones Mexicanas en Norteamérica (COFEM)

The informational presentations were opened to all community members. Attendance to each of the informational presentations included parents, students, faculty, staff, community organizers, and board members. Each of the informational presentations offered an opportunity for stakeholders to provide input verbally or in written form using the designated forms. In addition, the presentation and input forms were made available electronically through the district website. The Assistant Superintendent of Educational Services presents an LCAP update to the Board members at every meeting.

Part of the LCAP input-gathering process included multiple presentations at each of the three high schools to Associated Student Body (ASB). During the ASB presentations, students were engaged in meaningful rhetoric about the conditions of learning, pupil

Teachers requested the input window be extended until March.

- 80 stakeholders attended West Shores High School presentation on February 25th.
- 40 teachers attended the CVTA presentation on February 26th. Teachers again asked for an extension of the input window.

Additional impact on LCAP as a result of the involvement process included school principals and teachers providing additional presentations to Family Involvement Action Teams (FIAT) and English Learner Advisory Committees (ELAC). These presentations were in addition to district provided presentations and further informed the community about LCAP and the importance of providing input.

Multiple presentations to community and student groups provided significant insight into the needs, wants, and desires of the community. Resonating throughout each of the presentations was services:

- Improve services to English Learner (student achievement programmatic differences)
- Increase parent engagement
- Create a uniform information process.

Overall, stakeholders want what is best for students; everyone was focused on students. Stakeholders at each of the interactive meetings provided specific requests and suggestions. These included:

- ICUC suggested Positive Behavior intervention and support systems, aligning A-G and graduation requirements, and taking a closer look at the Restorative Justice Program.
- COFEM requested K-6 P.E. teachers, ELD director, ELD Coaches, and ELD support personnel at each school site.
- CVTA and CSEA suggested an increase in professional development for teachers in the areas of Common Core, best instructional practices, and technology.
- Principals and assistant principals requested additional teacher support in the form of professional development.

In an effort to be inclusive, CVUSD educational services personnel presented a preliminary

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outcomes, and engagement. Attending and participating in the discussions at the high	draft of goals and actions steps to PAC and DELAC on April 30th, 2014. The information was
school ASB presentations were representatives from:	presented interactively to parents using parent-friendly language to gauge whether we
<ul> <li>Associated Student Body (ASB)</li> </ul>	were on track, had interpreted their comments accurately, and included their input in the
School Site Council (SSC)	plan.
<ul> <li>Inland Congregations United for Change (ICUC)</li> </ul>	
<ul> <li>Community organizing group Consejo de Federaciones Mexicanas en Norteamérica</li> </ul>	
(COFEM)	
Student members from school Clubs	
Each of the informational presentations included multiple metrics that created an honest	Providing quantitative and qualitative metrics along with transparent explanations
picture using comparative data. The metrics were related to the state priorities and were	informed parents on the areas of needs for student achievement, conditions of learning,
used by the district (LEA) to inform the LCAP goal setting process.	and engagement. Based on the metrics provided, stakeholders were able to provide
Metrics for the area of Conditions of Learning included:	informed input to the district for the development of LCAP.
<ul> <li>Teacher miss-assignment rates</li> </ul>	The district considered all input provided by stakeholders. The district received input that
<ul> <li>Instructional materials access, and Facilities reports</li> </ul>	was not included due to legal restrictions or limitations. Some examples of input and ideas
	received that were not included in the LCAP are:
Metrics for the area of Pupil Outcomes included;	Stipends for parents
California Standardized Tests (CSTs) proficiency rates	<ul> <li>Tearing down and rebuilding all new schools</li> </ul>
Academic Performance Index (API)	
A-G completion rates	
Career Technical Education (CTE) attainment rates	
English Learner Reclassification rates	
English Learner English proficiency rates	
Advanced Placement (AP) completion rates	
<ul> <li>Early Assessment Program (EAP) College preparation rates</li> </ul>	
Measures for the area of Engagement included:	
Graduation rate	
Dropout rate	
Middle School Dropout rate	
Attendance rate, Truancy rate	
Suspension rate, Expulsion rate	
Parent Participation rate	
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• Information from the Healthy Kids Survey (HKS)

The district involved stakeholders beginning in February to receive feedback and provide information for the development of the LCAP. The District collected input from stakeholders using both paper and web-based forms. The first LCAP presentation was conducted in English and Spanish utilizing a translator and headsets for attendees to listen to the translation. The subsequent presentations were held separately in English and Spanish to accommodate the language needs of stakeholders. Presentations were more interactive and presenters actively engaged the audience through reflection. Presenters made themselves available to the public after each presentation. Educational Services Team members including the Elementary and Secondary Directors, State and Federal Projects Director, Migrant Program Director, Coordinator of Testing & Assessment, Coordinator of Parent and Community Engagement, Coordinator of Career Technical Education and Linked Learning, and Principals and Assistant Principals for each of the high schools made themselves available at each LCAP presentation. These individuals were there to answer questions and to provide additional information and clarification to attendees.

The forms used by stakeholders to provide input were aligned to the 8 state priorities. The district adjusted the forms based on feedback from the initial presentation. An electronic sample of each input form was developed with access to the feedback forms provided through the district's website www.CVUSD.us. Based on feedback from stakeholders, the forms were also made available at each of the 22 schools and the district office. Copies of the presentations, along with a PDF and electronic copies of the input forms, were published online through the district's website.

The LCAP presentations resulted in over 1200 responses to the sub categories and eight state priorities below. Every response from each stakeholder was recorded and reviewed. The suggestions below were categorized based on the number of responses per area. The vast majority of responses were categorized into the following areas for action. Some vague responses were not categorized.

## **Engagement: How can CVUSD improve Pupil Engagement?**

- 1. Increase student motivation
- 2. Increase access to Career Technical Education (CTE) Pathways and Academies
- 3. Improve School Attendance
- 4. Increase cultural, civic, and citizenship proficiency
- 5. Increase quality counseling services for all students

## **Engagement: How can CVUSD improve School Climate?**

- 1. Provide a safe learning environment
- 2. Limit and discipline negative behaviors, including bullying
- 3. Improve relationships between students and staff
- 4. Improve confidence of students and staff

## **Engagement: How can CVUSD increase Parent Involvement?**

- 1. Train faculty and staff on how to engage parents in a meaningful way
- 2. Provide parents with authentic input and decision making opportunities
- 3. Increase workshops and trainings
- 4. Improve/enhance school-home communication

### Conditions of Learning: How can CVUSD improve Basic Services?

- 1. Improve facilities
- 2. Increase instructional materials
- 3. Hire highly qualified and credential teachers
- 4. Improve bandwidth infrastructure
- 5. Improve Technology

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## **Pupil Outcomes: How can CVUSD improve Student Achievement?**

- 1. Increase resources in the classroom
- 2. Focus on improving and increasing services to English Learner
- 3. Hire qualified staff
- 4. Provide professional development

# Conditions Of Learning: How can CVUSD improve Implementation of State Standards and Tests?

- 1. Align curriculum and instruction to Common Core State Standards
- 2. Provide professional development

## Conditions of Learning: How can CVUSD increase enrollment in Broad Course of Study?

- 1. Increase course offerings
- 2. Provide Staff Development
- 3. Increase Instructional Resources

## Pupil Outcomes: How can CVUSD improve other pupil outcomes?

- 1. Assess and revise P.E. requires K-12
- 2. Improve food services and quality of food
- 3. Provide access to extracurricular activities
- 4. Provide professional development for support staff
- 5. Increase health education and health access

As a result of stakeholder input, the district realized that there is a need to engage parents of families of Foster Youth, provide additional services to English Learners, and improve parent, community, and student engagement across the district. Therefore the district, through the office of Child Welfare and Attendance, is in the process of creating a Foster Youth Parent Committee. The director of Child Welfare and Attendance will contact students and families of Foster Youth to support the input process. Future plans to increase the involvement of Foster parents and students include the creation of a Student Assistance Program Advisory Committee (SAPAC) composed of parent representatives, student representatives, members of the Riverside County Sheriff Department, members of the Riverside County District Attorney's Office, and outside agencies to meet monthly in order to create a network of services available to our Foster Youth community.

After receiving input from stakeholders, one revision to the plan included the

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development of a committee to develop and implement Positive Behavior Intervention System (PBIS) at each school site. Another revision to the LCAP as a result of stakeholder input included the Development of a sub-committee of students, parents, staff, and administrators to review all current district bullying curriculum (e.g. Second Step, Common Sense Media) and new research-based Bullying curriculum listed by California Department of Education (CDE) and Collaborative for Academic Social and Emotional Learning (CASEL).

#### **Section 2: Goals and Progress Indicators**

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

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

## **Guiding Questions:**

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
- 3) What are the LEA's goal(s) to address state priorities related to "Engagement" (e.g., pupil and parent)?

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

		Goals				What will be different	t/improved for students? (base	d on identified metric)	Related State and Local
Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Description of Goal	Applicable P Subgroup (Identify appli subgroups ( defined in I 52052) or ind "all" for all pu	Pupil ps icable (as EC icate ipils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternativ ely, all high schools, for example.)	Annual Update: Analysis of Progres s	LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	Priorities  (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
Need: According to student performance data (metrics), we need to close the	Increase student achievement and other pupil outcomes to prepare all students for college, career,	ALL STUDEN TS	ALL						State Priorities: (1) Basic Services; (2) Implementation of State Standards; (4) Pupil Achievement;

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					3 1 2 3 3 7 2 3 7 2 3	
achievement gap between CVUSD	and citizenship in the 21st Century.					(7) Course Access
students and students across						(8) Other Pupil
the county and state.						outcomes
Metrics:						<u>District Initiatives:</u> (1) Student Academic Achievement;
						(2) Mobile Learning;
						(3) STEAM;
						(4) Implement common core state standards;
						(5) Health, Wellness, and K-12 Sports Program;
						(7) Career Technical Education;
						(8) Civic, Citizenship, and Community Engagement
English Language Arts California State Test ELA CST proficiency rate • 32.9% Overall			No metric available	Set target based on 2015 CAASP baseline achievement	To be determined on 2015	
• 31.8%						

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				3 1 2 3 3 3 1 2 3 1 1 1 age 12 6 1 1
Socioeconomic				
Disadvantaged				
• 24.4% English				
Learners				
MATH California		No metric available	Set target based on 2015	To be determine on
State Test CST			CAASP baseline	2015
proficiency rate			achievement	
• 43.8% Overall				
• 42.9%				
Socioeconomic				
Disadvantaged				
• 40% English				
Learners				
Academic		No metric available	Determine API baseline	Determine API
Performance				
Index API=691				
8.8% English		Increase English	Increase English Language	Increase English
Language		Language Reclassification	Reclassification rate to	Language
reclassification		rate to 11%.	13%.	Reclassification rate to
rate				15%.
34.1% English		Increase English Language	Increase English Language	Increase English
Language		proficiency rate to 36%.	proficiency rate to 38%.	Language proficiency
proficiency rate				rate to 40%.
College		Increase college	Increase college	Increase college
requirements A-G		requirement (A-G	requirement (A-G	requirement (A-G
completion rate		completion rate) to 28%.	completion rate) to 29%.	completion rate) to
26.9% OVERALL				30%.
College		Increase college	Increase college	Increase college
requirements A-G		requirement (A-G	requirement (A-G	requirement (A-G
completion rate		completion rate) to 28%.	completion rate) to 29%.	completion rate) to
26.6%				30%.
Socioeconomic				
disadvantaged				
	1	1	•	·

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DOTATION TO VED COTZOTE Page 13 0171
Increase college Increase college Increase college
requirement (A-G requirement (A-G requirement (A-G
completion rate) to 8%.   completion rate) to 12%.   completion rate) to
16%.
Increase Career Technical Increase Career Technical Increase Career
Education skills   Education skills attainment   Technical Education skills
attainment rate to 23%. rate to 25%. attainment rate to 27%.
Increase Advanced Increase Advanced Increase Advanced
Placement passing rate
to 48%. 50%. to 52%.
Increase the Early Increase the Early Increase the Early
Assessment Program rate   Assessment Program rate   Assessment Program
to 9%. to 10%. rate to 11%.
Determine baseline determine in 2015 determine in 2015
and set 2015 and 2016
targets.
Develop metric to Implement metric Implement metric
measure literacy 7-12
Increase the number of
college level dual college level dual college level dual
enrollment and enrollment and concurrent enrollment and
concurrent enrollment enrollment courses to 4. concurrent enrollment
courses to 2. courses to 6.
Develop and implement
metric to measure FAFSA

				completion rate.			
Need: According to stakeholders input, CVUSD needs to modernize resources to meet the learning needs of students in the 21st century.  Metrics:	Improve conditions of learning in a fiscally solvent and operationally efficient manner.	K-12 English Learners Foster Youth Low- socioeco nomic	ALL	completion rate.			State Priorities: (1) Basic Services; (2) Implementation of State Standards; (3) Parent Involvement (4) Pupil Achievement (5) Pupil Engagement (6) School Climate (7) Course Access  District Initiatives: (2) Mobile Learning; (4) Implement common core state standards; (6) Fiscal Solvency and Operational Efficiency
Williams Report				Continue to have fully	Continue to have fully	Continue to have fully	
0% Teacher miss-				credentialed teachers and	credentialed teachers and	credentialed teachers	
assignment rate				NO misassignments	NO misassignments	and NO misassignments	
94% in good repair				95% in good repair	96% in good repair	97% in good repair	
Facilities Report				Facilities Report	Facilities Report	Facilities Report	
Provide state				Continue to have fully	Continue to have fully met	Continue to have fully	
Standards-aligned textbooks or				met this requirement.	this requirement.	met this requirement.	

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instructional							
materials in all							
classrooms for all							
students including							
all SBE-adopted							
intervention							
program							
textbooks for							
appropriate							
students.							
Common Core				Develop metric to track	Set in 2015.	Set in 2015.	
state standards				common core state			
Implementation				standards and set 2016			
Rate				and 2017 targets.			
Advanced				Increase number of	Increase number of	Increase number of	
Placement				Advanced Placement	Advanced Placement	Advanced Placement	
Courses offered:				Courses to 25.	Courses to 26.	Courses to 27.	
24							
Need:	Increase	K-12	ALL				State Priority:
According to	engagement and	English					(3) Parent Involvement;
school/district	collaboration	Learners					
performance data	among students,	Foster					(5) Pupil Engagement;
and stakeholder	parents, staff, and	Youth					
input, all school	community	Low-					(6) School Climate
stakeholders need	members.	socioeco					
to feel connected		nomic					<b>District Initiatives:</b>
and valued in							(8) Civic, Citizenship,
order to							and Community
successfully plays							Engagement;
their part and							
support student							(9) Trust, Leadership,

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learning.		and Collaboration;
Metrics:		(10) Year of the Parent 3.0
Parent Participation	Develop metric to measure parent participation and decision-making input.  Set in 2015.  Set in 2015.  Set in 2015.  Set in 2015.	
70.7% Overall Graduation rate	Improve Graduation rate to 72%. Improve Graduation rate to 73%. Improve Graduation rate by 74%.	
58.2% English Learner Graduation rate	Improve English Learner Graduation rate to 65%. Improve English Learner Graduation rate to 70%. Improve English Learner Graduation rate by 74%.	
70.5% Socioeconomic disadvantaged student Graduation rate	Improve Socioeconomic disadvantaged student Graduation rate to 72%.  Improve Socioeconomic disadvantaged student Graduation rate to 73%.  Improve Socioeconomic disadvantaged student Graduation rate to 73%.	
23.8% Overall Dropout rate	Reduce dropout rate to Reduce dropout rate to 23% Reduce dropout rate to 21%	
33.1% English Learner Dropout rate	Reduce English Learner dropout rate to 27%  Reduce English Learner dropout rate to 22%  Reduce English Learner dropout rate to 22%	
23.9% Socioeconomic disadvantaged student Dropout rate	Reduce Socioeconomic disadvantaged student dropout rate to 23%  Reduce Socioeconomic disadvantaged student dropout rate to 22%  Reduce Socioeconomic disadvantaged student dropout rate to 22%	
1.14% Middle school dropout rate	Reduce Middle School dropout rate to 1%  Maintain low dropout rate rate	
6% Suspension	Reduce suspension rate Reduce suspension rate to Reduce suspension rate	

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rate	to 5%	4%	to 3%
38.1% chronic	Reduce chronic	Reduce chronic	Reduce chronic
absenteeism rate	absenteeism rate to 37%	absenteeism rate to 36%	absenteeism rate to 35%
96.5% Attendance	Maintain rate of	Maintain rate of	Maintain rate of
rate	attendance.	attendance.	attendance.
0.1% Expulsion	Maintain low expulsion	Maintain low expulsion	Maintain low expulsion
rate	rate.	rate.	rate.
Healthy Kids	Determine the best	Target set in 2015.	Target set in 2015.
Survey	method to use the		
	Healthy Kids Survey. Set		
	targets for 2016 and		
	2017.		

