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

<u>**Introduction:**</u>

LEA: Temecula Valley Unified School District   Contact: Diana Damon White (951)-506-7922   LCAP Year:2014/15

Local Control and Accountability Plan and Annual Update Template

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

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

Involvement Process	Impact on LCAP
A mission and vision was set to ensure objectives were clear and achieveable. Schedule of planning and meeting dates were determined. See attached list of dates.	Clearly and concisely conveyed the direction of the organization. Intentions were communicated and the committee was motivated to engage in the LCAP Process. Dates were calendared and rooms were booked.
Stakeholder participation process was developed.	Process produces many benefits including greater sustainability to the development of the LCAP and a sense of ownership and involvement. Process allowed transparency to support LCAP creation. Relationships were built between various stakeholders and perspectives were broadened to better understand the needs of the district on the eight priority goals.
A collaborative process of stakeholder mapping was researched, debated, and discussed and drew from multiple perspectives to determine a key list of stakeholders across the entire stakeholder continuum. Stakeholder Mapping Process: 1. **Identifying:** listing relevant groups, organizations, and people 2. **Analyzing:** understanding stakeholder perspectives and relevance 3. **Mapping:** visualizing relationships to objectives and other stakeholders 4. **Prioritizing:** ranking stakeholder relevance and identifying issues Communication Strategy was determined.	Awareness and understanding of stakeholders and their relationship to the school district. Traditionally underrepresented groups were represented in the committees guaranteed multiple perspectives were shared and heard. Information that needed to be communicated was organized and identify concerns that may be raised to ensure the proper audiences are reached.
Key Messages and communication tools were developed and delivered.	Pathways for communication was formed, promotion of a wider circle of responsibility for input, early identification of strengths, weaknesses and barriers, and community strength increased.
Root Cause Analysis was completed. Process included the gathering and organizing of supported data of each priority goal analyzed. Data was reviewed for current performance and performance trends. Performance strengths and concerns was discussed, identified and listed. Barriers were identified. Barriers analysis occurred in which barriers were identified as controllable or uncontrollable. Barriers in our control were prioritized. Why and Because questions were asked to ensure deep thinking and causes were truly a root cause.	Process structured and maximazed meeting time and provided opportunities to have deep conversations about each priority. Process aided committee to correctly identify the true concerns rather than relying on assumptions, anecdotal information, and/or committee perceptions that name symptoms of the concerns. This important step reached the root of the concern impacting student achievement and the achievement gap between subgroups.Priorities for family engagement, English language learners, secondary math, as well as academic achievement for at-risk learners were determined. This process used quantitative data that could be directly measured and seen as factual as well as qualitative informtion from the various stakeholder's view.
Other input opportunities were in place in order to reach out to all stakeholders. This was done through a survey, community forums, and various meetings with other community groups such as DELAC and TVEA.	Information provided insight in addressing concerns in the LCAP. Almost 50 percent of

Involvement Process	Impact on LCAP
	responses voiced concern about priority goal student engagement.
LCAP was written and multiple opportunities for all stakeholders to provide feedback in various modalities was given.	Feedback helped to assess the views and voices of stakeholders on priority goals strengths and weaknesses, how issues can be improved, and how the LCAP should be revised to ensure continued effectiveness. Most importantly, feedback served as a source of transparency between district and other outside stakeholders.
Changes made to the LCAP based on feedback	Majority of the administrative positions were cut. These positions include Special Education Administration, Supplemental Program Administration (Deans), VAPA Administrator, and the Licensed Clinical Social Worker. Professional Development funding has been reduced from $50,000 to $10,000. This includes professional development in the areas of Math, ELA/ELD, Special Education, PBIS, and District Professional Development. Common Core Release Days allocation was reduced from $350,000 to $175,000. Literacy Specialists were added. VAPA teachers were reduced. Math Specialist positions were reduced. Student Assistant Program Facilitators were reduced. Family Engagement Specialist was added.

LCAP TIMELINE

DATE	MEETING TYPE
10/29/13	Advisory Committee Meeting
11/7/13	Community Forum
11/14/13	Advisory Committee Meeting
12/2/13	Community Forum
12/3/13	Advisory Committee Meeting
12/19/13	Community Forum
1/9/14	Advisory Committee Meeting
1/14/14	Community Forum - Cancelled
1/15/14	Advisory Committee Meeting
1/22/14	Community Forum
3/13/14	Advisory Committee Meeting
3/18/14	TVEA Bargaining Committee Meeting
3/19/14	Superintendent Forum
3/19/14	DELAC Meeting
3/20/14	Advisory Committee Meeting
4/17/14	Advisory Committee Meeting
4/22/14	DELAC Meeting – Presentation of the LCAP Draft
4/24/14	Superintendent Forum - Presentation of the LCAP Draft to Parents and the Community

Section 2: Goals and Progress Indicators

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

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

Guiding Questions:

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
3) What are the LEA's goal(s) to address state priorities related to "Engagement" (e.g., pupil and parent)?
4) What are the LEA's goal(s) to address locally-identified priorities?
5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?

6) What are the unique goals for subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA's goals for all pupils?

7) What are the specific predicted outcomes/metrics/noticeable changes associated with each of the goals annually and over the term of the LCAP?

8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority and/or to review progress toward goals in the annual update?

9) What information was considered/reviewed for individual school sites?

10) What information was considered/reviewed for subgroups identified in Education Code section 52052?