### **Section 3: Actions, Services, and Expenditures**

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

Instructions: Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA's budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must

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reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a district wide, school wide, countywide, or charter wide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

### **Guiding Questions:**

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

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

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (From Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/	What actions are performed or services provided in each year (and are projected to be provided in years 3)? What are the anticipated expenditures for each action (including funding source)?			
				Services	LCAP YEAR Year 1: 2014-2015	LCAP YEAR Year 2: 2015-2016	LCAP YEAR Year 3: 2016-2017	
Increase student achievement and other pupil outcomes to prepare all students for college, career, and citizenship in the 21 <sup>st</sup> Century.	State Priorities: (4) Pupil Achievement; (8) Other pupil Outcomes  District Initiatives: (1) Student Academic Achievement; (8) Civic, Citizenship, and Community Engagement	1. Purchase Career exploration Program for college and career readiness.	LEA-wide K-12		Explore and purchase program. Train Counselors 9-12  Coach counselors on best practices and uses of services.  Monitor progress and implementation of program.  Provide support and professional development to counselors  Adjust implementation to serve needs of students.  Yearly program cost: 18,000 LCFF  Professional Development: 14,000 LCFF  Teacher extra service pay: 40,000 LCFF  Substitute Pay: 1,200 LCFF	Continue full implementation 9- 12 Train Counselors 6-8  Coach counselors on best practices and uses of services.  Monitor progress and implementation of program.  Provide support and professional development to counselors  Adjust implementation to serve needs of students.  Yearly program cost: 18,000 LCFF  Professional Development: 10,000 LCFF  Teacher extra service pay: 40,000 LCFF  Substitute Pay: 1,200 LCFF	Continue full implementation 6- 12 Train teachers and counselors K- 5  Coach teachers and counselors on best practices and uses of services.  Monitor progress and implementation of program.  Provide support and professional development.  Adjust implementation to serve needs of students.  Yearly program cost: 18,000 LCFF  Professional Development: 80,000 LCFF  Teacher extra service pay: 40,000 LCFF	

						Substitute pay: 4,800 LCFF
Increase student achievement	State Priorities: (1) Basic	2. Career Technical Education	LEA-WIDE	Implement Career Technical Education regional Plan	Implement Career Technical Education regional Plan	Implement Career Technical Education regional Plan
and other pupil A	(4) Pupil Achievement; (8) Other Pupil outcomes	Coordinate	or	Support STEAM programs district-wide.  Monitor Perkins and Career Technical Education Grant	Support STEAM programs district-wide.  Monitor Perkins and Career Technical Education Grant funds.	Support STEAM programs district-wide.  Monitor Perkins and Career Technical Education Grant funds.
college, career, and citizenship in the 21 <sup>st</sup> Century.	District Initiatives: (1) Student Achievement			funds.  Collaborate with community, industry, and post-secondary organizations to expand and enhance college and career readiness.  Organization of Career	Collaborate with community, industry, and post-secondary organizations to expand and enhance college and career readiness.  Organization of Career Technical Education programs and	Collaborate with community, industry, and post-secondary organizations to expand and enhance college and career readiness.  Organization of Career Technical Education programs and
				Technical Education programs and resources.  Salary and benefits: 65,000  CVEP Grant and 55,000 LCFF	resources.  Salary and benefits: 65,000 CVEP Grant and 55,000 LCFF	resources.  Salary and benefits: 65,000 CVEP Grant and 55,000 LCFF
Increase student achievement and other pupil outcomes to prepare all students for college,	State Priorities: (4) Pupil Achievement; (8) Other Pupil outcomes  District Initiatives: (1) Student	3. Enhance STEAM (Science- Tech- Engineerir Arts, Math instruction to prepare students fo	) or	Establish a group of teachers and administrators with monthly meetings to move forward with CVUSD STEAM Initiative to research and implement state of the art practices and apply for additional funding resources.	Expand STEAM Dream Team to include other stakeholders (students, classified and community) to continue efforts towards the research and implementation of state of the art practices and apply for additional funding resources.	STEAM Dream Team to include other stakeholders (students, classified and community) to continue efforts towards the research and implementation of state of the art practices and apply for additional funding resources.  Site staff, Ed Services and Tech
			or	Build district and school	Project Prototype Participants	

he 21 <sup>st</sup> Achievement; education engineering practices through Generation Science Standards visit model programs to expand		-	ı	T			
entury.  (3) STEAM options and gainful employment to in a 21st century global environmen to in a 21st century and teacher professional development with the Engineering is Elementary program at elementary sites. Site staff, Ed Services and Tech teams observe model high school engineering programs and research funding options. Submit course outline to UC/CSU for A- G approval  Ed Services Team and volunteer principals visit model Biliteracy- STEAM magnet schools and investigate requirements.  Build district and school capacity to implement the California Next Generation Science Standards (NGSS) implementation through administrator and teacher leadership professional development. Identify Project prototype Participants of the professional development. Identify Project prototype Participants of Sound and intermediate grades via observations, lesson plans and grade books.  Project Prototype Participants of Sound and intermediate grades via observations, lesson plans and grade books.  Project Prototype Participants of Sound and intermediate grades via observations, lesson plans and grade books.  Project Prototype Participants of Site administrative staff will ensure an increase emphasis and science instructional minutes in the elementary and intermediate grades via observations, lesson plans and grade books.  Project Prototype Participants  Professional Development: 500,000 California Math and Science Grant	citizenship in		•		capacity to implement the	•	1
gainful employmen to in a 21st century global environmen to the seminary program at elementary programs and provinces outline to UC/CSU for A- G approval  Ed Services Team and volunteer principals visit model Biliteracy- STEAM magnet schools and investigate requirements.  Build district and school capacity to implement though administrator and teacher leadership professional development. Identify Project prototype Participants with the sent principals with the fill professional development. Identify Project prototype Participants  engineering curriculum replacement module replacement module replacement module integrating mobile applications design and certification programs and testaff, Ed Services and Tech teams implement Engineer Your World class (with supplemental funding and training from the University of Texas) at all high school Academy programs  Ed Services Team and volunteer principals with high school Academy programs  Ed Services Team and volunteer principals  Share info on Biliteracy-STEAM magnet schools. Begin recruitment of students to initiate Biliteracy-STEAM project.  Build district and school capacity to implement the California Next Generation Science Standards (NGSS) implementation through administrator and teacher leadership professional development. Identify Project prototype Participants  Build district and school capacity to implement teacher leadership professional development. Identify Project prototype Participants  Build district and school capacity to implement terming from the University of Texas) at all high school Academy programs  Ed Services Team and volunteer principals  Ed Services Team and volunteer principals  Share info on Biliteracy-STEAM magnet schools. Begin recruitment of students to initiate Biliteracy-STEAM project.  Full implementation of two STEAM m	the 21 <sup>st</sup>		education		0 0.		visit model programs to expand
employmen t in a 21 <sup>x1</sup> century global environmen t to 21 <sup>x1</sup> century global environmen t to 21 <sup>x1</sup> century global environmen t to 21 <sup>x1</sup> elementary sites. Site staff, Ed Services and Tech teams observe model high school of engineering programs and research funding options. Submit course outline to UC/CSU for A- G approval Ed Services Team and volunteer principals wisit model Biliteracy- STEAM magnet schools and investigate requirements. Build district and school capacity to implement the California Next Generation Science Standards (NGSS) implementation through administrator and teacher leadership professional development. Identify Project prototype Project prototype Participants Site staff, Ed Services and Tech teams implement Engineer Your Woold class (with supplemental magnet Ed Services (Team and volunteer principals wish magnet schools. Begin recruitment of students to initiate Billteracy- STEAM project.  Site administrative staff will ensure an increase emphasis and science instructional minutes in the elementary and intermediate grades via observations, lesson plans and grade books.  Woold class (with supplemental funding and training from the University of Texas) at all high school of Ed Services Team and volunteer principals with magnet schools. Begin replacement of students to initiate Billteracy- STEAM project.  Site administrative staff will ensure an increase emphasis and science instructional minutes in the elementary and intermediate grades via observations, lesson plans and grade books.  Project prototype Project prototype Participants  design and certification programs  Implementation of STEAM magnet at an elementary (midde school site articulating with high school Academy project Prototype Participants and estincing from the University of Texas) at all high schools.  Site design and certification programs	Century.	(3) STEAM	options and		administrator and teacher	(NGSS) Based science and	engineering options by
Elementary program at elementary grogram at elementary sites. Site staff, Ed Services and Tech teams observe model high school engineering programs and research funding options. Submit course outline to UC/CSU for A- G approval  Ed Services Team and volunteer principals visit model Billteracy- STEAM magnet schools and investigate requirements.  Build district and school capacity to implement the California Next Generation Science Standards (NGSS) implementation through administrator and teacher leadership professional development. Identify Project prototype Participants Warfe Are and Elementary program at elementary staff, Ed Services and Tech teams implement Engineer Your teams implement Engineer Your teams implement Engineer Your teams implement Engineer Your World class (with supplemental funding and training from the University of Texas) at all high school Academy programs  Ed Services Team and volunteer principals  Share info on Biliteracy-STEAM magnet schools. Begin recruitment of students to initiate Biliteracy-STEAM project.  Build district and school capacity to implement the California Next Generation  Science Standards (NGSS) implementation for the teams implement Engineer Your World class (with supplement Engineer Your University of Texas) at all high school Academy programs  Fed Services and Tech teams implement Engineer Your World class (with supplement Engineer Your World class (with supplement Engineer Your University of Texas) at all high schools. Segin recruitment of Students to initiate Biliteracy-STEAM magnet schools. Segin recruitment of Students to initiate Biliteracy-STEAM pro			gainful		professional development	engineering curriculum	integrating mobile applications
elementary sites. Site staff, Ed Services and Tech teams implement Engineer Your world class (with supplemental funding and training from the University of Texas) at all high schools.  Ed Services Team and volunteer principals visit model Biliteracy- STEAM magnet schools and investigate requirements.  Build district and school capacity to implement the California Next Generation Science Standards (NGSS) implementation through administrator and teacher leadership professional development. Identify Project prototype  elementary sites. Site staff, Ed Services and Tech teams implement Engineer Your tourlid class (with supplementation of the University of Texas) at all high schools.  Build district and schools.  Share info on Biliteracy-STEAM magnet schools. Begin recruitment of students to initiate Biliteracy-STEAM project.  Site administrative staff will ensure an increase emphasis and science instructional minutes in the elementary and intermediate grades via observations, lesson plans and development.  Professional Development: 500,000 California Math and Science Grant			• •		with the Engineering is	replacement module	design and certification
global environmen t observe model high school engineering programs and research funding options. Submit course outline to UC/CSU for A- G approval  Ed Services Team and volunteer principals visit magnet schools and investigate requirements.  Build district and school capacity to implementation through administrator and development. Identify Project prototype  Ed Services Team and volunteer principals will designing dissemination activities and venues. Implementation of STEAM magnet st an elementary (middle school site articulating with high school Academy programs  Project Prototype Participants will develop leadership skills to support dissemination, and designing dissemination activities and venues.  Implementation of STEAM magnet st an elementary (middle school site articulating with high school Academy programs  Project Prototype Participants will develop leadership skills to support dissemination, and designing dissemination activities and venues.  Full implementation of two STEAM magnet schools  Introduce Broadway-style musical/dramatic production with K-12 involvement.  Introduce Broadway-style musical/dramatic production with K-12 involvement.  Introduce Broadway-style musical/dramatic production with K-12 involvement.  Foologood California Math and Science Grant			t in a 21 <sup>st</sup>		Elementary program at	For each participant grade. Site	programs
environmen t  observe model high school engineering programs and research funding options. Submit course outline to UC/CSU for A- G approval  Ed Services Team and volunteer principals visit model Biliteracy- STEAM magnet schools and investigate requirements.  Build district and school capacity to implement the California Next Generation Science Standards (NGSS) implementation through administrator and teacher leadership professional development. Identify Project prototype  World class (with supplemental funding and training from the University of Texas) at all high schools.  Bed Services Team and volunteer principals Share info on Biliteracy- STEAM magnet schools. Begin recruitment of students to initiate Biliteracy-STEAM project.  Full implementation of two STEAM magnet schools Site administrative staff will ensure an increase emphasis and science instructional minutes in the elementary and intermediate grades via observations, lesson plans and development. designing dissemination activities and venues. introduce Broadway-style musical/dramatic production with K-12 involvement.  Frofessional Development: 500,000 California Math and Science Grant			century		elementary sites. Site staff,	staff, Ed Services and Tech	
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UC/CSU for A- G approval  Ed Services Team and volunteer principals visit Share info on Biliteracy- STEAM model Biliteracy- STEAM magnet schools and investigate requirements.  Build district and school capacity to implement the California Next Generation Science Standards (NGSS) implementation through administrator and teacher leadership professional development. Identify Project prototype  Build district and school capacity to implement the California Next Generation Science Standards (NGSS) implementation through administrator and teacher leadership professional development. Identify Project prototype  Build district and school solution will develop leadership skills to support dissemination, and designing dissemination activities and venues.  Full implementation of two STEAM magnet schools  STEAM magnet schools  Full implementation of two STEAM magnet schools  Introduce Broadway-style musical/dramatic production with K-12 involvement.  With K-12 involvement.  Solution project Prototype Participants  Project Prototype Participants  Project Prototype Participants  Science Grant					research funding options.	University of Texas) at all high	with high school Academy
Ed Services Team and volunteer principals volunteer principals visit model Biliteracy- STEAM magnet schools. Begin recruitment of students to initiate Biliteracy-STEAM project.  Build district and school capacity to implement the California Next Generation Science Standards (NGSS) implementation through administrator and teacher leadership professional development. Identify Project prototype  Ed Services Team and volunteer principals will develop leadership skills to support dissemination, and designing dissemination activities and venues.  Full implementation of two STEAM magnet schools  Site administrative staff will ensure an increase emphasis and science instructional minutes in the elementary and intermediate grades via observations, lesson plans and development. Identify grade books.  Project Prototype Participants will develop leadership skills to support dissemination, and designing dissemination activities and venues.  Full implementation of two STEAM magnet schools  Introduce Broadway-style musical/dramatic production with K-12 involvement.  Fooect Prototype Project Prototype Participants so plans and designing dissemination, activities and venues.  Full implementation of two STEAM magnet schools  Full implementation of two STEAM magnet schools  Full implementation of two STEAM magnet schools  Introduce Broadway-style musical/dramatic production with K-12 involvement.					Submit course outline to	schools.	programs
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volunteer principals visit model Biliteracy- STEAM magnet schools and investigate requirements.  Build district and school capacity to implement the California Next Generation Science Standards (NGSS) implementation through administrator and teacher leadership professional development. Identify Project prototype  Volunteer principals visit model Biliteracy- STEAM magnet schools. Begin recruitment of students to initiate Biliteracy-STEAM project.  Full implementation of two STEAM magnet schools  Ste administrative staff will ensure an increase emphasis and science instructional minutes in the elementary and intermediate grades via observations, lesson plans and development. Identify Project Prototype Participants  Support dissemination, and designing dissemination activities and venues.  Full implementation of two STEAM magnet schools  Introduce Broadway-style musical/dramatic production with K-12 involvement.  Full implementation of two STEAM magnet schools  Introduce Broadway-style musical/dramatic production with K-12 involvement.						Ed Services Team and volunteer	Project Prototype Participants
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magnet schools and investigate requirements.  Build district and school capacity to implement the California Next Generation Science Standards (NGSS) implementation through administrator and teacher leadership professional development. Identify Project Prototype  magnet schools and recruitment of students to initiate Biliteracy-STEAM project.  Full implementation of two STEAM magnet schools  Full implementation of two STEAM magnet schools  Full implementation of two STEAM magnet schools  Introduce Broadway-style musical/dramatic production with K-12 involvement.  Professional Development: 500,000 California Math and Science Grant					volunteer principals visit	Share info on Biliteracy- STEAM	support dissemination, and
investigate requirements.  Build district and school capacity to implement the California Next Generation Science Standards (NGSS) implementation through administrator and teacher leadership professional development. Identify Project prototype  investigate requirements.  Initiate Biliteracy-STEAM project.  Full implementation of two STEAM magnet schools  Full implementation of two STEAM magnet schools  Full implementation of two STEAM magnet schools  Introduce Broadway-style musical/dramatic production with K-12 involvement.  With K-12 involvement.  Professional Development: 500,000 California Math and Science Grant					model Biliteracy- STEAM	magnet schools. Begin	designing dissemination
Build district and school capacity to implement the California Next Generation Science Standards (NGSS) implementation through administrator and teacher leadership professional development. Identify Project prototype  Build district and school capacity to implement the California Next Generation Site administrative staff will ensure an increase emphasis and science instructional musical/dramatic production with K-12 involvement.  Full implementation of two STEAM magnet schools  Introduce Broadway-style musical/dramatic production with K-12 involvement.  Full implementation of two STEAM magnet schools  Introduce Broadway-style musical/dramatic production with K-12 involvement.  Full implementation of two STEAM magnet schools  Introduce Broadway-style musical/dramatic production with K-12 involvement.  Full implementation of two STEAM magnet schools  Introduce Broadway-style musical/dramatic production with K-12 involvement.  Full implementation of two STEAM magnet schools  Introduce Broadway-style musical/dramatic production with K-12 involvement.  Full implementation of two STEAM magnet schools					magnet schools and	recruitment of students to	activities and venues.
Build district and school capacity to implement the California Next Generation Science Standards (NGSS) implementation through administrator and teacher leadership professional development. Identify Project prototype  Build district and school capacity to implement the California Next Generation Site administrative staff will ensure an increase emphasis and science instructional minutes in the elementary and intermediate grades via observations, lesson plans and grade books.  Project Prototype Participants  STEAM magnet schools  Introduce Broadway-style musical/dramatic production with K-12 involvement.  Professional Development: 500,000 California Math and Science Grant					investigate requirements.	initiate Biliteracy-STEAM	
capacity to implement the California Next Generation Science Standards (NGSS) implementation through administrator and teacher leadership professional development. Identify Project prototype  Capacity to implement the California Next Generation Science Standards (NGSS) and science instructional musical/dramatic production musical/dramatic production minutes in the elementary and intermediate grades via observations, lesson plans and grade books.  Project Prototype Participants  Site administrative staff will ensure an increase emphasis and science instructional musical/dramatic production with K-12 involvement.  Professional Development: 500,000 California Math and Science Grant						project.	<u> </u>
California Next Generation Science Standards (NGSS) implementation through administrator and teacher leadership professional development. Identify Project prototype  California Next Generation Science Standards (NGSS) and science instructional minutes in the elementary and intermediate grades via observations, lesson plans and grade books. Project Prototype Participants  Introduce Broadway-style musical/dramatic production with K-12 involvement.  Professional Development: 500,000 California Math and Science Grant					Build district and school		STEAM magnet schools
Science Standards (NGSS) implementation through administrator and teacher leadership professional development. Identify Project prototype  Science Standards (NGSS) and science instructional minutes in the elementary and intermediate grades via observations, lesson plans and grade books. Project Prototype Participants  Musical/dramatic production with K-12 involvement.  Professional Development: 500,000 California Math and Science Grant					capacity to implement the	Site administrative staff will	
implementation through administrator and teacher leadership professional development. Identify Project prototype  minutes in the elementary and intermediate grades via observations, lesson plans and grade books.  project prototype  minutes in the elementary and intermediate grades via observations, lesson plans and grade books.  Project Prototype Participants  with K-12 involvement.  Professional Development: 500,000 California Math and Science Grant					California Next Generation	ensure an increase emphasis	1
administrator and teacher leadership professional development. Identify Project prototype Participants    Intermediate grades via observations, lesson plans and development: 500,000 California Math and Science Grant					Science Standards (NGSS)	and science instructional	· ·
leadership professional development. Identify project prototype Participants    Development   Develo					implementation through	minutes in the elementary and	with K-12 involvement.
development. Identify grade books.  Project prototype Project Prototype Participants  500,000 California Math and Science Grant					administrator and teacher	intermediate grades via	
Project prototype Project Prototype Participants Science Grant					leadership professional	observations, lesson plans and	·
1 Toject prototype					development. Identify	grade books.	1
participants. will field test modules and					Project prototype	Project Prototype Participants	Science Grant
					participants.	will field test modules and	
provide final editing through						provide final editing through	
Engage all stakeholders via lesson study and the student					Engage all stakeholders via	lesson study and the student	
parent/community meetings, work. Participants will focus on					parent/community meetings,	work. Participants will focus on	

				regional community partners, teacher professional development opportunities and meetings with administrators, to understand the value to student learning of Next Generation Science Standards (NGSS) implementation  Work with K-12 schools and ASES staffs (After School programs) to research supplemental funding, sustain effective programs, visit model schools and establish a Visual and Performing Arts Master Plan (VAPA)  Professional Development: 500,000 California Math and Science Grant	developing assessments using component rubrics to score student projects. These component rubrics are used to score areas of science content, engineering practices, communication (CaCCSS ELA), and math.  Begin implementation of VAPA Plan at high schools and strengthen articulation with feeder schools. This includes introduction of Musical Theater and Broadcast Journalism at secondary schools while supporting ASES at elementary sites.  Professional Development: 500,000 California Math and Science Grant	
Increase student achievement and other pupil outcomes to prepare all students for college, career, and	State Priorities: (1) Basic (4) Pupil Achievement; (7) Course Access (8) Other Pupil outcomes	4. Implement Science, Technology, Engineering, and Mathematic s (STEM) Course		Develop and implement plan  Hire middle school STEM teachers  Train STEM teachers on the LEGO curriculum and materials.  Provide coaching and ongoing	Continue with implementation plan  Hire High School STEM teacher  Train STEM teachers on the LEGO curriculum and materials.  Provide coaching and ongoing professional development.	Continue with implementation plan  7 STEM teachers:700,000 LCFF (improvement of existing services)  Replacement Materials and Equipment: 20,000 LCFF Professional Development:

citizenship in	District				professional development.		3,000 Title I PD
the 21 <sup>st</sup>	Initiatives:				proressional acverspinent.	Monitor implementation of	Substitute pay: 800 Title I PD
Century.	(1) Student Academic				Monitor implementation of program.	program.	Substitute pay, 500 Title 11 B
	Achievement; (3) STEAM				Provide additional support and adjust implementation.  4 STEM teachers: 400,000 LCFF (improvement of existing services)  Materials and Equipment: 60,000 LCFF Professional Development Provider: 5,000 Title I PD Substitute pay: 800 Title I PD	Provide additional support and adjust implementation.  7 STEM teachers: 700,000 LCFF (improvement of existing services)  Materials and Equipment: 60,000 LCFF Professional Development: 5,000 Title I PD Substitute pay: 1,200 Title I PD	
Increase student achievement and other pupil outcomes to prepare all students for college, career, and citizenship in the 21st Century.	State Priorities: (2) Implementatio n of State Standards (4) Pupil Achievement; (8) Other Pupil outcomes  District Initiatives:	5.	Implement units of study at each site in ELA and MATH	LEA-wide K-12	District will seek to partner with researcher/publisher study to pilot effectiveness of reading intervention tools and /or student skill development for grade level language, reading and/or writing.  Ongoing sustained professional development, and technical support for all participants offered through partnership.	District will continue to partner with researcher/publisher study to pilot effectiveness of reading intervention tools and /or student skill development for grade level language, reading and/or writing.  Ongoing sustained professional development, and technical support for all participants offered through partnership.	Sustained district participation with researcher/publisher study to pilot effectiveness of reading intervention tools and /or student skill development for grade level language, reading and/or writing.  Ongoing sustained professional development, and technical support for all participants offered through partnership.
century.	(1) Student Academic Achievement;				Implementation of such curriculum will result in 3% gains surpassing students not	curriculum will result in 3% gains surpassing students not participating in pilot.	Implementation of such curriculum will result in 3% gains surpassing students not

(4) Implement	participating in pilot.		participating in pilot.
common core		ELD standards will be revised	
state	English Language Development	according to proficiency.	ELD standards will be revised
standards	(ELD) standards will be aligning		according to proficiency.
	according to proficiency.	Continued professional	
		development: professional	Maintain professional
	Provide ongoing professional	learning, on-site collaboration,	development: professional
	development: professional	real time embedded instructional	learning, on-site collaboration,
	learning, on-site collaboration,	coaching as a means to support	job embedded instructional
	job embedded instructional	the implementation and CCSS,	coaching as a means to support
	coaching as a means to	80% of site staff is trained and	the implementation and CCSS,
	support the implementation	receives coaching from C4 leads.	90% of site staff is trained and
	and CCSS, 70% of site staff is		receives coaching from C4 leads.
	trained and receives coaching	Roll out of Units of Study and K-12	
	from C4 leads.	training for implementation.	Roll out of Units of Study and K-
			12 training for implementation.
	Roll out of Units of Study and	C4s continue to calibrate Units of	
	K-12 training for	Study refine and coach/guide site	C4s continue to calibrate Units of
	implementation.	staff in math and ELA. RCOE	Study and coach site staff in
	· ·	guides process creating system of	math and ELA. RCOE guides
	C4s continue to refine and	support for teachers.	process creating system of
	coach site staff in math and		support for teachers.
	ELA. RCOE guides process	EL C4 2 Reps per site extra	
	creating system of support for	services: 100,000 Title II	EL C4 2 Reps per site extra
	teachers.	RCOE Contract: 100,000 Title II	services: 100,000 Title II
	EL C4 2 Reps per site extra	C4 Subs for K-12 sites: 50,000	RCOE Contract: 100,000 Title II
	services: 280,000 Title II	Title II	C4 Subs for K-12 sites: 50,000
	DCOE Combined to 405 000 Title II	Stinonds/Hourly Costs for CAs-	· · · · · · · · · · · · · · · · · · ·
	RCOE Contract: 105,000 Title II	Stipends/Hourly Costs for C4s: 50,000 Title II	Title II
	C4 Subs for K-12 sites: 150,000	30,000 11.10 11	Stipends/Hourly Costs for C4s:
	Title II		50,000 Title II

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Increase student achievement and other pupil outcomes to prepare all students for college, career, and citizenship in the 21st Century.	State Priorities: (2) Implementatio n of State Standards (4) Pupil Achievement; (8) Other Pupil outcomes  District Initiatives: (1) Student Academic Achievement; (4) Implement common core state standards	6. Instructiona I Practices alignment with Common Core State Standards (CCSS)	LEA-wide	Stipends/Hourly Costs for C4s: 200,000 Title II  ELA Common Core State Standards (CCSS) pedagogy and Units of Study 3 days summer training  Math Common Core State Standards (CCSS) pedagogy and Units of study 2 day summer training  Training will be held in August. Teachers will be paid a stipend for their attendance; those not in attendance will be trained the first three weeks of 2014-2015 in September  200 a day x 800 teachers x 5 days: 800,000 Title II  Riverside County Office of Education (RCOE) Contract for 2014-2015 Professional development contract: 80,000 Title II	Update ELA CCSS pedagogy and Units of Study days summer training  Math CCSS pedagogy and Units of study 2 day summer training  Training will be held in August. Teachers will be paid a stipend for their attendance; those not in attendance will be trained the first three weeks of 2015-2016 in September  200 a day x 400 teachers x 5 days: 400,000 Title II  RCOE Contract for 2015-2016 Professional development contract: 80,000 Title II	Sustain ELA CCSS pedagogy and Units of Study days summer training Math CCSS pedagogy and Units of study 2 day summer training Training will be held in August. Teachers will be paid a stipend for their attendance; those not in attendance will be trained the first three weeks of 2016-2017 in September  200 a day x 200 teachers x 5 days: 200,000 Title II  RCOE Contract for 2016-2017 Professional development contract: 80,000 Title II
Increase student achievement and other pupil	State Priorities: (1) Basic Services; (2) Implementatio	7. Adopt, purchase, and train Common Core State	LEA-WIDE K-12	Review, Pilot, Adopt, & Purchase state adopted Common Core Math program to be used in Units of Study developed by	Review, Pilot, Adopt, & Purchase state adopted Common Core English Language Arts program to be used in Units of Study developed by	Common Core Curriculum Committees will continue research of core & supplemental materials to support CCSS implementation:

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outcomes to prepare all students for college, career, and citizenship in the 21st Century.  Improve conditions of learning in a fiscally	n of State Standards; (7) Course Access  District Initiatives: (4) Implement common core state standards; (6) Fiscal Solvency and	Standards instructional materials.		Common Core Curriculum Committee: 3,000,000 Common Core Implementation Funds.  Common Core Curriculum Committees will research core & supplemental materials to support Common Core State Standards (CCSS) implementation: 7,000 Title	Common Core Curriculum Committee: 3,000,000 Common Core Implementation Funds or LCFF.  Common Core Curriculum Committees will continue research of core & supplemental materials to support CCSS implementation: 7,000 Title II for sub release.	7,000 Title II for sub release.
solvent and operationally efficient manner.	Operational Efficiency			Provide professional development for 100% of teachers in the implementation of Common Core Math materials. This includes district-wide and site-based training, on-site collaboration and instructional coaching: 160,000		
Increase student achievement and other pupil outcomes to prepare all students for college, career, and	State Priorities: (1) Basic (4) Pupil Achievement; (8) Other Pupil outcomes  District Initiatives:	8. Provide K-6 physical education teachers	LEA-K-6	Title II Funds for stipends).  Devise plan for K-6 physical education.  District Athletic Director to form and guide committee of K-6 parents, teachers, and administrators.  Research the benefits of one P.E. teacher and one classified	Implement K-6 Physical Education Plan.  Hire one P.E. teacher and one classified staff support for each school site.  Train and provide support.  Coach, monitor, and support	Continue implementation of K-6 Physical Education Plan.  Coach, monitor, and support teachers implementing P.E. standards and plan.  Adjust plan as necessary.  14 P.E. teachers salary and

alain an alain in	/2\CTE	I			stoff suggest for each selection	to a changing plant antique D.F.	h fit 1 200 000 LCCC
citizenship in	(3)STEAM				staff support for each school	teachers implementing P.E.	benefits: 1,200,000 LCFF
the 21 <sup>st</sup>	(5) Health,				site.	standards and plan.	4455 1 15 1 1 15
Century.	Wellness, and						14 P.E. classified support staff
	K-12 Sports				Cost: 0 LCFF	Adjust plan as necessary.	salary and benefits: 840,000
	Program						LCFF
						14 P.E. teachers salary and	
						benefits: 1,200,000 LCFF	Professional development
							substitute pay: 5,000 LCFF
						14 P.E. classified support staff	
						salary and benefits: 840,000	
						LCFF	
						Professional development	
						substitute pay: 9,000 LCFF	
	State	a	Purchase	LEA K-6	Research equipment for K-6	Purchase equipment for 5TH and	Professional development: 3500
Increase	Priorities:	٦.	equipment	LLARO	P.E.	6th grade P.E.	LCFF
student	(4) Pupil		for K-6		r.L.	otti grade F.E.	LCTT
achievement	Achievement;		Physical		Cost: 0 LCFF	Equipment and professional	Storage: 15,000 LCFF
and other			Education		Cost. o LCFF	development: 320,000 LCFF	Storage. 13,000 Leri
pupil	(8) Other Pupil					development. 320,000 LCFF	Replacement: 7,000 LCFF
outcomes to	outcomes		Program			Storogo, 25 000 LC55	Replacement. 7,000 LCFF
prepare all	District Co.					Storage: 35,000 LCFF	
students for	<u>District</u>					Danis annual 7 000 LCFF	
college,	<u>Initiatives:</u>					Replacement: 7,000 LCFF	
career, and	(3) STEAM						
citizenship in	(5) Health,						
the 21 <sup>st</sup>	Wellness, and						
Century.	K-12 Sports						
	Program						
Increase	State	10.	<b>Expand Gifted</b>	LEA 2-12	Gifted and Talented	Gifted and Talented Education	Gifted and Talented Education
student	Priorities:		and Talented		Education (GATE) teachers	GATE teachers receive stipend.	GATE teachers receive stipend.
achievement	(4) Pupil		Education		receive stipend. Identified	Identified students will be	Identified students will be
and other	Achievement;		GATE		students will be challenged	challenged with rigorous	challenged with rigorous
	(8) Other Pupil		program		with rigorous curriculum and	curriculum and use of Depth and	curriculum and use of Depth
pupil	, , P.						