11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Need: Special Education students are not progressing as fast as their grade level peers. It was determined barriers causing slow progress were 1) Placement Concerns 2) Teachers are impacted 3) Levels of intervention support 4) Need of teacher training on compliance and instruction **Metric:** Percentage of special education teachers trained. Language Arts end of	TVUSD students will receive increased quality and/or quantity of instruction.	Special Education	Elementary		Special Education **Special Education elementary teachers will be trained on IEP compliance and creation. Baseline determined.** Focus on IEP compliance Training of Specialist and Special Education Teachers on IEP creation and implementation for elementary students **Special Education Elementary teachers will be trained on Literacy Interventions.** Training of Specialist and Special Education Teachers on	Special Education **Special Education teachers trained on IEP compliance will increase by 2%.** Elementary School Special Education Teachers will be trained on IEP compliance, creation and implementation. Focus on IEP compliance Individual training based on individual Special Education teachers' needs **Elementary special education students will increase scores**	Special Education **Special Education teachers will be trained on IEP compliance and creation.** Training on IEP compliance, creation, and implementation for new Elementary Special Education Teachers. Individual training based on individual Special Education teachers' needs **Elementary and Secondary special education students will increase scores on Reading/Language Arts end of semester assessments and**	**State Priority Pupil Outcomes** Pupil Achievement (4) Other Pupil Outcomes (8) **Local Priority** Priority #1 **Curriculum and Instruction**

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
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semester assessments Reading Assessments DRA or QRI

Percentage of proficient students on CAASPP | | | | | Literacy Interventions and implementation for elementary Special Education students | **on Reading end of semester assessments by 2%**

Continued Training of Specialist and Special Education teachers on Literacy interventions and implementation. | **proficiency on CAASPP Language Arts by 2%**

Continued training of Specialist and Special Education teachers on infusing writing with reading. Training of Special Education in Elementary on Literacy interventions and implementation. | |

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Need: Secondary Math students showed a significant drop in proficiency rates. It was determined that barriers causing proficiency drops were… 1) Lack of Foundational Skills 2) Lack of Scaffold Support 3) Better understanding of instructional strategies and content **Metric:** Percent of Math teachers trained on district focus Percentage of math students proficient on End of Course Semester Assessments Percentage of proficient students on CAASPP	TVUSD students will receive increased quality and/or quantity of instruction.	At-risk (Low Income)	High School		Mathematics **High School Algebra and Geometry teachers will be trained on 2 Mathematical Practices and scaffolds and strategies.** Focus on Mathematical Practices and scaffolds and strategies for at-risk and English learners PLC Data Analysis **High School Algebra and Geometry students will increase scores on Math end of semester assessments by 2%.** Focus on instruction	Mathematics **High School Algebra and Geometry teachers will be trained on 2 new Mathematical Practices and scaffolds and strategies.** Focus on Mathematical Practices and scaffolds and strategies for at-risk and English learners PLC Data Analysis **High School Algebra and Geometry students will increase scores on Math district**	Mathematics **High School Algebra and Geometry teachers will be trained on 2 new Mathematical Practices and scaffolds and strategies.** Focus on Mathematical Practices and scaffolds and strategies for at-risk and English learners PLC Data Analysis **High Algebra and Geometry students will increase scores on Math end of semester assessments and CAASPP by 2%.**	**State Priority Pupil Outcomes** Pupil Achievement (4) Other Pupil Outcomes (8) **Local Priority** Priority #1 **Curriculum and Instruction**

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Percentage of pupils prepared for college based on the Early Assessment Program					of supplemental/core math classes. **Pupils determined prepared for college by the Early Assessment Program will increase by 1%.**	**semester assessments by 2%.** Focus on instruction of supplemental/core math classes. Focus on implementation of strategies and scaffolds for at-risk and English learners. (Model Lessons, Coaching) Focus on implementation of 2 district focused mathematical practice **Pupils determined prepared for college by the Early**	Focus on instruction of supplemental/core math classes. Focus implementation of strategies and scaffolds for at-risk and English learners. (instructional rounds) Focus on implementation of 2 district focused mathematical practices. **Pupils determined prepared for college by the Early Assessment Program will increase by 1%.**	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
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						Assessment Program will increase by 1%.		

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Need: EL students are not progressing as fast as their grade level peers. It was determined that barriers causing slow progress were…. 1) Lack of reading, vocabulary and writing skills 2) Inconsistent focused support 3) Access to course opportunities narrowed 4) Incorrect program placement 5) Access to CCSS classes **Metric:** Percentage of Core Content teachers trained on District Focus Percentage of proficient students on English Language Arts End of Course Semester Assessment Percentage of students	TVUSD students will receive increased quality and/or quantity of instruction	English Learners At-Risk (Low Income)	Middle Schools		English learners **Middle School English Language Arts, Science, and Social Studies teachers will be trained on scaffolds and strategies** Focus on scaffolds and strategies for at-risk and English learners PLC Data Analysis **Middle School English learners will increase scores CELDT test by 2%** **The percentage of middle school English Learners attaining reclassification will increase by 2%**	English learners **Middle School English Language Arts, Science, and Social Studies teachers will continue scaffolds and strategies training and trained on grading practices.** Focus on grading practices. PLC Data Analysis **Middle School English learners will increase scores on Language Arts end of semester assessments and CELDT test by**	English learners **New Middle School and High School English Language Arts, Science, and Social Studies teachers will be trained on scaffolds and strategies and grading practices.** **Middle School English Language Arts, Science and Social Studies teachers will participate in instructional rounds.** Maintain trainings on scaffolds and strategies and grading practices and focus on instruction rounds.	**State Priority Pupil Outcomes** Pupil Achievement (4) Other Pupil Outcomes (8) **Local Priority** Priority #1 **Curriculum and Instruction**