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outcomes to	outcomes			use of Depth and Complexity	Complexity Icons to express	and Complexity Icons to express
prepare all				Icons to express concepts and	concepts and embed in lessons.	concepts and embed in lessons.
students for	<u>District</u>			embed in lessons.		
college,	Initiatives:				Expand number of students	Continue to expand number of
career, and	(1) Student			Expand number of students	served.	students served.
citizenship in	Academic			served.		
the 21 <sup>st</sup>	Achievement;				Professional development and	Professional development and
Century.	(8) Civic,			Professional development	support for research based GATE	support for research based
_	Citizenship,			and support for research	identified teaching strategies.	GATE identified teaching
	and			based Gifted and Talented		strategies.
	Community			Education GATE identified	Partner with university to offer	_
	Engagement			teaching strategies.	GATE certification for teachers.	Partner with university to offer
						GATE certification for teachers.
				Partner with university to		
				offer Gifted and Talented	Teacher Training/Stipends:	
				Education GATE certification	30,000 LCFF	Teacher Training/Stipends:
				for teachers.		40,000 LCFF
					Conferences: 25,000 LCFF	
				Teacher Stipends: 20,000 LCFF		Conferences: 30,000 LCFF
					Professional Development	
				Conferences: 20,000 LCFF	Provider: 10,000 LCFF	Professional Development
						Provider: 10,000 LCFF
				Professional Development		
				Provider: 10,000 LCFF		
Increase	State	11. Update high	LEA-WIDE	Establish committee of	Require incoming freshmen to	Require incoming freshmen and
student	Priorities:	school		student, parents, teachers,	meet new graduation	continuing sophomores to meet
achievement	(4) Pupil	graduation		counselors, and administrators	requirements.	new graduation requirements.
and other	Achievement;	requirements		to update board policy to align		
pupil	(7) Course	so that		with A-G requirements.	Cost: 0 LCFF	Cost: 0 LCFF
outcomes to	Access	students				
prepare all	(8) Other Pupil	meet all A-G		Identify needed courses to be		
students for	outcomes	requirements		approved.		
		to enter				
college,						

career, and citizenship in the 21 <sup>st</sup> Century.	District Initiatives: (1) Student Academic Achievement; (7) Career Technical Education; (8) Civic, Citizenship, and Community Engagement	CSU/UC		Identify support needed to help all students succeed.  Provide professional development for the implementation of A-G courses.  This includes district-wide and site-based training, on-site collaboration and instructional coaching  Substitute coverage: 20,000 LCFF		
Increase student achievement and other pupil outcomes to prepare all students for college, career, and citizenship in the 21 <sup>st</sup> Century.	State Priorities: (4) Pupil Achievement; (8) Other Pupil outcomes  District Initiatives: (1) Student Academic Achievement	12. Counselors support seniors to complete FAFSA	LEA-High School	Counselors meet with each senior to support the completion of the FAFSA.  Provide multiple workshops for students and parents on FAFSA.  Provide access to computers and the internet to parents and students to complete the FAFSA.  Workshops, Materials and Supplies: 3,600 LCFF	Counselors meet with each senior to support the completion of the FAFSA.  Provide multiple workshops for students and parents on FAFSA.  Provide access to computers and the internet to parents and students to complete the FAFSA.  Materials and supplies: 3,600 LCFF	Counselors meet with each senior to support the completion of the FAFSA.  Provide multiple workshops for students and parents on FAFSA.  Provide access to computers and the internet to parents and students to complete the FAFSA.  Materials and supplies: 3,600 LCFF
Increase student achievement	State Priorities: (1) Basic	13. Develop and implement multi-tiered	LEA - WIDE K- 12	Explore RTI <sup>2</sup> model  Assess district and sites needs	Train staff, coach staff on the use and implementation of system, monitor implementation and	Assess district and sites needs for support and adjust plan.

	1			1		
and other	(2)	system of		for support and adjust plan.	provide support and adjustments	Continue to monitor and
pupil	Implementatio	academic and			to program and implementation	provide support to
outcomes to	n of State	social/emotio		Explore hiring K-6 teacher on	plan as needed.	administrator in charge of
prepare all	Standards	nal support:		special assignment and 7-12		system.
students for	(4) Pupil	Response to		teacher on special assignment	Continue to monitor and provide	
college,	Achievement;	Intervention		to support development and	support to administrator in	Salary and Benefits: 220,000
career, and	(8) Other Pupil	and		implementation of district-	charge of system.	LCFF
citizenship in	outcomes	Instruction		wide multi-tiered system of		
the 21 <sup>st</sup>		(RTI <sup>2</sup> ) for all		academic support.	Salary and Benefits: 220,000	Professional Development:
Century.	<u>District</u>	students in			LCFF	12,000 LCFF
	Initiatives:	order to		Explore purchase/Develop a		
	(1) Student	improve		student study intervention	Professional Development:	Licensing \$59,800 LCFF
	Academic	student		team meeting system. Train	24,000 LCFF	
	Achievement;	achievement		designated administrator at		
	(8) Civic,	and to		each site, monitor, support,	Licensing \$59,800 LCFF	
	Citizenship,	provide a safe		and adjust implementation as		
	and	learning		needed.		
	Community	environment.				
	Engagement			Cost: 0 LCFF		
Improve	State	14. Provide full-	LEA-WIDE	Explore providing additional	Provide support to school sites	Continue to provide attendance
conditions of	Priorities:	time	K-6	support to school sites with	with reference to attendance,	services.
learning in a	(5) Pupil	attendance		reference to attendance,	truancy, and drop-out prevention	
fiscally	Engagement	clerks at each		truancy, and drop -out	rates.	7 attendance clerks: 420,000
solvent and	(8) Other Pupil	elementary		prevention rates by hiring 7		LCFF
operationally	outcomes	school		additional elementary	7 attendance clerks: 420,000 LCFF	
efficient				attendance clerks.		Substitute pay 11,200 LCFF
manner.	<u>District</u>				Substitute pay 11,200 LCFF	In-house Training
	<u>Initiatives:</u>			Cost: 0 LCFF	In-house Training	
	(1) Student					
	Academic					
	Achievement					
Increase	State Priority:	15. Establish a	LEA-WIDE	Hire staff, define, develop plan,	Assess staffing needs to increase	Assess staffing needs to

				<u> </u>	DOMIND MIT NOVED C	
engagement	(3) Parent	language		and protocols for district wide	or reduce Translator/Interpreter	increase or reduce
and	Involvement;	assistance		interpreter and translation	needs.	Translator/Interpreter needs.
collaboration	(5) Pupil	center to		services.		
among	Engagement;	provide			2 classified staff: 100,000 LCFF	2 classified staff: 100,000 LCFF
students,	(6) School	translation				
parents,	Climate	and		2 classified staff:		
staff, and		interpreter		100,000 LCFF		
community	District	services for				
members.	Priority:	CVUSD in				
	(8) Civic,	order to				
	Citizenship,	improve				
	and	school-home				
	Community	communicati				
	Engagement;	on				
	(9) Trust,					
	Leadership,					
	and					
	Collaboration					
Increase		16. Hire one	LEA-WIDE	Continue to support activities	Continue to implement plan.	Continue to implement plan.
student	Priorities:	Elementary		associated with the Common		
achievement	(2)	and one		Core Implementation Plan,	Salary and benefits: 240,000 Title	Salary and benefits: 240,000
and other	Implementatio	Secondary		including development of	II	Title II
pupil	n of State	education		units of study and		
outcomes to	Standards	department		professional development.	Professional Development:	Professional Development:
prepare all	(4) Pupil	Teacher on			32,000 Title II	16,000 Title II
students for	Achievement;	special		Train TEACHER ON SPECIAL		
college,	(8) Other Pupil	assignment		ASSIGNMENT on job duties,		
career, and	outcomes	to support		Coach TEACHER ON SPECIAL		
citizenship in	District	implementati		ASSIGNMENT and monitor,		
the 21 <sup>st</sup>	<u>District</u>	on of		Provide support and adjust		
Century.	Initiatives:	Common		TEACHER ON SPECIAL		
	(1) Student	Core State		ASSIGNMENT duties as		
	Academic	Standards K-		ASSIGNIVICIAL UNITES 92		

Improve conditions of learning in a fiscally solvent and operationally efficient manner.	State Priorities: (5) Pupil Engagement  District Initiatives: (6) Fiscal Solvency and Operational Efficiency	17. Centralized student enrollment to increase LCFF identification.	LEA-Wide	necessary.  Salary and benefits: 240,000 Common Core Implementation Funds  Professional Development: 64,000 Common Core Implementation Funds  Director of Child Welfare and Attendance will work with parent and fiscal services to research and review process to see how we can standardize practice.  Director of Child Welfare and Attendance will work with fiscal services to explore cost effectiveness and increase services for students.  Cost: 0 LCFF	Hire two classified staff to staff centralized enrollment center.  Implement second part of the year  2 classified staff salary and benefits: 110,000 LCFF  Training, equipment, location: 24,000LCFF	Create online and centralized student enrollment.  2 classified staff salary and benefits: 110,000 LCFF  Training, equipment, location: 4,000 LCFF
Improve conditions of learning in a fiscally solvent and operationally efficient	State Priorities: (5) Pupil Engagement (6) School Climate  District	18. Research the Riverside County Mental Health PE monies to see where and if social	L`EA- WIDE	Child Welfare and Attendance Director will research evidence from Riverside County Mental Health with reference to having social workers made available to each elementary school.	Child Welfare and Attendance Director will work with Riverside County Office of Education and Riverside County Mental Health to develop a pilot program to bring social workers into the elementary schools and look into using the MA Billing system to	Child Welfare and Attendance Director will work with the Riverside County Mental Health program to develop a caseworker load at each elementary and also offer an End of Year Report for services to CVUSD.

manner.	Initiatives:	workers can be made available to		Cost: 0 LCFF	support this program.  Cost: 0 LCFF	Cost: 0 LCFF
		all elementary schools.				
Improve conditions of learning in a fiscally solvent and operationally efficient manner.	State Priorities: (2) Implementatio n of State Standards  District Initiatives:	19. AmeriCorps Promote Program and After School Education and Safety (ASES) Program	LEA-WIDE K-3	AmeriCorps Promote Program provides basic literacy support for 840 students in all 14 elementary sites who are at risk. Literary competency by third grade focus for CCSS success.  Volunteers also work after school with ASES students.  AmeriCorps Manager and clerk recruit, maintain records, submit data and follow program goals.  Manager will visit 14 elementary sites twice a week and seek community volunteer opportunities and donate.  Classified Manager salary and benefits: 60,000 LCFF	AmeriCorps Promote Program provides literacy support for 840 students who are at risk.  Volunteers also work after school with ASES students.  AmeriCorps Manager and clerk recruit, maintain records, submit data and follow program goals.  Manager will visit 14 elementary sites twice a week and seek community volunteer opportunities and donate.  Classified Manager salary and benefits: 60,000 LCFF  28 AmeriCorps stipends share of cost: 28@3,000: 84,000 LCFF	AmeriCorps Promote Program provides literacy support for 840 students who are at risk.  Volunteers also work after school with ASES students.  AmeriCorps Manager and clerk recruit, maintain records, submit data and follow program goals.  Manager will visit 14 elementary sites twice a week and seek community volunteer opportunities and donate.  Classified Manager salary and benefits: 60,000 LCFF  28 AmeriCorps stipends share of cost: 28@3,000: 84,000 LCFF
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				<u>,                                      </u>		TOTZOTZOTT Fage 54 0177
				share of cost: 28@3,000:		
				84,000 LCFF		
Increase student achievement and other pupil outcomes to prepare all students for college, career, and citizenship in the 21st Century. Increase engagement and collaboration among students, parents, staff, and community members.	State Priorities: (3) Parent Involvement; (5) Pupil Engagement; (6) School Climate  District Initiatives: (8) Civic, Citizenship, and Community Engagement	20. Reassign one existing counselor to serve as Child Welfare and Attendance counselor (with PPS and Attendance Credential) to work with students/family to provide prevention and intervention counseling.		Provide supports and guidance to students/families of different prevention programs.  Full implementation of California Dept. of Education research based prevention/intervention curriculums.  Oversee implementation of behavior modification Program district-wide  Counselor will work with the Latino Commission to develop a referral system between schools and Latino Commission.  Salary and benefit: 120,000 LCFF (improvement of existing services)  Professional Development:	For grades K-6, they will have access to the Life Skills Curriculum, grades 7 and grades 8 will have full access to the Project Alert curriculum, while grades 9-12 will have access to a new curriculum that will be reviewed by CVUSD.  Salary and benefit: 120,000 LCFF (improvement of existing services)  Professional Development: 5,000 LCFF	Continue to work with all the school administration/counselors to develop and implement more prevention/intervention programs and curriculums with full services.  Salary and benefit: 120,000 LCFF (improvement of existing services)  Professional Development: 5,000 LCFF
				5,000 LCFF		
Increase	State Priority:	21. Set up a	LEA-WIDE	Set up a district-wide Student	Continue to provide support and	Establish a new Student
engagement	(3) Parent	Coachella		Assistance Program (SAP),	maintenance of the new Student	Assistance Advisory Committee
and	Involvement;	Valley USD		provide centralized support to	Assistance Program (SAP) with	that will meet on a monthly
collaboration	(5) Pupil	District-wide		resources and services for all	the support of Child Welfare and	basis at CVUSD to develop a

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among	Engagement;	Student		school sites.	Attendance counselor.	new networking opportunity for
students,	(6) School	Assistance				CVUSD and all our third party
parents,	Climate	Program		Continue to work with all	Materials: 3,600 LCFF	outside agencies.
staff, and		(SAP)		school sites to develop a		
community	District			student referral system for		Materials: 3,600 LCFF
members.	Priority:			the new Student Assistance		
	(8) Civic,			Program (SAP).		
	Citizenship,					
	and			Materials: 3,600 LCFF		
	Community					
	Engagement;					
	(9) Trust,					
	Leadership,					
	and					
	Collaboration					
1	State Priority:	22. Develop and	LEA-WIDE	Reassign one existing	Continue to support all school	Continue to support all school
Increase	(3) Parent	implement	K-12	counselor to Child Welfare	sites with reference to the PBIS	sites with reference to the PBIS
student	Involvement;	Positive		and Attendance to work with	program.	program.
achievement	(5) Pupil	Behavior		students, parents, and staff to	programm	F 8
and other	Engagement;	Intervention		support PBIS district-wide.	Look to expand and compliment	Expand and compliment the
pupil 	(6) School	System (PBIS)			the PBIS program with the	PBIS program with the
outcomes to	Climate	at each		The assistant principal at each	implementation of the Behavior	implementation of the Behavior
prepare all	- Cilinate	school site.		school will serve as the	Modification program.	Modification program.
students for	District	School site.		Positive Behavior Intervention	Wodineation program.	Wednesden program.
college,	Priority:			System (PBIS) coordinator to	The Behavior Modification	The Behavior Modification
career, and	(9) Trust,			improve engagement,	program will be piloted at the	program will be implemented at
citizenship in	Leadership,			conditions of learning, and	central Coachella Elementary	the central Coachella
the 21st	and			student achievement in the	schools.	Elementary schools.
Century.	Collaboration			classroom.	36110013.	Liementary serioois.
Improve				Cidosi Ooiii.		Salary and benefit: 120,000
conditions of				Develop with each school site	Salary and benefit: 120,000 LCFF	LCFF (improvement of existing
learning in a				a yearly calendar of PBIS	(improvement of existing	services)
fiscally				trainings to help develop a	services)	Jet vices <sub>j</sub>
,				Trainings to neip develop a	301 11003/	

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solvent and				good school infrastructure to		
operationally				implement the PBIS program.		
efficient						
manner.				Salary and benefit: 120,000		
				LCFF (improvement of existing		
Increase				services)		
engagement						
and						
collaboration						
among						
students,						
parents,						
staff, and						
community						
members.						
Increase	State Priority:	23. Set up a new	LEA-WIDE	Provide support and	Work with all school sites to	Continue to work with all the
engagement	(3) Parent	volunteer		maintenance to implement	Implement the Moms of Great	school
and	Involvement;	program		the National Moms of Great	Students "MOGS" and Dads of	administration/counselors to
collaboration	(5) Pupil	called the		Students "MOGS" and Dads of	Great Students "DOGS"	develop and implement Moms
among	Engagement;	Moms of		Great Students "DOGS"	Volunteer Program at all school	of Great Students "MOGS" and
students,	(6) School	Great		volunteer program at all	sites.	Dads of Great Students "DOGS"
parents,	Climate	Students		school sites. And guidance to		Volunteer Program, also
staff, and		"MOGS" and		all students/families of	Continue trainings and guidance	develop a way to introduce the
community	District	Dads of Great		different prevention	to all school staff including	Mandated Reporting trainings
members.	Priority:	Students		programs.	classified support staff.	to all staff members.
	(8) Civic,	"DOGS"				
	Citizenship,	Program		Also, look at how to develop a	Professional development and	Professional development and
	and			way to offer a new Volunteer	materials: 5,845 Title I	materials: 5,845 Title I
	Community			Clearance Process that will		
	Engagement;			not cost each school site.		
	(9) Trust,					
	Leadership,			Professional development		
	and			and materials: 5,845 Title I		

	Collaboration					<u> </u>
Increase student achievement and other pupil outcomes to prepare all students for college, career, and citizenship in the 21st Century.  Increase engagement and collaboration among students, parents, staff, and community members.	Collaboration State Priority: (3) Parent Involvement; (5) Pupil Engagement; (6) School Climate  District Priority: (8) Civic, Citizenship, and Community Engagement; (9) Trust, Leadership, and Collaboration	24. Provide resources for a new Bullying Curriculum.	LEA-WIDE K-12	Develop a sub-committee of students, parents, staff, and administrators to review all current district bullying curriculum (e.g. Second Step, Common Sense Media) and new research-based Bullying curriculum listed by California Department of Education (CDE) and Collaborative for Academic Social and Emotional Learning (CASEL).  Implement existing and nocost new bullying curriculum.  Continue to review and develop CVUSD Governing Board policies and procedures with reference to the discipline issues with reference to bullying and SB 49.  Professional Development: 20,000 Title II	Continue to provide training to all school staff, including support staff on the new Bullying Program.  Ongoing Professional Development: 10,000 Title II	Continue to work with all the school administration/counselors to develop and implement more prevention/intervention programs and curriculums with full services with reference to bullying.  Set up a monthly district discipline committee that will meet to discuss discipline issues at school sites.  Ongoing Professional Development: 10,000 Title II
Increase engageme nt and collaborati on among students,	State Priority: (3) Parent Involvement ; (5) Pupil Engagement	25. Parent Initiative (Team USA is composed of district	LEA K-12	Team United for Student Achievement (Team USA) Initiative lead to agreement on 5 goals for annual review: 1. CVUSD will increase, improve and enhance a two-	Review, Revise and Evaluate Initiative-Restructure as Needed Cost: 0 LCFF	Review, Revise and Evaluate Initiative-Restructure as Needed Cost: 0 LCFF

parents,	; (6) School	and school	way School-Home; School-	
staff, and	Climate	administrat	School; District-Home and	
communit		ors,	District-District	
У	District	teachers,	communication system	
members.	Priority:	counselors,	regarding parent	
	(8) Civic,	parents,	engagement by developing,	
	Citizenship,	and	implementing and	
	and	community	measuring specific actions.	
	Community	members)	2. By the end of 2016-	
	Engagement		2017, CVUSD will build	
	; (9) Trust <i>,</i>		capacity in the area of	
	Leadership,		parent and community	
	and		engagement by developing,	
	Collaboratio		implementing and	
	n; (10) Year		measuring specific actions	
	of the		3. By the end of 2016-	
	Parent 3.0		2017, CVUSD will have	
			increased the number of	
			parents that are aware of	
			the role of parents in the	
			decision making area, the	
			number of parents trained	
			to fully participate in	
			school/district parent	
			committees and the number	
			of opportunities for parents	
			to provide authentic input	
			by developing, implementing	
			and measuring specific	
			actions	
			4. By the end of 2016-	
			2017, all CVUSD schools will	
			have at least two Parents	

				Empowering Parents (PEP) that provide training to other parents and motivate them to become volunteers by developing, implementing and measuring specific actions: 5. District and schools will have partnerships with a variety of community agencies to offer programs and services for parents by developing implementing and measuring the following actions:		
Increase engageme nt and collaborati on among	State Priority: (3) Parent Involvement ; (5) Pupil Engagement	26. Staff Parent Resource Centers	LEA K-12	Establish a Parent Resource Center staffed with a part- time (3 1/2 hrs. x 180 days) Parent Engagement Liaison.  Salary: 17,000 Title I	Fourteen schools will have a Parent Resource Center staffed with a part-time parent engagement liaison.	All schools will have a Parent Resource Center staffed with a part-time parent engagement liaison

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						-
students,	; (6) School				Salary: 243,173.00 Title I	Salary: 347,380.00 Title I
parents,	Climate					
staff, and						
communit	District					
У	Priority:					
members.	, (8) Civic,					
	Citizenship,					
	and					
	Community					
	Engagement					
	; (9) Trust,					
	Leadership,					
	and					
	Collaboratio					
	n; (10) Year					
	of the					
	Parent 3.0					
Increase		27. District	LEA K-6	CVUSD and all schools will	CVUSD and all schools will	CVUSD and all schools will
engageme	Priority:	Newsletter		publish and distribute two	publish and distribute two	have publish and distribute
nt and	(3) Parent	Publication		parent engagement	parent engagement	two parent engagement
collaborati	Involvement			newsletters.	newsletters.	newsletters.
on among	; (5) Pupil					
students,	Engagement			Estimated cost: 1,040 each	Estimated cost: 1,040 each	Estimated cost: 1,040 each
parents,	; (6) School			elementary sites	elementary sites	elementary sites
staff, and	Climate			X 14: 14,560 Title I	X 14: 14,560 Title I	X 14: 14,560 Title I
communit						
	District					
y members.	Priority:					
members.	(8) Civic,					
	Citizenship,					
	and					
	Community					
	Engagement					

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Increase engageme nt and collaborati on among students, parents, staff, and communit y members.	; (9) Trust, Leadership, and Collaboratio n; (10) Year of the Parent 3.0 State Priority: (3) Parent Involvement ; (5) Pupil Engagement ; (6) School Climate  District Priority: (8) Civic, Citizenship, and Community	28. District Parent Rally	LEA K-12	CVUSD will celebrate one parent rally.  Purpose of the rally:  Superintendent welcome for school year  Keynote speaker for parent motivation  Parent Initiative Update  Community Fair-parent resources  Estimated Cost: 17,000 Title I  CVUSD will celebrate two parent two years.  Purpose of the rally:  Superintendent welcome for school year  Keynote speaker for parent motivation  Parent Initiative Update  Community Fair-parent resources  Estimated Cost: 17,000 Title I  CVUSD will celebrate three parent relies in three years.  Purpose of the rally:  Superintendent welcome school year  Keynote speaker for parent motivation  Parent Initiative Update  Community Fair-parent resources  Estimated Cost: 17,000 Title I  CVUSD will celebrate three parent rallies in three years.  Purpose of the rally:  Superintendent welcome school year  Keynote speaker for parent motivation  Parent Initiative Update  Community Fair-parent resources  Estimated Cost: 17,000 Title I	e for
Increase engageme	and Community Engagement ; (9) Trust, Leadership, and Collaboratio n; (10) Year of the Parent 3.0  State Priority: (3) Parent	29. Parent Engagemen t-Building	LEA K-12	CVUSD district will fund a trained certificated Family Involvement Team (FIAT)  COntinued support for 2015- Sustained support 2015-201 school year CVUSD district will fund a trained certificated fund a trained certificated	

				 	SOM THE PRINCIPLE OF	
nt and	Involvement	Capacity		 Liaison to pay him/her up to	Family Involvement Team	Family Involvement Team
collaborati	; (5) Pupil			a hundred hours per year.	(FIAT) Liaison to pay him/her up	(FIAT) Liaison to pay him/her
on among	Engagement				to a hundred and twenty hours	up to a hundred and twenty
students,	; (6) School			Family Involvement Team	per year.	hours per year.
parents,	Climate			(FIAT) Liaison will receive		
staff, and				and provide training and	Family Involvement Team	Family Involvement Team
communit	District			have other responsibilities	(FIAT) Liaison will receive and	(FIAT) Liaison will receive and
У	Priority:			including but not limited to	provide training and have other	provide training and have
members.	(8) Civic,			attending district and	responsibilities including but	other responsibilities including
	Citizenship,			coordinate site parent	not limited to attending district	but not limited to attending
	and			activities aligned to district,	and coordinate site parent	district and coordinate site
	Community			state and federal compliance	activities aligned to district,	parent activities aligned to
	Engagement			regulations.	state and federal compliance	district, state and federal
	; (9) Trust,				regulations.	compliance regulations.
	Leadership,			Annual cost per teacher:		
	and			3,704.00 X 20 teachers: 84,	Annual cost per teacher:	Annual cost per teacher:
	Collaboratio			838 Title I	5,090.27 X 20 teachers: 101,	5,090.27 X 20 teachers: 101,
	n; (10) Year				805 Title I	805 Title I
	of the			Family Involvement Team		
	Parent 3.0			(FIAT) Liaison training:	Family Involvement Team	Family Involvement Team
				500.00 p/teacher x 20=	(FIAT) Liaison training: 500.00	(FIAT) Liaison training: 500.00
				10,000 Title I	p/teacher x 20= 10,000 Title I	p/teacher x 20= 10,000 Title I
Increase	State	30. Teacher on	LEA K-12	CVUSD will explore the	CVUSD will hire one Parent	CVUSD will continue funding
engageme	Priority:	Special		Family Involvement Team	Engagement Teacher On	the Parent Engagement TOSA
nt and	(3) Parent	Assignment		(FIAT) Liaison concept to	Special Assignment (TOSA)	position.
collaborati	Involvement			implement Teacher on		·
	; (5) Pupil			Special Assignment (TOSA)	Cost: 120,000 Title I	Cost: 120,000 Title I
on among	Engagement			in 15-16 school year.		
students,	; (6) School			•		
parents,	Climate			Cost: 0 LCFF		
staff, and						
communit	District					
У						

						7012012011
members.	Priority: (8) Civic, Citizenship, and Community Engagement ; (9) Trust, Leadership, and Collaboratio n; (10) Year of the Parent 3.0					
Increase engageme nt and collaborati on among students, parents, staff, and communit y members.	State Priority: (3) Parent Involvement ; (5) Pupil Engagement ; (6) School Climate  District Priority: (8) Civic, Citizenship, and Community Engagement ; (9) Trust, Leadership, and Collaboratio	31. Parental Engagemen t — Professiona I Developme nt of Admin, certificated and support staff	LEA K-12	All school administrators, teachers, and school staff will be trained on parent engagement to implement district, state and federal goals.  Sub release for FIAT teache liaison @ 20 sites 2 days: 4,800 Title II  High school-during prep time: 14,800 Title II  2 days, 3(\$120) subs x 14 elementary schools: 10,920 Title II	implement district, state and federal goals.  Sub release for FIAT teacher liaison @ 20 sites 2 days: 4,800 Title II  High school-during prep time: 14,800 Title II  2 days, 3(\$120) subs x 14	Continue 2015-2016 all school administrators, teachers, and school staff will be trained on parent engagement to implement district, state and federal goals.  Sub release for FIAT teacher liaison @ 20 sites 2 days: 4,800 Title II  High school-during prep time: 14,800 Title II  2 days, 3(\$120) subs x 14 elementary schools: 10,920 Title II

			T T	1		<del>                                     </del>
	n; (10) Year					
	of the					
	Parent 3.0					
Increase engageme nt and collaborati on among students, parents, staff, and communit y	State Priority: (3) Parent Involvement ; (5) Pupil Engagement ; (6) School Climate  District Priority:	32. Parent Training/W orkshops	LEA K-12	All school sites will have a minimum of eight parent workshops/classes. Focus is parents' interest and needs to support student achievement. Goal is an attendance of 25% of unduplicated families.  Estimated Cost: Childcare \$18.00 childcare p/2hr	All school sites will have a minimum of ten workshops/classes. Focus is parents' interest and needs to support student achievement. Goal is an attendance of 40% of unduplicated families.  Estimated Cost: Childcare \$18.00 childcare p/2hr	All school sites will have a minimum of twelve workshops/classes. Focus is parents' interest and needs to support student achievement, as per interest inventory. Goal is 65% of unduplicated families.  Estimated Cost: Childcare \$18.00 childcare p/2hr
members.	(8) Civic, Citizenship, and Community			8 workshops x 20 schools: 2,880 Title I  Conferences up to: 10,000	8 workshops x 20 schools: 2,880 Title I  Conferences up to: 10,000 Title	8 workshops x 20 schools: 2,880 Title I  Conferences up to: 10,000 Title
	Engagement; (9) Trust, Leadership, and Collaboratio n; (10) Year of the Parent 3.0			Title I	I	I
Increase engageme nt and collaborati on among students,	State Priority: (3) Parent Involvement ; (5) Pupil Engagement ; (6) School	33. Information al Meetings for EL Parents	LEA K-12	100% of the parents of English Learners will be invited for Informational meetings on Reclassification Process and other relevant information about English learners such as CELDT, etc.	100% of the parents of English Learners will be invited for informational meetings on Reclassification Process and other relevant information about English learners such as CELDT, etc. 80% attendance	100% of the parents of English Learners will be invited for informational meetings on Reclassification Process and other relevant information about English learners such as CELDT, etc. 100% attendance

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parents,	Climate			60% attendance goal.	goal.	goal.
staff, and						
communit	District			Cost: Childcare \$18.00 x 2	Cost: Childcare \$18.00 x 2	Cost: Childcare \$18.00 x 2
у	Priority:			hours x 3 days x 20 schools:	hours x 3 days x 20 schools:	hours x 3 days x 20 schools:
members.	(8) Civic,			1,280 Title III	1,280 Title III	1,280 Title III
	Citizenship,					
	and					
	Community					
	Engagement					
	; (9) Trust,					
	Leadership,					
	and					
	Collaboratio					
	n; (10) Year					
	of the					
	Parent 3.0					
Increase engageme nt and collaborati on among students, parents, staff, and communit	State Priority: (3) Parent Involvement ; (5) Pupil Engagement ; (6) School Climate  District Priority:	34. Parent Engagemen t Decision Making	LEA K-12	Establish a District FIAT Advisory Committee (TEAM USA) to meet a maximum of six times a year:	TEAM USA continues meeting six times a year.  Cost Childcare: \$18.00 minimum 2 hours x 6 sessions: 1,080 Title I	TEAM USA continues meeting six times a year.  Cost Childcare: \$18.00 minimum 2 hours x 6 sessions: 1,080 Title I
members.	· •			FIAT Liaisons		
	(8) Civic,			· 2 secondary		
	Citizenship, and			FIAT Liaisons		
				· 20 parents, 1		
	Community			per site,		
	Engagement			Cost Childcare: \$18.00		
1	; (9) Trust,			minimum 2 hours x 6		

	Leadership,			sessions: 1,080 Title I		
	and Collaboratio n; (10) Year of the Parent 3.0					
Increase engageme nt and collaborati on among students, parents, staff, and communit y members.	State Priority: (3) Parent Involvement ; (5) Pupil Engagement ; (6) School Climate  District Priority: (8) Civic, Citizenship, and Community Engagement ; (9) Trust, Leadership, and Collaboratio n; (10) Year of the Parent 3.0	35. Parent Training- Decision Making/ad vocacy	LEA K-12	CVUSD with school collaboration will train at least two hundred parents on the importance and function of school and district committees.  Cost Childcare: 1,000 Title I  Materials: 1,000 Title I  Snacks: 1,000 Title I	CVUSD with school collaboration will train at least fifty (250 in two years) more parents on the importance and function of school and district committees.  Cost Childcare: 1,000 Title I  Materials: 1,000 Title I  Snacks: 1,000 Title I	CVUSD with school collaboration will train at least fifty more parents (300 hundred in three years) on the importance and function of school and district committees.  Cost Childcare: 1,000 Title I  Materials: 1,000 Title I  Snacks: 1,000 Title I
Increase engageme nt and	State Priority: (3) Parent Involvement	36. Parents Empowerin g Parents- Volunteers	LEA- WIDE	CVUSD will continue coordinating and providing training to all PEP parents. Ten schools will have at least	CVUSD will continue coordinating and providing training to all PEP parents. Fourteen schools will have at	CVUSD will continue coordinating and providing training to all PEP parents. All schools will have at least

a a lla la a u a ti	. /E\ D!I			tura DED manageta	Least tors DED research	ture DED research
collaborati	; (5) Pupil			two PEP parents.	least two PEP parents.	two PEP parents.
on among	Engagement					
students,	; (6) School					
parents,	Climate				1	1
staff, and				Childcare and training	Childcare and training material	Childcare and training material
communit	District			material Estimated cost:	Estimated cost: 5,000 Title I	Estimated cost: 5,000 Title I
у	Priority:			5,000 Title I		
members.	(8) Civic,					
	Citizenship,					
	and					
	Community					
	Engagement					
	; (9) Trust,					
	Leadership,					
	and					
	Collaboratio					
	n; (10) Year					
	of the					
	Parent 3.0					
		07 Fundama	LEA-	Evaluation of Data	Curan autonomout no utol and	Continue with duties
Improve		37. Explore		Explore creation of Data	Support parent portal and	Continue with duties.
conditions	Priorities: (2)	creation of	WIDE	Assessment Specialist position	provide parent trainings on use	Colomicand Danafita, 90,000 LCFF
of learning	Implementatio	Data		to support parent portal and	of parent portal and	Salary and Benefits: 80,000 LCFF
in a fiscally	n of State	Assessment		provide parent trainings on	interpretation of student data	Duefeesienel Development
solvent	Standards;	Specialist		use of parent portal and	results	Professional Development:
and	(3) Parent	position		interpretation of student data		2,000 LCFF
operationa	Involvement			results	Works with Educational Services	
lly efficient					to provide technical support	
manner.	<u>District</u>			Will work with Educational	services to schools and offices	
	<u>Initiatives:</u>			Services to provide technical	with regard to the retrieval and	
	(2) Mobile			support services to schools	interpretation of student and	
	Learning			and offices with regard to the	school data for administration,	
				retrieval and interpretation of	teachers, and parents	
				student and school data for		

				administration, teachers, and parents  Will validate such data, and generates corresponding reports.  Cost: 0 LCFF	Validates such data, and generates corresponding reports.  Salary and Benefits: 80,000 LCFF  Professional Development: 4,000 LCFF	
Improve conditions of learning in a fiscally solvent and operationa lly efficient manner.	State Priorities: (2) Implementa tion of State Standards (4) Pupil Achievemen t District Initiatives: (2) Mobile Learning; (6) Fiscal Solvency and Operational Efficiency	38. Implement Mobile Learning Initiative and Professional development	LEA- WIDE	Continue to provide one-to- one student iPads lease: 4,400,000 Measure X Bond Fund  Provide insurance for all district-purchased iPads: 500,000 Measure X Bond Fund  Train and Support teachers in the classroom thru ITunes U Coach one-on-one iPad use Monitor based on Professional development and Workshop attendance, Adjust based on site tech leads, T3's, and Tech feedback.  Salary and Benefits for four teachers: 400,000 Title I PD	Continue to provide one-to-one student iPads lease: 3,700,000 Measure X Bond Fund  Provide insurance for all district-purchased iPads: 500,000 Measure X Bond Fund  Continue to implement plan monitor and adjust.  Salary and Benefits for four teachers: 400,000 Title I PD  Site Tech Lead stipend Pay 22 x 2,500: 55,000 Title I PD  Substitute Pay: 27,500 Title I PD  Extra Service Pay for Teacher Technicians: 4 teachers x 6 hours x 40 weeks x \$35 hr: 33,600 Title II	Continue to provide one-to- one student iPads (no lease payment due): 0 Measure X Bond Fund  Provide insurance for all district-purchased iPads: 500,000 Measure X Bond Fund  Continue to implement plan monitor and adjust.  Salary and Benefits for four teachers: 400,000 Title I PD  Site Tech Lead stipend Pay 22 x 2,500: 55,000 Title I PD  Substitute Pay: 27,500 Title I PD  Extra Service Pay for Teacher Technicians: 4 teachers x 6 hours x 40 weeks x \$35 hr: 33,600 Title II