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transitioning into the regular English program from the previous year by meeting English proficiency standards established by the state					Focus on first instruction in the extended ELA class. Focus implementation of strategies and scaffolds for at-risk and English learners. (Model Lessons,	**2%** **The percentage of middle school English Learners attaining reclassification will increase by 2%**	PLC Data Analysis **Middle School English learners will increase scores on Language Arts end of semester assessments and CELDT test by 2%** **The percentage of middle school English Learners attaining reclassification will increase by 2%**	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Need: At-risk students are not progressing as fast as their grade level peers. It was determined that barriers causing slow progress were…. 1)Lack of layers of intervention support 2) Inconsistent data analysis 3)Structure of day 4)Inconsistant intervention implementation and training **Metric:** Percentage of students proficient on End of Course Semester Assessments Percentage of proficient students on CAASPP	TVUSD students will receive increased quality and/or quantity of instruction	At-risk (Low Income)	LEA-Wide		Intervention Classes **Students will increase scores on end of semester assessments by 2%** Focus on foundational academic skills Intervention support on foundation academic skills.	Intervention Classes **Students will increase scores on end of semester assessments by 2%** Continued Focus on foundational academic skills Intervention support on foundational academic skills.	Intervention Classes **Students will increase scores on end of semester assessments and CAASP scores by 2%** Continued Focus on foundational academic skills Intervention support on foundational academic skills.	**State Priority Pupil Outcomes** Pupil Achievement (4) Other Pupil Outcomes (8) **Local Priority** Priority #1 **Curriculum and Instruction**

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
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Need: Teachers need quality professional development and implementation Teacher need to know students as learners It was determined that barriers hindering this area were… 1)More opportunities to be trained 2)Time is impacted 3)Need of appropriate scaffolds and strategies to implement for students to access the CCSS **Metric:** Number of professional development opportunities Percentage of teachers	TVUSD students will receive increased quality and/or quantity of instruction	At-Risk(Low Income) English Learner	LEA-Wide		Professional Development **TVUSD will have more opportunities for professional development. Baseline determined.** Focus professional development opportunities on English learners and at-risk populations for teachers. **Students will increase scores on end of semester assessments by 2%**	Professional Development **TVUSD will have more opportunities for professional development.** **TVUSD will increase the number of teachers trained by 2%** Maintain professional development opportunities on English learners and at-risk populations. **Students will increase scores on end of semester assessments by 2%**	Professional Development **TVUSD will have more opportunities for professional development.** **TVUSD will increase the number of teachers trained by 2%** Maintain professional development opportunities on English learners and at-risk populations. **Students will increase scores on end of semester assessments and CAASP scores by 2%**	**State Priority Pupil Outcomes** Pupil Achievement (4) Other Pupil Outcomes (8) **Local Priority** Priority #1 **Curriculum and Instruction**

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
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attending trainings Percentage of students proficient on End of Course Semester Assessments Percentage of proficient students on CAASPP								

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
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Need: Students need opportunities for enrichment activities	TVUSD Students will receive increased opportunities to have access to and are enrolled in a broad area of study and electives.	English Learner	Elementary Schools		VAPA	VAPA	VAPA	**State Priority:**
Students need opportunites for a broad course of study in the elementary					**Baseline determined for number/percentage of TVUSD elementary students who participate in co-curricular programs.**	**Maintain number percentage of TVUSD elementary students who participate in co-curricular programs.**	**Maintain number percentage of TVUSD elementary students who participate in co-curricular programs.**	**Conditions of Learning**
Students need access to VAPA Opportunities					**VAPA classes will be provided for students**	**VAPA classes will be provided for students**	**VAPA classes will be provided for students**	Course Access (7)
Time for teachers to collaborate, prepare, and create a guaranteed and viable CCSS curriculum, resources and materials to meet the needs of learners.					Elementary students will receive VAPA instruction once a week.	Maintain VAPA instruction once a week for Elementary and English learners students	Maintain VAPA instruction once a week for Elementary and English learner students	**Local Priority:** Priority 2 Involvement and Connections
Teachers need time to analyze data to know the students as learners.					English Learners will receive an extra class per week focused on Academic Vocabulary	**Professional Development opportunities on VAPA strategies infused with classroom instruction will**	**Professional Development opportunities on VAPA strategies infused with classroom instruction will increase**	
It was determined barriers hindering this area were… 1)Lack of programs for the elementary					**Professional Development**			

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
2)Teachers' time is impacted 3)Lack of training on VAPA **Metrics:** Number of Elementary students who participate in VAPA programs Number of Professional Development for VAPA Percentage of teachers trained					**opportunities on VAPA strategies infused classroom instruction will increase** VAPA Professional Development will happen 2 times per year for elementary teachers.	**increase** **TVUSD will increase the number of teachers trained by 2%** Maintain VAPA Professional Development	**TVUSD will increase the number of teachers trained by 2%** Maintain VAPA Professional Development	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
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Need: Students need opportunities for enrichment activities

Students need extended time for elective opportunites

English learners need opportunities to obtain English from peers

Students need access to VAPA opportunities

It was determined that barriers hindering this area were…..

1)At-risk (Low Income) and English learners have limited opportunities for enriching electives

Metric: Number/Percentage of TVUSD students who participate in co- | TVUSD students will receive increased quality and/or quantity of instruction | At-Risk(Low Income) English Learner | LEA-Wide | | Extended/Adjusted Day

Baseline determined for number/percentage of TVUSD secondary students who participate in co-curricular programs.

The number of students that fulfill A-G requirements or career technical education sequences will increase by 1%.

The number of students that pass Advanced Placement exams with a 3 or higher will increase by 1%.

Students will be provided extended | Extended/Adjusted Day

Number of secondary students who participate in co-curricular programs will increase by 2%.

The number of students that fulfill A-G requirements or career technical education sequences will increase by 1%.