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Improve conditions of learning in a fiscally solvent and operationa lly efficient manner.	State Priorities: (2) Implementa tion of State Standards  District Initiatives: (2) Mobile Learning; (6) Fiscal Solvency and Operational Efficiency	39. Implement Technology Classroom Framework (SAMR- Substitution, Augmentatio n, Modification , and Redefinition)	LEA- WIDE	Site Tech Lead stipend Pay 22 x 2,500: 55,000 Title I PD  Substitute Pay: 27,500 Title I PD  Extra Service Pay for Teacher Technicians: 4 teachers x 6 hours x 40 weeks x \$35 hr: 33,600 Title I PD  Certify teachers in the SAMR framework.  Coach and support teachers using framework (SAMR Ladder)  Materials and supplies: 2,000 LCFF	Continue to implement plan.  Materials and supplies: 2,000  LCFF	Continue to implement plan.  Materials and supplies: 2,000  LCFF
Improve conditions of learning in a fiscally solvent and	State Priorities: (2) Implementa tion of State Standards	40. Systems Technicians I provide <u>site-</u> <u>based</u> support for technology service	LEA- WIDE	Explore use of and implementation of systems technicians I to:  Provide support and maintenance of technology at the school sites.	Full implementation. Provide support and maintenance of technology at the school sites.  Continue to work with district Tech Leads on systems wide support.	Continue to work with district Tech Leads on systems wide support.  8 classified staff salary and Benefits: 400,000 LCFF

operationa	District	division				In-house Professional
lly efficient	Initiatives:	goals,		Continue to work with district	Provide support and	Development
manner.	(2) Mobile	programs,		Tech Leads on systems wide	maintenance of technology at	
	Learning; (6)	and projects		support.	the school sites.	
	Fiscal					
	Solvency			Cost: 0 LCFF	8 classified staff salary and	
	and				Benefits: 400,000 LCFF	
	Operational					
	Efficiency				In-house Professional	
					Development	
Improve	State	41. Expand and	LEA-	Explore technology	Implement plan and distribute	Implement plan and distribute
conditions	Priorities: (1)	enhance	Element	applications, including	curricula.	curricula.
of learning	Basic Services;	technology	ary,	electronic curricula, and		
in a fiscally	(2)	applications,	Middle,	systems availability	iPad Applications: 65,000 LCFF	iPad Applications: 65,000 LCFF
solvent	Implementatio	electronic	and High			
and	n of State	curricula,	School	Develop plan to purchase and	LMS and LightSpeed: 60,000	LMS and LightSpeed: 60,000
operationa	Standards;	and learning		implement technology	LCFF	LCFF
Ily efficient	(3) Parent	management		applications in the classroom		
manner.	Involvement	systems to			CVUSD App to increase parent	CVUSD App to increase parent
	(4) Pupil	increase		Support Common Core State	communication regarding	communication regarding
	Achievement	student		Standards in the classroom	Mobile Learning Initiative: 5,600	Mobile Learning Initiative: 5,600
	(7) Course	achievement			LCFF	LCFF
	Access	and foster		ICenter staff will provide		
		parent		parents with training		
	<u>District</u>	communicati		regarding iPad use.		
	Initiatives:	on.				
	(2) Mobile			Facilitate and track		
	Learning			communication between		
				stakeholders and the district		
				utilizing "Let's Talk" program.		
				"Let's Talk" Program: 28,000		
				LCFF		

Improve conditions of learning in a fiscally solvent and operationa lly efficient manner.	State Priorities: (1) Basic Services  District Initiatives: (2) Mobile Learning	42. Increase bandwidth to 10 gigabytes for district.	LEA- Wide	iPad Applications: 65,000 LCFF  LMS and LightSpeed: 60,000 LCFF  CVUSD App to increase parent communication regarding Mobile Learning Initiative: 21,000 LCFF  (RCOE may increase bandwidth to 10 gigabytes for the valley at no costs to the district. Alternatives will be explored contingent upon bandwidth increases provided by RCOE)  Explore options to become internet provider: 0 LCFF  Explore options to provide access to all students at school and home: 0 LCFF.	Act on options explored in year 1.  LCFF \$0	Act on options explored in year 1.  LCFF \$0
Improve conditions of learning in a fiscally solvent and operationa	State Priorities: (1) Basic Services (6) School Climate <u>District</u>	43. Improve resources for disaster prep and safe school plans.	LEA- WIDE	Assess disaster prep and safe school plans for each school site.  Inventory resources and equipment available.	Continue to assess readiness and revise plans.  Assess state of resources and equipment.  Upgrade school site resources	Continue to assess readiness and revise plans.  Assess state of resources and equipment.  Upgrade school site resources

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lly efficient manner.	Initiatives: (6) Fiscal Solvency and Operational			Assess security measures at each site.  Revise plans, improve security	and equipment:110,000 LCFF	and equipment:110,000 LCFF
	Efficiency			measures, and improve resources available.		
				Upgrade school site resources and equipment:220,000 LCFF		
Improve conditions of learning in a	State Priorities: (1) Basic Services	44. Provide substitute teachers at	WIDE	80% or better of substitute teacher requests will be filled.	82% or better of substitute teacher requests will be filled.	84% or better of substitute teacher requests will be filled.
fiscally solvent and	(4) Pupil Achievement (5) Pupil	school sites to cover daily vacancies		Increase daily pay rate for substitute teachers to 125 per day: 200,000 LCFF	Review daily pay rate for substitute teachers for possible increase: 200,000 LCFF	Review daily pay rate for substitute teachers for possible increase: 200,000 LCFF
operationally efficient manner.	Engagement (6) School Climate			Hire additional substitute teachers under CBEST waivers.	Hire additional substitute teachers under CBEST waivers.	Hire additional substitute teachers under CBEST waivers.
	<u>District</u>			Expand number of part-time resident subs where justified.	Expand number of part-time resident subs where justified.	Expand number of part-time resident subs where justified.
	Initiatives: (6) Fiscal Solvency and Operational Efficiency					
Improve conditions of learning in a fiscally	State Priorities: (1) Basic Services; (5) Pupil Engagement	45. Provide clean and well- maintained restrooms at	LEA- WIDE	85% or better of schools will have their restrooms rated in "Good" condition or better during annual Williams inspections.	90% or better of schools will have their restrooms rated in "Good" condition or better during annual Williams inspections.	95% or better of schools will have their restrooms rated in "Good" condition or better during annual Williams inspections.
solvent and operationally efficient	(6) School Climate	all school sites.		Review custodial staffing ratios	Review custodial staffing ratios for	Review custodial staffing ratios for possible adjustment.

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					DOAND AFFINOVED O	O/LO/LOII Fage 33 01/1
manner.	District Initiatives: (5) Health, Wellness, and K-12 Sports; (6) Fiscal Solvency and Operational Efficiency			for possible adjustment.  Update cleaning and maintenance schedules  Provide in-house professional development  Review facilities for possible repairs and modernization  Cost: 0 LCFF	possible adjustment.  Update cleaning and maintenance schedules  Provide professional development  Provide necessary repairs and modernization  Cost: 0 LCFF	Update cleaning and maintenance schedules  Provide professional development  Provide necessary repairs and modernization  Cost: 0 LCFF
Improve conditions of learning in a fiscally solvent and operationally efficient manner.	State Priorities: (1) Basic Services  District Initiatives: (6) Fiscal Solvency and Operational Efficiency	46. Purchase new buses to replace outdated bus fleet.		Purchase 12 pre-owned buses with A/C units: 604,000 LCFF	Purchase 4 new buses with A/C units: 1,000,000 LCFF	Purchase 4 new buses with A/C units: 1,000,000 LCFF
Improve conditions of learning in a fiscally solvent and operationally efficient manner.	State Priorities: (1) Basic Services  District Initiatives: (6) Fiscal Solvency and Operational	47. Upgrade A/C units and electrical equipment	LEA- WIDE	A/C and electrical upgrades will improve safety by removing antiquated electrical systems that can cause fires, hazards and power outages: 1,700,000 LCFF	Continue to upgrade A/C and electrical systems: 1,700,000 LCFF	Continue to upgrade A/C and electrical systems: 1,700,000 LCFF

						70/20/2011 Fage 34 0/77
Increase	Efficiency					
student	·					
achievement						
and other						
pupil						
outcomes to						
prepare all						
students for						
college,						
career, and						
citizenship in						
the 21 <sup>st</sup>						
Century.						
l	State	48. Recruit and	LEA-	Increase efforts to recruit,	Increase efforts to recruit, select	Increase efforts to recruit, select
Improve	Priorities: (1)	retain highly		select and maintain highly	and maintain highly qualified	and maintain highly qualified
conditions of	Basic Services	qualified		qualified staff.	staff.	staff.
learning in a	(4) Pupil	certificated,		quamica stair.	Stan.	Starr.
fiscally	Achievement;	classified,		Maintain or increase	Maintain or increase	Maintain or increase
solvent and	(8) Other Pupil	and		compensation packages.	compensation packages.	compensation packages.
operationally	outcomes			compensation packages.	compensation packages.	Compensation packages.
efficient	outcomes	management staff to		Maintain the Peer Assistance	Maintain the Peer Assistance	Maintain the Peer Assistance
manner.	District					
Increase	<u>District</u>	support		Review (PAR)/Beginning	Review (PAR)/Beginning Teacher	Review (PAR)/Beginning Teacher
Increase	<u>Initiatives:</u>	student		Teacher Induction program	Induction program	Induction program
student	(6) Fiscal	learning.				
achievement	Solvency and			Salary and benefits Increase:	Salary and benefits Increase:	Salary and benefits increase:
and other	Operational			5,800,000 LCFF	5,800,000 LCFF	5,800,000 LCFF
pupil	Efficiency					
outcomes to	(1) Student					
prepare all	Academic					
students for	Achievement					
college,						
career, and						

citizenship in				
the 21 <sup>st</sup>				
Century.				

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

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (From Section 2)	Actions and Services	Level of Service (Indicate if school- wide or LEA-wide)	Annual Update: Review of actions/ Services		services provided in each year (and a nticipated expenditures for each acti Year 2: 2015-2016	· · ·
Increase student achievement and other pupil outcomes to prepare all students for college, career, and citizenship in the 21st	State Priorities: (4) Pupil Achievement; (7) Course Access (8) Other Pupil outcomes  District Initiatives: (1) Student	49. Develop 4-6 New Career Technical Education (CTE) Academy pathways	School-wide 9- 12		Start year one implementation of a Health academy at Desert Mirage High School and West shore High School.  Train and support Regional Occupational Program teacher  Coach and monitor progress  Adjust pathway plan  Professional development for	Continue implementation of academies.  Professional development for Regional Occupational Program and academy teachers: 28,000 Perkins Fund  Substitute pay: 5,000 Perkins Fund Student transportation: 45,000 Perkins Fund	Continue implementation of academies.  Professional development for Regional Occupational Program and academy teachers: 28,000 Perkins Fund  Substitute pay 5,000 Perkins Fund  Student transportation: 60,000 Perkins Fund

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					ALLINOVED OUIZOIZ	- C I I Tage CO 0177
Century.	Academic			ROP and academy teachers:	Part-time CTE Health teacher at	
	Achievement;			48,000 Perkins Fund	WSHS: 26,500 LCFF	Part-time CTE Health teacher
	(7) Career					at WSHS: 26,500 LCFF
	Technical			substitute pay: 6,000 Perkins	Start year one of Engineering	
	Education			Fund	pathway at West Shores High	Start year one of Engineering
					School, Desert Mirage High	pathway at West Shores
				Student transportation:	School, and Coachella Valley	High School, Desert Mirage
				35,000 Perkins Fund	High School: 7,500 LCFF	High School, and Coachella
				Part-time CTE Health teacher		Valley High School: 7,500
						LCFF
				at WSHS: 26,500 LCFF		
				Start year one of Engineering		
				pathway at West Shores High		
				School, Desert Mirage High		
				School, and Coachella Valley		
				High School: 15,000 EYW		
				Grant and 4,500 LCFF		
Incurs	State	50. Allocate	LEA-wide 9-12	Provide necessary funding to	Provide necessary funding to	Provide necessary funding to
Increase student	Priorities:	funds to		continue CTE academic and	continue CTE academic and	continue CTE academic and
achievement	(4) Pupil	sustain 12		industry-related activities.	industry-related activities.	industry-related activities.
and other	Achievement;	Career		•	,	,
pupil	(7) Course	Technical		Materials	Materials	Materials
outcomes to	Access	Education		Work-based Learning,	Work-based Learning,	Work-based Learning,
prepare all	(8) Other	(CTE)		Transportation, Professional	Transportation, Professional	Transportation, Professional
students for	Pupil	academies		Development, Externships:	Development, Externships:	Development, Externships:
college,	outcomes			360,000 (up to 30,000 per	360,000 (30,000 per academy)	360,000 (30,000 per
career, and				academy) LCFF	LCFF	academy) LCFF
citizenship in	<u>District</u>					
the 21 <sup>st</sup>	<u>Initiatives:</u>					
Century.	(1) Student					

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		<u> </u>	1		<u> </u>	· · · · · · · · · · · · · · · · · · ·
	Academic					
	Achievement;					
	(7) Career					
	Technical					
	Education					
Increase student achievement and other pupil outcomes to prepare all students for college, career, and citizenship in the 21 <sup>st</sup> Century.	State Priorities: (4) Pupil Achievement; (7) Course Access (8) Other Pupil outcomes  District Initiatives: (7) Career Technical Education	51. Provide transportatio n to students interested in CTE educational opportunities not offered at current school sites.	LEA-wide 9-12	Explore, survey, create transportation plan.  Provide CTE and ROP funding for transportation: 41,000  LCFF	Continue to implement plan  Provide CTE and ROP funding for transportation: 41,000 LCFF	Continue to implement plan  Provide CTE and ROP funding for transportation: 41,000 LCFF
Increase	State	52. Hire 5	LEA-wide 7-12	Define plan and purpose	Continue to provide support	Continue to provide support
student	Priorities:	Academic			and adjust plan as necessary.	and adjust plan as necessary.
achievement	(4) Pupil	Advisors		Train Academic Advisors		
and other	Achievement;	focus on CTE			Salary and benefits: 600,000	Salary and benefits: 600,000
pupil	(7) Course			Coach and Monitor Advisors,	LCFF (improvement of existing	LCFF (improvement of
outcomes to	Access			provide necessary support	services)	existing services)
	(8) Other					
prepare all	Pupil			Provide CTE counseling	Professional development:	Professional development:
students for	outcomes			services to students grades 7-	40,000 Title I	20,000 Title I
college,				12	,	,
career, and	District					
citizenship in				Salary and benefits: 600,000		
the 21 <sup>st</sup>	Initiatives:			LCFF (improvement of existing		
	(1) Student			LCFF (IIIIPTOVEILIELLE OF EXISTING		