The number of students that pass Advanced Placement exams with a 3 or higher will increase by 1%.

Students will be provided | Extended/Adjusted Day

Number of secondary students who participate in co-curricular programs will increase by 2%.

The number of students that fulfill A-G or career technical education sequences requirements will increase by 1%.

The number of students that pass Advanced Placement exams with a 3 or higher will increase by 1%.

Students will be | **State Priority:**

Conditions of Learning

Course Access (7)

Pupil Outcomes

Pupil Achievement (4)

Local Priority:

Priority 2 Involvement and Connections |

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

Number/Percentage of English learners and At-risk (Low Income) students participating in co-curricular programs

A-G requirements for UC system

Career Technical Education Sequence

Advanced Placement Exam Pass rate | | | | | or adjusted day opportunities for co-curricular programs.

.4 FTE will be provided for two sections of elective opportunities for High Schools and .2 FTE for Middle Schools | extended or adjusted day opportunities for co-curricular programs.

Maintain .4 FTE for two sections and .2 FTE for Middle Schools of elective opportunities | provided increased extended or adjusted day opportunities for co-curricular programs.

Maintain .4 FTE for two sections and .2 FTE for Middle Schools of elective opportunities plus add .2 FTE | |

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Need: Time for teachers to collaborate, prepare, and create a guaranteed and viable CCSS curriculum, resources and materials to meet the needs of learners. Students need access to core curriculum with scaffolds, accommodations and modifications. Students need viable and guaranteed curriculum It was determined that barriers hindering this area were… 1)Teachers' time is impacted 2)Training **Metrics:** Number of students that have sufficient access to	TVUSD will implement CCSS including English language development standards	All	LEA-Wide		PLC release time for CCSS implementation **Baseline determined on student's access to CCSS aligned supplemental instructional materials.** Teachers will be given time to build CCSS units and create resources to implement in classroom. Elementary and Middle School English Language Arts and Math Teachers will be provided 3 full days to create materials and resources for curriculum units. High School Math,	PLC release time for CCSS implementation **Increase students' access to CCSS aligned supplemental instructional materials by 2%.** Teachers will be given time to build CCSS units and create resources to implement in classroom. Maintain 3/4 full days for material and resource creation for curriculum units.	PLC release time for CCSS implementation **Increase student's access to CCSS aligned instructional materials by 2%** Teachers will be given time to build CCSS units and create resources to implement in classroom. Maintain 3/4 full days for material and resource creation for curriculum units	**State Priority:** **Conditions of Learning** Implementation of CCSS (2) **Local Priority:** Priority 1 Curriculum and Instruction

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
standards-aligned instructional materials.					Language Arts and Science Teachers will be provided 4 full days to create materials and resources for curriculum units.			

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Need: Time for teachers to collaborate, prepare, and create a guaranteed and viable CCSS curriculum resources and materials to meet the needs of learners. Students need access to core curriculum with scaffolds, accommodations and modifications. Students need viable and guaranteed curriculum It was determined that barriers hindering 1)Teachers' time is impacted 2)Training **Metrics:** Number of subjects that have sufficient access to	TVUSD will implement CCSS including English language development standards	English Learners At-risk (Low Income)	Secondary		CCSS At-Risk and EL Task Force **English learners and At-risk students will have a viable and guaranteed curriculum with accommodations and modifications to meet learning needs** Middle School Task force will be created and days planned for the creation of accommodations and modifications for assessments and resources for CCSS units in Language Arts and Math.	CCSS At-Risk and EL Task Force **English learners and At-risk students will have a viable and guaranteed curriculum with accommodations and modifications to meet learning needs** Middle School Task force will be created and days planned for the creation of accommodations and modifications for assessments and resources for CCSS units in Social Studies and Science. Training to	CCSS At-Risk and EL Task Force **English learners and At-risk students will have a viable and guaranteed curriculum with accommodations and modifications to meet learning needs** High School Task force will be created and days planned for the creation of accommodations and modifications for assessments and resources for CCSS units in Language Arts and Math. Training to teachers on the accommodations and modifications	**State Priority:** **Conditions of Learning** Basic (1) **Local Priority:** Priority 1 Curriculum and Instruction

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

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Need: Students need access to core curriculum with scaffolds, accommodations and modifications. Students need viable and guaranteed curriculum It was determine that barriers hindering this area were… 1) Outdated supplemental curriculum 2) Materials and curriculum not aligned to CCSS **Metric:** Number of available standards-aligned instructional materials	TVUSD will implement CCSS including English language development standards	English Learner At-risk (Low Income)	LEA-Wide		Supplemental Curriculum **Baseline determined on student's access to SBE CCSS aligned supplemental curriculum** Students will have common core aligned curriculum that is SBE approved Research and adopt curriculum Train teachers on curriculum Implement curriculum	Supplemental Curriculum **Maintain % student's access to SBE CCSS aligned supplemental curriculum** Students will have common core aligned curriculum that is SBE approved Train new teachers on curriculum Continue implementation of curriculum	Supplemental Curriculum **Maintain % student's access to SBE CCSS aligned supplemental curriculum** Students will have common core aligned curriculum that is SBE approved Train new teachers on curriculum Continue implementation of curriculum	**State Priority: Conditions of Learning** Basic (1) **Local Priority:** Priority 1 Curriculum and Instruction

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Need: Student need access to College Readiness program that accelerates student learning, uses research based methods of effective instruction	TVUSD students will be provided opportunities to connect to school and have co-curricular opportunities.		High Schools		AVID **AVID students' school attendance rates will increase by 2%.**	AVID **AVID students' school attendance rates will increase by 2%.**	AVID **AVID students' school attendance rates will increase by 2%.**	**State Priority: Engagement:** Pupil Engagement (5)
Provide opportunities for students to build relationship with a caring adult.					**AVID students' chronic absenteeism rates will decrease by 2%.**	**AVID students' chronic absenteeism rates will decrease by 2%.**	**AVID students' chronic absenteeism rates will decrease by 2%.**	School Climate (6)
It was determined that barriers hindering student engagement….					Students will be provided a high quality co-curricular AVID Program	Students will be provided a high quality co-curricular AVID Program	Students will be provided a high quality co-curricular AVID Program	**Local Priority:** Priority 2 Involvement and Connections
1)Students may not feel connected to school 2)Lack of male mentoring 3)Student not attending class					Increase Sections Provide quality college tutors	Maintain Sections Provide quality college tutors	Maintain Sections and increase by .2 FTE Provide quality college tutors	
Metric: School attendance rates Chronic absenteeism rates Access to AVID					Provide training for AVID teachers	Provide training for AVID teachers	Provide training for AVID teachers	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
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Need: More counselors to address behavior needs Students need opportunities for layers of behavior interventions It was determined that barriers hindering social development of students were… 1)Inconsistant Tier II behavior support 2)Lack of counselors 3)Students not feeling connected to school **Metric:** Number of Tier I referrals Pupil Suspension and Expulsion Rates Middle School Dropout Rates	Our schools will maintain standards of student behavior that keep the learning environment safe and free from distraction.	Foster Youth	PBIS Schools		PBIS Tier II Student Assistance Program Facilitator **Baseline Tier I referrals determined.** **Number of pupil suspension and expulsion rate will decrease by 1%.** **Baseline of middle school dropout rates determined.** Students will be provided Tier II Behavior Support Individual council, group council, parent consult and classroom consult will be available. Foster Youth will have group sessions to meet needs of students.	PBIS Tier II Student Assistance Program Facilitator **Number of Tier I referrals will decrease by 2%.** **Number of pupil suspension and expulsion rate will decrease by 1%.** **Middle school dropout rate will decrease by 1%.** Students will be provided Tier II Behavior Support. Individual council, group council, parent consult and classroom consult will be available.	PBIS Tier II Student Assistance Program Facilitator **Number of Tier I referrals will decrease by 2%.** **Number of pupil suspension and expulsion rate will decrease by 1%.** **Middle school dropout rate will decrease by 1%.** Students will be provided Tier II Behavior Support Individual council, group council, parent consult and classroom consult will be available. Foster Youth will have group sessions to meet needs of students.	**State Priority: Engagement:** School Climate (6) Pupil Engagement (5) **Local Priority:** Priority 3 High Quality Educational Environment

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
					PBIS school teachers will be trained in PBIS strategies Training of Specialist and Teachers on Boys Town and PBIS Interventions and implementation for elementary PBIS students.	Foster Youth will have group sessions to meet needs of students. **PBIS school teachers will be trained on PBIS strategies.** Maintain training of Specialist and Teachers on Boys Town and PBIS Interventions and implementation for elementary PBIS students.	**PBIS school teachers will be trained in PBIS strategies.** Maintain training of Specialist and Teachers on Boys Town and PBIS Interventions and implementation for elementary PBIS students. Grow PBIS to all elementary schools.	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Need: Lack of connection to school by students. More counselors needed to help support social/emotional needs It was determined that barriers hindering student engagement were…. 1) Students may not feel connected to school 2) More counselors needed to help support social/emotional needs 3) English learners, Special Education and males have higher drop-out rate 4) Lack of male mentoring **Metric:** Graduation rate Dropout rate	Our students will be provided relevant opportunities that connect them to their school as well as significant adults to allow them to pursue their academic, career, and personal interests.	Foster Youth English learners Re-designated Youth	Secondary		Counselors **High school graduation rates will increase for Foster Youth, English Learners, and Redesignated English learners by 1%.** **High school dropout rates will decrease for Foster Youth, English Learners, and Redesignated English learners by 1%.** Students will be provided academic and social consult to meet individual needs. Counselor will be provided for Foster Youth, English	Counselors **High school graduation rates will increase for Foster Youth, English Learners, and Redesignated English learners by 1%.** **High school dropout rates will decrease for Foster Youth, English Learners, and Redesignated English learners by 1%.** Students will be provided academic and social consult to meet individual needs. Maintain	Counselors **High school/graduation rates will increase for Foster Youth, English Learners, and Redesignated English learners by 1%.** **High school dropout rates will decrease for Foster Youth, English Learners, and Redesignated English learners by 1%.** Students will be provided academic and social consult to meet individual needs. Maintain Counselors for Foster Youth,	**State Priority: Engagement:** Pupil Engagement (5) **Local Priority:** Priority 2 Involvement and Connections

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
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					learners, and re-designated English learners in High Schools. Students will be provided consult on academic needs and social needs.	Counselors for Foster Youth, English learners, and re-designated English learners in High Schools. Students will be provided consult on academic needs and social needs.	English learners, and re-designated English learners in High Schools. Increase counselors for Middle Schools. Students will be provided consult on academic needs and social needs.	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Need: Provide opportunities for parents to connect with school. Parent Workshops It was determined that barriers hindering parents from being involved were…. 1)Lack of activities, performances, recognition for students especially in the secondary. 2)Lack of knowledge about the systems at each school (Hidden Rules) 3)Parent awareness of resource rooms and resources available at school site **Metric:** California Healthy Kids Survey	TVUSD families and community members will feel connected and informed.	At-risk (Low-Income) English learners Redesignated English learners Foster Youth	LEA-Wide		Parent Involvement **School Connectedness on California Healthy Kids survey will increase by 1%** **Baseline determined for parent involvement in district and school site.** **Baseline determined for parent participation in programs for unduplicated pupils and special needs subgroups.** Parents will be provided engagement opportunities. Focus on recruiting parents,	Parent Involvement **School Connectedness on California Healthy Kids survey will increase by 1%** **Parent involvement for district and school site will increase by 1%.** **Parent participation in programs for unduplicated pupils and special needs subgroups will increase by 1%.** Parents will be provided engagement opportunities.	Parent Involvement **School Connectedness on California Healthy Kids survey will increase by 1%** **Parent involvement for district and school site will increase by 1%.** **Parent participation in programs for unduplicated pupils and special needs subgroups will increase by 1%.** Parents will be provided engagement opportunities.	**State Priority: Engagement:** School Climate (6) Parent Involvement (3) **Local Priority:** Priority 4 High Quality Family and Community Engagement