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Caratana	A l					
Century.	Academic			services)		
	Achievement;					
	(2) Mobile			Professional development:		
	Learning; (3)			60,000 Title I		
	STEAM; (4)					
	Implement					
	common core					
	state					
	standards; (7)					
	Career					
	Technical					
	Education; (8)					
	Civic,					
	Citizenship,					
	and					
	Community					
	Engagement					
Increase	State	53. Implement	LEA-WIDE K-3	Explore reading Enrichment	Reading Enrichment program K-	Reading Enrichment
student	Priorities:	reading		program K-3 to be	3 will be implemented at 14	program K-3 will be
achievement	(2)	enrichment		implemented at 14 elementary	elementary sites, with built-in	implemented at 14
and other	Implementati	program to		sites, with built-in assessments	assessments and progress	elementary sites, with
pupil	on of State	develop		and progress monitoring.	monitoring.	built-in assessments and
outcomes to	Standards	literacy in K-3			_	progress monitoring.
prepare all	(4) Pupil	,		Plan for teachers to participate	Teachers will participate in	
students for	Achievement;			in professional development	professional development for	Teachers will participate in
college,	(8) Other			for implementation.	implementation.	sustained site coaching
	Pupil			·		continued development of
career, and citizenship in	outcomes			Plan for coaching at sites to	Coaching at sites will develop a	implementation plan.
the 21 <sup>st</sup>				develop a robust early literacy	robust early literacy program to	
	District			program to construct	construct foundational skills.	70% of overall students will
Century.	Initiatives:			foundational skills.		read at grade level by 3rd
	(1) Student				60% of overall students will	grade.
	Academic			Cost: 0 LCFF	read at grade level by 3rd	

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	Achievement				grade.	Program Continuation:
	, tome vernene				Brace.	200,000 LCFF
					Program Cost: 350,000 LCFF	Coaching@14 sites: 80,000
						LCFF
					Coaching@14 sites: 80,000	
					LCFF	Sub Cost for 14 sites:
					Sub Cost for 14 sites: 120,000	120,000 LCFF
					LCFF	
Increase	State	54. Accelerated	LEA Wide K-2	Support Literacy in K-2 using	Support Literacy in K-2 using	Continue to support
student	Priorities:	Academic		core instructional program	core instructional program	Literacy in K-2 using core
achievement	(2)	Literacy K-2		Houghton Mifflin.	Houghton Mifflin. Teachers	instructional program
and other	Implementati				use adopted core literacy	Houghton Mifflin. Teachers
pupil	on of State			Teachers use adopted core	program with fidelity.	use adopted core literacy
outcomes to	Standards			literacy program with fidelity.		program with fidelity.
prepare all	(4) Pupil			0 . 0.055	Support with coaching,	
students for	Achievement;			Cost: 0 LCFF	alignment and	Support with coaching,
college,	(8) Other				implementation of Units of	alignment and
career, and	Pupil				Study, ongoing professional	implementation of Units of
citizenship in	outcomes				development to implement instructional strategies	Study, ongoing professional development to implement
the 21 <sup>st</sup>	District				researched to effectively	instructional strategies
Century.	Initiatives:				teach reading.	researched to effectively
	(1) Student				teach reading.	teach reading.
	Academic				Professional development	teach reading.
	Achievement				contract: 140,000 LCFF	Professional development
					·	contract: 160,000 LCFF
					Substitute costs for 14	,
					elementary sites	Substitute costs for 14
					approximately 140	elementary sites
					teachers=15,000 x 3 trainings:	approximately 140 teachers
					45,000 LCFF	x 3 days =420x120: 50,400
						LCFF
					Materials and Supplies 5 x 500	

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					teachers: 2,500 LCFF	Materials and supplies 5x300: 1,500 LCFF
Increase student achievement and other pupil outcomes to prepare all students for college, career, and citizenship in the 21 <sup>st</sup> Century.	State Priorities: (2) Implementati on of State Standards (4) Pupil Achievement; (8) Other Pupil outcomes  District Initiatives: (1) Student Academic Achievement	55. Transitional Classrooms, Transitional Kindergarten (TK)	LEA-WIDE Elementary	TK classes as needed at 11 sites.  Cultural shift and parent understanding of the law is clearly articulate to all parents.  Standards alignment and Units of Study developmentally appropriate in preparation for kinder rigor.  Guidance and professional development collaboration - RCOE and Elementary Director  100% of parents will sign TK Parent Information form.  RCOE Support: 10,000 Title II  Curriculum: 11@3,000: 33,000 LCFF  Subs: 5,000 Title II	TK classes supported at sites.  Ongoing professional development and 100% of parents will sign TK Parent Information form.  Subs for Professional Development: 5,000 Title II	TK classes supported at sites.  Ongoing professional development and 100% of parents will sign TK Parent Information form.  Subs for Professional Development: 5,000 Title II
Increase student achievement	State Priorities: (2)	56. Implement Literacy Assessment	LEA K-6	Universal Literacy Assessment (DIBELS) three times a year (beginning, mid-	All K, 1, 2, 3 teachers will administer DIBELS three times a year (beginning, mid-year,	All K, 1, 2, 3 teachers will administer DIBELS three times a year (beginning,

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and other	Implementati	(DIBELS)		year, end of year).	end of year).	mid-year, end of year).
pupil	on of State					
outcomes to	Standards			DIBELS refresher training will	DIBELS refresher training will	DIBELS refresher training
prepare all	(4) Pupil			be conducted in	be conducted in	will be conducted in
students for	Achievement;			August/September.	August/September.	August/September.
college,	(8) Other					
career, and	Pupil			Site literacy Coach will	Site literacy Coach will	Site literacy Coach will
citizenship in	outcomes			monitor classroom	monitor classroom	monitor classroom
the 21 <sup>st</sup>				assessment data and	assessment data and facilitate	assessment data and
Century.	<u>District</u>			facilitate literacy support by	literacy support by individual	facilitate literacy support
	Initiatives:			individual coaching as	coaching as needed.	by individual coaching as
	(1) Student			needed.		needed.
	Academic				Individual mentoring on site	
	Achievement			Individual mentoring on site	will be continuous. 60% of K,	Individual mentoring on
				will be continuous. 50% of K,	1st, 2nd, and 3rd grade	site will be continuous.
				1st, 2nd, and 3rd grade	students will on grade level	
				students will on grade level	during mid year assessment.	80% of K, 1st, 2nd, and 3rd
				during mid year assessment.		grade students will on
					70% of K, 1st, 2nd, and 3rd	grade level during end of
				60% of K, 1st, 2nd, and 3rd	grade students will on grade	year assessment.
				grade students will on grade	level on end of year	
				level on end of year	assessment.	D 1: 0 1 2000
				assessment.		Reading Coaches: 2,000
				- "	Reading Coaches: 2,000	stipend@14 is 28,000 Title I
				Reading Coaches: 2,000	Stipend@14: 28,000 Title I	Sub Cost for 14 sites
				stipend@14 is 28,000 Title I	C h Carl fa (14 all a 70 000	Sub Cost for 14 sites:
				S. h. Carl far 44 attack 70 000	Sub Cost for 14 sites: 70,000	70,000 Title I
				Sub Cost for 14 sites: 70,000	Title I	Materials for 14 sites:
				Title I	Natorials for 14 sites 20 000	28,000 Title I
				Matarials for 14 sites: 20 000	Materials for 14 sites: 28,000	28,000 Title I
				Materials for 14 sites: 28,000 Title I	Title I	
Increase	State	57. Provide	LEA K-8	At risk students in K-8 as	At risk students in K-8 as	At risk students in K-8 as

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					7111110120000000	
student	Priorities:	tutoring for		determined by Literacy	determined by DIBELS and	determined by DIBELS and
achievement	(2)	at-risk		Assessment (DIBELS) and	benchmark assessments will	benchmark assessments
and other	Implementati	student		benchmark assessments will	receive strategic literacy	will receive strategic
pupil	on of State			receive strategic literacy	instruction 5 hours a week	literacy instruction 5 hours
outcomes to	Standards			instruction 5 hours a week	during after school tutoring.	a week during after school
prepare all	(4) Pupil			during after school tutoring.		tutoring.
students for	Achievement;				Tutoring will be offered three	
college,	(8) Other			Tutoring will be offered three	times a year for four weeks by	Tutoring will be offered
career, and	Pupil			times a year for four weeks	grade level.	three times a year for four
citizenship in	outcomes			by grade level.		weeks by grade level.
the 21 <sup>st</sup>					Fluency, decoding,	
Century.	<u>District</u>			Fluency, decoding,	comprehension skills will be	Fluency, decoding,
	<b>Initiatives:</b>			comprehension skills will be	areas of focus during tutoring.	comprehension skills will
	(1) Student			areas of focus during		be areas of focus during
	Academic			tutoring.	Materials 14 sites: 70,000	tutoring.
	Achievement				Title I	
				Materials 14 sites: 70,000		Materials 14 sites: 70,000
				Title I	Extra Service Pay: 250,000	Title I
					Title I	
				Extra Service Pay: 250,000		Extra Service Pay: 250,000
				Title I		Title I
Increase	State	58. Implement a	LEA-WIDE ALL	Bi-literacy classes available	Expand Bi-literacy classes to	Maintain Bi-literacy
student	Priorities:	Dual		for students K-8 as narrated	students K-12 as narrated in	program in:
achievement	(2)	immersion or		in EL Master Plan at magnet	EL Master Plan, sites: Cesar	Cesar Chavez Elementary,
and other	Implementati	Biliteracy		designated sites:	Chavez Elementary, Cahuilla	Cahuilla Desert Academy,
pupil	on of State	program K-12		Cesar Chavez Elementary and	Desert Academy, and	Coachella Valley High
outcomes to	Standards	Progressively		Cahuilla Desert Academy.	Coachella Valley High School.	School.
prepare all	(4) Pupil					
students for	Achievement;			Bi-literacy program will be	El Director and Teacher on	El Director and Teacher on
college,	(8) Other			strengthened at the existing	Special Assignment will train,	Special Assignment will
career, and	Pupil			7 sites.	coach, guide and evaluate the	train, coach, guide and
citizenship in	outcomes				effectiveness of magnet sites.	evaluate the effectiveness
the 21 <sup>st</sup>				EL Director and Teacher on		of magnet sites.
		1		1	1	

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Century.	<u>District</u>	Special Assignment will train, Sustained support for ongoing
	<u>Initiatives:</u>	coach, guide and evaluate professional development. Ongoing professional
	(1) Student	the effectiveness of magnet development for staff.
	Academic	sites. Professional development and
	Achievement;	program materials: 200,000 Professional development
	(8) Civic,	Bi-literacy classes identify LCFF (Instructional Materials and program materials:
	Citizenship,	and adopt appropriate fund IMF) 200,000 LCFF (Instructional
	and	curricular resources for Materials fund IMF)
	Community	students.
	Engagement	1. Program a minimum of 4
		to 6 years of bilingual
		instruction to participating
		students.
		2. The focus, same core
		academic curriculum that
		students in other programs
		experience.
		3. Optimal language input as
		well as opportunities for
		output, including quality
		language arts instruction in
		both languages.
		4. The target (non-English)
		language should be used
		for instruction a minimum
		of 50% of the time (to a
		maximum of 90% in the
		early grades), and English
		should be used at least
		10% of the time.
		5. Additive bilingual
		environment
		a. Balance of students

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from the target language and English b. Positive interactions among students such as cooperative learning.
Increase student and other pupil outcomes to prepare all students for college, career, and citizenship in the 21 <sup>st</sup> Century.  State Pupil outcomes to prepare all students for college, Career, and citizenship in the 21 <sup>st</sup> Century.  Achievement Achievement Achievement and other pupil outcomes to prepare all students for college, Career, and citizenship in the 21 <sup>st</sup> Century.  Achievement Achievement Century.  Achievement Achievement Century.  Achievement Century.  Achievement Century.  Achievement Century.  Achievement Century.  Achievement Century.  Achievement Century Centu

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				Dell's and a second		Tage 00 of 77
				3. Policy statement tying the		
				Seal of Bi-literacy to a		
				Board resolution for 21st		
				century learning and to the		
				district's strategic plan		
				Materials and medallions:		
				1200 LCFF		
Increase	State	60. (Advancemen	LEA-WIDE		Continue, Advancement Via	Continue, Advancement Via
student	Priorities:	t Via	4-12	Individual Determination)	Individual Determination,	Individual Determination,
achievement	(4) Pupil	Individual		AVID, continued	AVID, continued	AVID, continued
	Achievement;	Determinatio		implementation in middle	implementation in middle and	implementation in middle
and other	(7) Course	n) AVID		and high schools with	high schools with ongoing	and high schools with
pupil	Access	Implementati		ongoing professional	professional development and	ongoing professional
outcomes to	(8) Other	on		development and AVID	AVID conference for	development and AVID
prepare all	Pupil			· ·	participating teachers.	conference for participating
students for	outcomes			teachers.	participating teachers:	teachers.
college,	Cateomes			teachers.	Implementation for	teachers.
career, and	District			Exploration year for 4-6	elementary 4-6 grade AVID	Support elementary 4-6
citizenship in	Initiatives:			1	program. Principal and	grades AVID program.
the 21 <sup>st</sup>	(1) Student			Principal and Assistant	Assistant Principal support.	Principal and Assistant
Century.	Academic			Principal discussions.	Assistant Finicipal support.	Principal support.
	Achievement			Principal discussions.	Annual Conference: 30,000	Principal support.
	Achievement			Annual Conformace 20,000	•	Annual Conformacy 20 000
					Subs for ongoing professional	Annual Conference: 30,000
					development and release	Subs for ongoing
					time for collaboration@20	professional development
					sites: 8,000 Title II	and release time for
				development and release	=1	collaboration@ 20 sites:
				time for collaboration@5	Elementary Implementation:	8,000 Title II
				sites: 5,000 Title II	8,000 Title II	
						Elementary
						Implementation: 8,000 Title
						II

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	1	1			T	T
Increase student achievement and other pupil outcomes to prepare all students for college, career, and citizenship in the 21 <sup>st</sup> Century. Improve conditions of learning in a fiscally solvent and operationally efficient manner.	State Priorities: (4) Pupil Achievement; (8) Other Pupil outcomes; (1) Basic Services; (2) Implementati on of State Standards; (7) Course Access  District Initiatives: (1) Student Academic Achievement	61. Reassign 12 teachers for interventio n and support to students struggling in English Language Arts and reassign 8 teachers for interventio n and support to students struggling in Math	LEA-WIDE 7-12	Provide Response to Intervention Tier 2 English Language Arts and Math courses (e.g. Read 180, Double block math).  Salary and benefits: 1,200,000 Title I  Salary and Benefits: 800,000 LCFF (improvement of existing services)  Coaching and professional development at 6 sites: 80,000 Title II	Provide Response to Intervention Tier 2 English Language Arts and Math courses (e.g. Read 180, Double block math).  Salary and benefits: 1,200,000 Title I  Salary and Benefits: 800,000 LCFF (improvement of existing services)  Coaching and professional development at 6 sites: 50,000 Title II	Provide Response to Intervention Tier 2 English Language Arts and Math courses (e.g. Read 180, Double block math).  Salary and benefits: 1,200,000 Title I  Salary and Benefits: 800,000 LCFF (improvement of existing services)  Coaching and professional development at 6 sites: 30,000 Title II
Increase student achievement and other pupil outcomes to prepare all students for college, career, and	State Priorities: (4) Pupil Achievement; (8) Other Pupil outcomes; (1) Basic Services; (2) Implementati	62. Hire 8 elementary interventio n teachers to provide English Language Arts support to students	LEA-WIDE Grades 3-6	Implement supplemental Read 180/System 44 classrooms. Eight elementary sites will implement strategic intervention. One teacher will teach three students groups (approximately 21-27 students) to provide TIER 2 intervention. Scholastic technical support, ongoing professional	Continue supplemental Read 180/System 44 classrooms. One teacher per elementary site. Salary and benefits: 800,000 Title I Renewal of licenses: 100,000 Title I	Continue supplemental Read 180/System 44 classrooms. One teacher per elementary site. Salary and benefits: 800,000 Title I Renewal of licenses: 100,000 Title I

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citizenship in	on of State	struggling in		development. Individualized		
the 21 <sup>st</sup>	Standards; (7)	English		Common Core aligned program	Coaching and professional	Coaching and professional
Century.	Course Access	Language		to improve reading	development at 5 elementary	development at 5 elementary
-	0001307100003	Arts.		comprehension, reading,	sites: 30,000 Title I	sites: 30,000 Title I
Improve	District	7 11 651		vocabulary and fluency		
conditions of	Initiatives:			vocasaiai y ana naeney	Student workbooks: 40,000	Student workbooks: 40,000
learning in a	(1) Student			Salary and benefits: 800,000	Title I	Title I
fiscally	Academic			Title I		
solvent and	Achievement				Incidental Costs: 10,000 Title I	Incidental Costs: 10,000 Title
operationally				Renewal of licenses: 100,000		1
efficient				Title I		
manner.						
				Coaching and professional		
				development at 5 elementary		
				sites: 30,000 Title I		
				Student workbooks: 40,000		
				Title I		
				Incidental Costs: 10,000 Title I		
Increase	State	63. High School	School-wide 9-	Explore and develop summer	Implement Plan.	Implement Plan.
student	Priorities:	Summer	12	school plan for high school		
achievement	(4) Pupil	School		credit recovery for graduation	Costs: TBD based upon scope	Costs: TBD based upon
and other	Achievement;			requirement and A-G	of plan.	scope of plan.
pupil	(7) Course			completion.		
outcomes to	Access					
prepare all	(8) Other			Implement plan in 2015		
students for	Pupil					
college,	outcomes			Extra service pay: 8,000 LCFF		
career, and						
citizenship in	<u>District</u>					
the 21 <sup>st</sup>	Initiatives:					
_	(1) Student					

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Increase student achievement and other pupil outcomes to prepare all students for college, career, and citizenship in the 21st Century.	Academic Achievement; (8) Civic, Citizenship, and Community Engagement State Priorities: (4) Pupil Achievement; (8) Other Pupil outcomes  District Initiatives: (1) Student Academic Achievement; (8) Civic, Citizenship, and Community Engagement	64. Reassign a counselor for the Foster Youth Program	LEA-WIDE	Develop policies and Memorandum of Understanding (MOUs) regarding foster youth school transfers, the infrastructure necessary to measure the baseline metrics.  Support Foster Data  Salary and benefits: 120,000 LCFF (improvement of existing services)  Professional Development: 24,000 LCFF	Set up a monitoring program for all Foster Youth with the help and support of the Riverside County Office of Education with reference to setting up the "Foster Focus Data Program".  Salary and benefits: 120,000 LCFF (improvement of existing services)  Professional Development: 12,000 LCFF	Continue to work to have policies and MOUs regarding promptly enrolling and awarding partial credits to transferring foster youth. Also, the CVUSD will allocate funds sufficient to meet the needs of all foster youth served by a school lead coordinator/counselor.  Salary and benefits: 120,000 LCFF (improvement of existing services)  Professional Development: 6,000 LCFF
Increase engagement and collaboration among students, parents, staff, and	State Priority: (3) Parent Involvement; (5) Pupil Engagement; (6) School Climate	65. Develop a foster youth parent committee	LEA-WIDE	Set up a Foster Youth Parent Advisory Committee that will be chaired by CVUSD with the extended support of Riverside County Social Services/DPSS and more third party community agencies.	CVUSD will also be available to meet with families and students of Foster Youth with the help of the Foster Youth counselor.  Materials and training: 5,000 Title I Parent Involvement	Continue to work to have data available to the Foster Youth Advisory Committee and provide to the CVUSD Governing Board an End of Year Report with reference to parent engagement focused on Foster Youth.