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Parent Input in decision making at district and school site Promotion of parent participation in programs for unduplicated pupils and special needs subgroups.					parent/student workshops for College Readiness and parent communication.	Maintain on recruiting parents, parent/student workshops for College Readiness and parent communication.	Maintain on recruiting parents, parent/student workshops for College Readiness and parent communication.	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Need: Foster Youth need a safe place to feel a sense of safety and connectedness. It was determined that barriers hindering Foster Youth to feel connected were… 1)Lack of resources 2)Students indicate insecurity at school **Metric:** California Healthy Kids Survey	TVUSD families and community members will feel connected and informed.	Foster Youth	LEA-wide		Resource Center **School Connectedness on California Healthy Kids survey will increase by 1%** Foster Youth will be provided a safe place to store belongings during transition and have resources available. Set up resource center in TVUSD Welcome Center for Foster Youth	Resource Center **School Connectedness on California Healthy Kids survey will increase by 1%** Foster Youth will be provided a safe place to store belongings during transition and have resources available. Maintain resource room. Connect with community to provide resources for Foster Youth	Resource Center **School Connectedness on California Healthy Kids survey will increase by 1%** Foster Youth will be provided a safe place to store belongings during transition and have resources available. Maintain resource room. Connect with community to provide resources for Foster Youth	**State Priority: Engagement:** School Climate (6) **Local Priority:** Priority 4 High Quality Family and Community Engagement

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Need: Continue to maintain highly qualified teachers that are appropriately assigned, fully credentialed in the subject areas and for the pupils they are teaching. **Metric:** Degree, to which teachers of the school district are appropriately assigned, fully credentialed in the subject area and for the pupils they are teaching.	Our students will be educated with teachers that are appropriately assigned, fully credentialed in the subject area and for the pupils they are teaching.	All	LEA-wide		Highly Qualified Teachers **Maintain number of highly qualified teachers.**	Highly Qualified Teachers **Maintain number of highly qualified teachers.**	Highly Qualified Teachers **Maintain number of highly qualified teachers.**	**State Priority: Conditions of Learning** Basic (1) **Local Priority:** Priority 1 Curriculum and Instruction

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Need: Continue to maintain school facilities. **Metric:** School facilities are maintained in good repair.	TVUSD students will be educated in school facilities are maintained.	All	LEA-wide		School Facilities **Maintain school facilities to ensure they are in good repair.**	School Facilities **Maintain school facilities to ensure they are in good repair.**	School Facilities **Maintain school facilities to ensure they are in good repair.**	**State Priority: Conditions of Learning** Basic (1) **Local Priority:** Priority 3 High Quality Educational Environment

Section 3: Actions, Services, and Expenditures

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

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

Guiding Questions:

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

7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?

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

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
TVUSD students will receive increased quality or quantity of instruction.	**State Priority Pupil Outcomes** Pupil Achievement (4) Other Pupil Outcomes (8) **Local Priority:** Priority #1 Curriculum and Instruction	**Action:** Supplemental Support Specialist **Service:** Provide Professional Development Assist teachers on compliance and academics **Goal Page: 8-9**	Elementary		**Action:** Hire Supplemental Support Specialists **Expenditure:** Salary and Benefits $361,336 **Funding:** LCAP Supplemental Funds	**Action:** Maintain Supplemental Support Specialist **Expenditures:** Salary and Benefits $379,403 **Funding:** LCAP Supplemental Funds	**Action:** Maintain Supplemental Support Specialist **Expenditure:** Salary and Benefits $398,373 **Funding:** LCAP Supplemental Funds
TVUSD students will receive increased quality or quantity of instruction.	**State Priority Pupil Outcomes** Pupil Achievement (4) Other Pupil Outcomes (8)	**Action:** Supplemental Support Professional Development **Service:**	Elementary		**Action:** Professional Development **Expenditure:** Substitute Pay for	**Action:** Maintain Professional Development **Expenditure:**	**Action:** Maintain Professional Development **Expenditure:**

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
	Local Priority: Priority #1 Curriculum and Instruction	Provide Professional Development on IEP and Literacy **Goal Page: 8-9**			teachers $10,000 **Funding:** LCAP Supplemental Funds	Substitute Pay for teachers $10,000 **Funding:** LCAP Supplemental Funds	Substitute Pay for teachers $10,000 **Funding:** LCAP Supplemental Funds
TVUSD students will receive increased quality or quantity of instruction.	**State Priority Pupil Outcomes** Pupil Achievement (4) Other Pupil Outcomes (8) **Local Priority:** Priority #1 Curriculum and Instruction	**Action:** Math Specialists **Service:** Provide Supplemental Instruction Deliver Professional Development Provide scaffolds and strategies to improve academic achievement Assist teachers and students with instructional strategies and mathematical practices	Secondary		**Action:** Hire Math Specialists **Expenditure:** Salary and Benefits $307,793 **Funding:** LCAP Supplemental Funds	**Action:** Maintain Math Specialists **Expenditure:** Salary and Benefits $323,183 **Funding:** LCAP Supplemental Funds	**Action:** Maintain Math Specialists **Expenditure:** Salary and Benefits $339,342 **Funding:** LCAP Supplemental Funds