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community members.	District Initiative: (8) Civic, Citizenship, and Community Engagement; (9) Trust, Leadership, and Collaboration; (10) Year of the Parent 3.0			Materials and training: 5,000 Title I Parent Involvement		Materials and training: 5,000 Title I Parent Involvement
Improve conditions of learning in a fiscally solvent and operationally efficient manner.	State Priorities:  District Initiatives: (6) Fiscal Solvency and Operational Efficiency	66. Hire Data Specialist	LEA-WIDE	Explore position of data specialist to collect and maintain Title one data and records for Foster Youth, English Learners, and low socioeconomic.  Data Specialist will follow up with schools/families to reconcile records  Cost: 0 LCFF	Collect and maintain Title one data and records for Foster Youth, English Learners, and low socioeconomic.  Follow up with schools/families to reconcile records  Salary and Benefits: 80,000 LCFF  Professional development: 5,000 LCFF	Collect and maintain Title one data and records for Foster Youth, English Learners, and low socioeconomic.  Follow up with schools/families to reconcile records  Salary and Benefits: 80,000 LCFF  Professional development: 5,000 LCFF
Increase student achievement and other pupil	State Priorities: (4) Pupil Achievement; (8) Other	67. English Language Director	LEA-WIDE	Implement English Learner Master Plan Organization of ELD professional development	Support and Revise Implement English Learner Master Plan Organization of ELD	Maintain Implement English Learner Master Plan Organization of ELD

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		T				
outcomes to	Pupil				professional development with	professional development
prepare all	outcomes			ASSIGNMENT support.	TEACHER ON SPECIAL	with TEACHER ON SPECIAL
students for					ASSIGNMENT support.	ASSIGNMENT support.
college,	<u>District</u>			Completion of ELSSA for		
career, and	<u>Initiatives:</u>			program analysis	Completion of ELSSA for	Completion of ELSSA for
citizenship in	(1) Student				program analysis	program analysis
the 21 <sup>st</sup>	Achievement			Conferences, parent plans,		
Century.				local, State, and Federal	Conferences, parent plans,	Conferences, parent plans,
				Compliance.	local, State, and Federal	local, State, and Federal
					Compliance.	Compliance.
				Salary and benefits: 150,000		
				Title I and Title I PD	Salary and benefits: 150,000	Salary and benefits: 150,000
					Title I and Title I PD	Title I and Title I PD
Increase	State	68. 5 English	LEA-WIDE	Focus on differentiation,	Continue on differentiation,	Maintain on differentiation,
student	Priorities:	Language		personalization and pacing for	personalization and pacing for	personalization and pacing
achievement	(4) Pupil	support		EL students, understand and	EL students, understand and	for EL students, understand
and other	Achievement;	services		learn new ELD Standards.	learn new ELD Standards.	and learn new ELD
pupil	(8) Other	teachers on				Standards.
	Pupil	special		Teacher on Special Assignment	Teacher on Special Assignment	
outcomes to	outcomes	assignment			introduce, monitor, coach and	Teacher on Special
prepare all				assess.	assess.	Assignment introduce,
students for	District					monitor, coach and assess.
college,	Initiatives:			CVUSD Teacher on Special	CVUSD Teacher on Special	,
career, and	(1) Student			Assignment will leverage new	Assignment will leverage new	CVUSD Teacher on Special
citizenship in	Academic			models, technology and	models, technology and	Assignment will leverage
the 21 <sup>st</sup>	Achievement			resources for the greatest	resources for the greatest	new models, technology and
Century.				impact and learning gains by	impact and learning gains by all	resources for the greatest
				1	EL students:	impact and learning gains by
				middle, and 2 high school:	Support Elementary and	all EL students:
				Create system of support	Secondary LEA Plan	Support Elementary and
					2. Technical assistance at	Secondary LEA Plan
				2. Understand Elementary	respective sites SPSAs	2. Technical assistance at
				and Secondary LEA Plan	3. English Language	respective sites SPSAs
				and Secondary LLA Fian	J. LIIBIIJII Laiiguage	respective sites or SAS

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				DO/11/D / 11 1 1 1 0 1 LD 0 0 / 2 0	72011 Fage F1 0177
				3. Provide professional Development designated and integrated ELD 4. English Language Development (ELD) Standards Phase-In Plan 4. Design lessons, Digital curriculum aligned to ELD Standards & CCSS Standards Phase-In Plan  EL instruction focus CVUSD curricula and content alignment with CCSS, Units of Study & ELD standards focus 4-6, 8, and 9-10.  Five Teacher on Special Assignment salary and benefits: 500,000 Title III  Professional Development: 60,000 Title III  Professional Development: 60,000 Title III	3. English Language Development (ELD) Standards Phase-In Plan 4. Design lessons, Digital curriculum aligned to ELD Standards & CCSS 5. Training on shifts in Mathematics and ELA,  EL instruction focus CVUSD curricula and content alignment with CCSS, Units of Study & ELD standards focus 4-6, 8, and 9-10  E Five Teacher on Special Assignment salary and benefits: 500,000 Title III  Professional Development:
Increase student achievement and other pupil outcomes to prepare all students for college, career, and citizenship in the 21st	State Priorities: (4) Pupil Achievement; (8) Other Pupil outcomes  District Initiatives: (1) Student Academic	69. Project Data Technicians provide support to English Learners	LEA-WIDE	Revise job description to provide direct services to English Learner students at the school site.  Support local and state testing, reclassification, data management, and classroom instruction.  Increase from 6 hrs to 8 hrs.  Implement plan include Specially designed academic instruction in English (SDAIE)  21 classified staff salary and benefits: 1,200,000 LCFF and 400,000 Title III (Improvement and increase of existing services)  Professional development:	60,000 Title III  Assess implementation of plan, revise, and reemployment.  21 classified staff salary and benefits: 1,200,000 LCFF and 400,000 Title III (Improvement and increase of existing services)  Professional development:

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Carataire	A -1-1-	1			10,000   655	
Century.	Achievement			Develop plan to support	10,000 LCFF	10,000 LCFF
				English Language.		
				Hire and train support staff.		
				Provide coaching and support.		
				24 -1		
				21 classified staff salary and		
				benefits: 1,200,000 LCFF and		
				400,000 Title III (Improvement		
				and increase of existing		
				services)		
				Des Constitution		
				Professional development:		
	<u> </u>	70 F II I	15446	20,000 LCFF		
Increase	State	70. English	LEA K-6	English Language	English Language	English Language
student	Priorities:	Language		Development 40 minutes	Development 40 minutes daily	Development 40 minutes
achievement	(4) Pupil	Developm		daily in K-6 as needed by	in K-6 as needed by students.	daily in K-6 as needed by
and other	Achievement;	ent (ELD)		students.		students.
pupil	(8) Other	time set -			Designated and Integrated	
outcomes to	Pupil	aside		Designated and Integrated	Instruction	Designated and Integrated
prepare all	outcomes			Instruction		Instruction
students for					Professional development for	
college,	<u>District</u>			Professional development for	teachers to provide structured	Professional development
career, and	Initiatives:			teachers to provide	ELD instruction by proficiency	for teachers to provide
citizenship in	(1) Student			structured ELD instruction by	level: Emerging, Expanding,	structured ELD instruction
the 21 <sup>st</sup>	Academic			proficiency level: Emerging,	Bridging.	by proficiency level:
Century.	Achievement;			Expanding, Bridging.		Emerging, Expanding,
, co, c	(4) Implement				90% of K-6 teachers receive	Bridging.
	common core			80% of K-6 teachers receive	additional one day of	
	state			one day of introductory	continued training for	90% of K-6 teachers receive
	standards			training for appropriate	appropriate instruction.	additional one day of
				instruction.		continued training for
					Professional Development:	appropriate instruction.

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		T	T	T		
				Middle and High school will offer an ELD period before or after school.  Professional Development: 140,000 Title III  Materials: 20,000 Title III	140,000 Title III  Materials: 20,000 Title III	Professional Development: 140,000 Title III Materials: 20,000 Title III
Increase student achievement and other pupil outcomes to prepare all students for college, career, and citizenship in the 21 <sup>st</sup> Century.	State Priorities: (4) Pupil Achievement; (8) Other Pupil outcomes  District Initiatives: (1) Student Academic Achievement; (8) Civic, Citizenship, and Community Engagement	71.Integrated, Designated ELD Training	LEA K-12	Trainer of Trainers Integrated, Designated ELD Strategies 1-2 teacher leads per site.  Integrated, Designated ELD Training strategies train teachers to address needs of students Far Below Basic to Advanced levels, use metacognitive use of high-level academic vocabulary, literacy and instructional strategies.  District EL Teacher on Special Assignment will support, coach, guide and model strategies.  Embed Integrated, Designated ELD strategies in Units of Study and during regular teaching day Integrated, Designated ELD	Support strategies 1-2 teacher leads per site.  District EL Teacher on Special Assignment support, coach, guide and model strategies.  Trainers provide training at their sites.  Site Training Stipend for  Professional development: 21,000 Title III  Materials and supplies: 63,000 Title III	Maintain support for strategies 1-2 teacher leads per site.  District EL Teacher on Special Assignment support, coach, guide and model strategies.  Trainers provide training at their sites.  Site Training Stipend for Professional development: 21,000 Title III  Materials and supplies: 63,000 Title III

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Increase student achievement and other pupil outcomes to prepare all students for college, career, and citizenship in the 21st Century.	State Priorities: (2) Implementati on of State Standards (4) Pupil Achievement; (8) Other Pupil outcomes  District Initiatives: (1) Student Academic Achievement	72. Explore English Language Developmen t core instructional materials for designated instructional time, K-12.	LEA K-12	Professional development: 17,250 Title III  Substitute pay: 18,000 Title III  Materials and supplies: 8,000 Title III  Explore and Purchase Supplemental English Language Development materials to meet new English Language Development proficiency spans with embedded professional development.  Teachers will teach a maximum of 2 proficiency spans  Supplemental curriculum and professional development: 400,000 Title III  Substitute pay: 125,000 Title III	Adopt English Language Development materials to meet new English Language Development proficiency spans with embedded professional development.  Teachers will teach a maximum of 2 proficiency spans  Curriculum: 1,300,000 Title III  Professional development: 325,000 Title III	Continue English Language Development professional development.  Teachers will teach a maximum of 2 proficiency spans.  professional development: 125,000 Title III
Increase	State	73. For Low	School Wide K-	Empower schools to provide	Empower schools to provide	Empower schools to
student	Priorities:	Income,	12	additional services to meet	additional services to meet	provide additional services
achievement	(4) Pupil	English		the needs of unduplicated	the needs of unduplicated	to meet the needs of
and other	Achievement;	Learners, and		students in alignment with	students in alignment with the	unduplicated students in
pupil	(8) Other	Foster Youth		the LCAP.	LCAP.	alignment with the LCAP.
outcomes to	Pupil	pupils:				
prepare all	outcomes	Provide site		Total Amount: 775,000 LCFF	Total Amount: 775,000 LCFF	Total Amount: 775,000

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					ALLINOVED OUIZOIA	Page 13 of 11
students for		managed		 		LCFF
college,	<u>District</u>	funds to				
career, and	<u>Initiatives:</u>	meet unique				
citizenship in	(1) Student	needs.				
the 21 <sup>st</sup>	Academic					
Century.	Achievement;					
	(6) Fiscal					
	Solvency and					
	Operational					
	Efficiency					
Increase	State	74. Implement	LEA 5-8	EL Mentor will develop IPL for	EL Mentor will develop IPL for	EL Mentor will develop IPL
student	Priorities:	individual		site Long Term English	site LTELs in grades 5-8	for site LTELs in grades 5-8
achievement	(4) Pupil	learning		Learners (LTEL) in grades 5-8	focusing on students'	focusing on students'
and other	Achievement;	plans (ILP) to		focusing on students'	academic needs to become	academic needs to become
pupil	(8) Other	decrease the		academic needs to become	language proficient in English.	language proficient in
outcomes to	Pupil	number of		language proficient in		English.
prepare all	outcomes	Long Term		English.	EL Mentor will hold student	
students for		English			conferences to inform student	EL Mentor will hold student
college,	<u>District</u>	Learners		EL Mentor will hold student	of EL status.	conferences to inform
career, and	<u>Initiatives:</u>	(LTEL).		conferences to inform		student of EL status.
citizenship in	(1) Student			student of EL status.	In addition, meeting with	
the 21 <sup>st</sup>	Academic				parents and student to discuss	In addition, meeting with
Century.	Achievement			In addition, meeting with	language goals and targets.	parents and student to
7				parents and student to		discuss language goals and
				discuss language goals and	80% of students and parents	targets.
				targets.	in 6-9 grades will participate.	
						80% of students and
				70% of students and parents	EL Mentor Stipend: 18 x 1000	parents in 6-12 grades will
				in 6-8 grades will participate.	is 18,000 Title III	participate.
				EL Mentor Stipend: 18 x 1000		EL Mentor Stipend: 18 x
				is 18,000 Title III		1000 is 18,000 Title III

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

The increase in funds in the 2014-2015 LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils was determine to be \$19.1 million. The number of low income, foster youth, and English learner pupils was determined to be 92%. The funds will be used to increase and improve services for English Learners, students affected by low socioeconomic conditions, and foster youth. The services include:

- Hiring additional counselors to support and provide services for college and career readiness
- Hiring additional teachers to provide support and services in the areas of English Language Arts intervention and English language development
- Creating an English Language Services department to increase and improve services for English Learners
- Providing targeted professional development for teachers in the areas of English language development, best instructional practices, and college and career readiness
- Purchasing curriculum to enhance instruction and improve the conditions of learning and increase student achievement for English Learners, students affected by low socioeconomic conditions, and foster youth district wide (Common Core State Standard, Career Technical Education, College level coursework)

Additional services distributed district-wide were selected to have the greatest academic impact for low income, foster youth, and English learner pupils. These services included additional teachers, counselors, materials, and professional development. Services distributed school-wide or by grade span were selected to have the greatest academic impact for low income, foster youth, and English learner pupils at the specific site and/or at the specific grade span.

D. Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners

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

The services provided in the LCAP year for unduplicated low-income pupils, foster youth, and English learners include additional counselors, administrative personnel, and programs to improve student achievement, conditions of learning, and pupil engagement. The proportion of services provided to unduplicated low-income pupils, foster youth, and English learners is 15.44% greater and in addition to services provided to all pupils.

- Providing additional services to close achievement gap and increase access and equity (LCFF)
- Hiring the Director of English Language Services to monitor and support English Learners (Title III)
- Hiring English Language teachers on special assignment to support English Learners (Title III)
- Hiring classified staff to support English Learners in the classroom (Title III)
- Purchasing ELD curriculum to enhance ELD program (Title III)
- Hiring a Foster Youth Counselor to provide support to Foster Youth (LCFF)

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