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		Data Analyst Model lessons Elbow coaching Professional Learning Community participant **Goal Page: 10-12**					
TVUSD students will receive increased quality or quantity of instruction.	**State Priority Pupil Outcomes** Pupil Achievement (4) Other Pupil Outcomes (8) **Local Priority:** Priority #1 Curriculum and Instruction	**Action:** Math Professional Development **Service:** Professional Development for Math District Focus **Goal Page: 10-12**	Secondary		**Action:** Professional Development **Expenditure:** $10,000 **Funding:** LCAP Supplemental Funds	**Action:** Maintain Professional Development **Expenditure:** $10,000 **Funding:** LCAP Supplemental Funds	**Action:** Maintain Professional Development **Expenditure:** $10,000 **Funding:** LCAP Supplemental Funds
TVUSD students will receive increased quality or quantity of instruction.	**State Priority Pupil Outcomes** Pupil Achievement (4) Other Pupil Outcomes (8)	**Action:** ELA Specialist **Services:** Provide	Secondary		**Action:** Hire Middle School ELA Specialists **Expenditure:**	**Action:** Maintain Middle School ELA Specialists **Expenditure:**	**Action:** Maintain High School ELA Specialists **Expenditure:**

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
	Local Priority: Priority #1 Curriculum and Instruction	Supplemental Instruction Deliver Professional Development Provide scaffolds and strategies to improve academic achievement Assist teachers and students with instructional strategies Data Analyst Model lessons Elbow coaching Professional Learning Community participant **Goal Page: 13-14**			Salary and Benefits $542,004 **Funding:** LCAP Supplemental Funds	Salary and Benefits $569,104 **Funding:** LCAP Supplemental Funds	Salary and Benefits $597,560 **Funding:** LCAP Supplemental Funds
TVUSD students will receive increased quality or quantity of	**State Priority Pupil Outcomes** Pupil Achievement (4) Other Pupil	**Action:** EL Educational Assistants Service:	Middle Schools		**Action:** Hire EL Educational Assistants		

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
instruction.	Outcomes (8) **Local Priority:** Priority #1 Curriculum and Instruction	Assist students in obtaining English Proficiency and CCSS proficiency. **Goal Page: 13-14**			**Expenditure:** Salary and Benefits $47,376 **Funding:** LCAP Supplemental Funds		
TVUSD students will receive increased quality or quantity of instruction.	**State Priority Pupil Outcomes** Pupil Achievement (4) Other Pupil Outcomes (8) **Local Priority:** Priority #1 Curriculum and Instruction	**Action:** ELA/ELD Professional Development **Service:** Professional Development on ELA/ELD District Focus **Goal Page: 13-14**	Secondary		**Action:** Professional Development **Expenditure:** Substitute Pay for Secondary teachers $10,000 **Funding:** LCAP Supplemental Funds	**Action:** Maintain Professional Development **Expenditure:** Substitute Pay for Secondary teachers $10,000 **Funding:** LCAP Supplemental Funds	**Action:** Maintain Professional Development **Expenditure:** Substitute Pay for Secondary teachers $10,000 **Funding:** LCAP Supplemental Funds
TVUSD students will receive increased	**State Priority Pupil Outcomes** Pupil Achievement	**Action:** Supplemental Programs	LEA-Wide		**Action:** Supplemental Programs	**Action:** Supplemental Programs	**Action:** Supplemental Programs

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
quality or quantity of instruction.

Our students will be educated with teachers that are appropriately assigned, fully credentialed in the subject area and for the pupils they are teaching.

TVUSD will implement CCSS including English language development standards

TVUSD Families and community members will feel connected and | (4) Other Pupil Outcomes (8)

Conditions of Learning

Basic Services (1) Implementation of State Standards (2)

Engagement

Parent Involvement (3)

School Climate(6)

Local Priority Priority #1 Curriculum and Instruction | Coordination

Service:

LCAP Coordination

Plan and development of Intervention Specialist program, Math and ELA Specialist

Oversight of Specialists

Training/Professional Development for Intervention Specialists

District Professional Development for teachers and instructional assistants

Planning and development of Task Force for Special Populations

Facilitating Task Force for Special | | | Coordination

Expenditure:

Salary and Benefits

$220,000

Funding:

LCAP Supplemental Funds | Coordination

Expenditure:

Salary and Benefits

$231,000

Funding:

LCAP Supplemental Funds | Coordination

Expenditure:

Salary and Benefits

$242,550

Funding:

LCAP Supplemental Funds |

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
informed Our schools will maintain standards of student behavior that keep the learning environment safe and free from distraction.		Populations Planning and facilitating of parent workshops **Goal Page: 8-36**					
TVUSD students will receive increased quality or quantity of instruction.	**State Priority Pupil Outcomes** Pupil Achievement (4) Other Pupil Outcomes (8) **Local Priority** Priority #1 Curriculum and Instruction	**Action:** District Professional Development for teachers **Services:** Provide professional development on District focus and scaffolds **Goal Page: 16-17**	LEA		**Action:** District Professional Development **Expenditure:** Embedded in Special Programs Coordination duties $10,000 **Funding Source:** LCAP Supplemental Funds	**Action:** Maintain District Professional Development **Expenditure:** Embedded in Special Programs Coordination duties $10,000 **Funding Source:** LCAP Supplemental Funds	**Action:** Maintain District Professional Development **Expenditure:** Embedded in Special Programs Coordination duties $10,000 **Funding Source:** LCAP Supplemental Funds

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
TVUSD Students will receive increased opportunities to have access to and are enrolled in a broad area of study and electives.	**State Priority:** **Conditions of Learning** Course Access (7) **Local Priority:** Priority 2 Involvement and Connections	**Actions:** VAPA Teachers **Services:** Provide instruction in Visual and Performing Arts Provide Staff Development **Goal Page: 18-19**	Elementary			**Action:** Hire VAPA Teachers. **Expenditure:** Salary and Benefits $180,000 **Funding Source:** LCAP Supplemental Funds	**Action:** Maintain VAPA Teachers Increase VAPA Teachers by 2 **Expenditure:** Salary and Benefits $369,000 **Funding Source:** LCAP Supplemental Funds
TVUSD Students will receive increased opportunities to have access to and are enrolled in a broad area of study and electives.	**State:** **Conditions of Learning** Course Access (7) **Local Priority:** Priority 2 Involvement and Connections	**Action:** VAPA Professional Development **Service:** Professional Development on VAPA District Focus **Goal Page: 18-19**	Elementary		**Action:** Professional Development **Expenditure:** $3,000 **Funding:** LCAP Supplemental Funds	**Action:** Maintain Professional Development **Expenditure:** $3,000 **Funding:** LCAP Supplemental Funds	**Action:** Maintain Professional Development **Expenditure:** $4,000 **Funding:** LCAP Supplemental Funds

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
TVUSD Students will receive increased opportunities to have access to and are enrolled in a broad area of study and electives.	**State:** **Conditions of Learning** Course Access (7) **Local Priority:** Priority 2 Involvement and Connections	**Action:** VAPA Resources and Materials **Service:** Provides students with materials and resources to access the Visual and Performing Arts Standards **Goal Page: 18-19**	Elementary		**Action:** VAPA Resources and Materials **Expenditure:** $15,000 **Funding:** LCAP Supplemental Funds	**Action:** VAPA Resources and Materials **Expenditure:** $15,000 **Funding:** LCAP Supplemental Funds	**Action:** VAPA Resources and Materials **Expenditure:** $15,000 **Funding:** LCAP Supplemental Funds
TVUSD Students will receive increased opportunities to have access to and are enrolled in a broad area of study and electives.	**State Priority:** **Conditions of Learning** Course Access (7) **Pupil Outcomes** Pupil Achievement (4) **Local Priority:** Priority 2 Involvement and Connections	**Action:** Extending/Adjusting the School Day **Service:** Adding of 2 extra hours before and after school for electives **Goal Page: 20-21**	Secondary		**Action:** .4 FTE High School .2 FTE Middle School .2FTE Alt. Ed **Expenditure:** $199,407 **Funding Source:** LCAP Supplemental Funds	**Action:** Maintain .4 FTE and .2FTE **Expenditure:** $209,377 **Funding Source:** LCAP Supplemental Funds	**Action:** Maintain .4 FTE and .2 FTE **Expenditure:** $219,846 **Funding Source:** LCAP Supplemental Funds

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
TVUSD will implement CCSS including English language development standards	**State Priority: Conditions of Learning** Implementation of CCSS (2) **Local Priority:** Priority 2 Involvement and Connections	**Action:** PLC release time for CCSS implementation **Service:** Time for teachers to build CCSS units and create resources. **Goal Page: 22-23**	LEA-wide		**Action:** Substitute Teachers for High School ELA, Math, SS, Science Teachers Substitute Teachers for ELA and Math Middle School Teachers Substitute Teachers for K-5 Teachers **Expenditure:** Substitute Teachers' Pay $175,000 **Funding Source:** LCAP Supplemental Funds	**Action:** Maintain release days **Expenditure:** Substitute Teachers' Pay $175,000 **Funding Source:** LCAP Supplemental Funds	**Action:** Maintain release days **Expenditure:** Substitute Teachers' Pay $175,000 **Funding Source:** LCAP Supplemental Funds
TVUSD will implement CCSS including	**State Priority: Conditions of Learning**	**Action:** CCSS Resources			**Action:** Purchase CCSS Resources and	**Action:** Purchase CCSS Resources and	**Action:** Purchase CCSS Resources and

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
English language development standards	Implementation of CCSS (2) **Local Priority:** Priority 2 Involvement and Connections	**Service:** Provides students with materials and resources to access the CCSS. **Goal Page: 22-23**			Materials **Expenditure:** $12,000 **Funding Source:** LCAP Supplemental Funds	Materials **Expenditure:** $12,000 **Funding Source:** LCAP Supplemental Funds	Materials **Expenditure:** $12,000 **Funding Source:** LCAP Supplemental Funds
Our schools will maintain standards of student behavior that keep the learning environment safe and free from distraction.	**State Priority: Engagement:** Pupil Engagement (5) School Climate (6) **Local Priority:** Priority # 3 High Quality Family and Community Engagement	**Action:** PBIS Tier II Student Assistance Program Facilitator **Service:** Planning and providing training to administration and teachers Providing individual and group council to students Providing classroom and parent consult **Goal Page: 28-29**	Elementary Middle School		**Action:** Hire PBIS Tier II Student Assistance Program Facilitator **Expenditure:** Salary and Benefits $271,002 **Funding Source:** LCAP Supplemental Funding	**Action:** Maintain PBIS Tier II Student Assistance Program Facilitator **Expenditure:** Salary and Benefits $284,552 **Funding Source:** LCAP Supplemental Funding	**Action:** Maintain PBIS Tier II Student Assistance Program Facilitator Increase PBIS Tier II Student Assistance Program Facilitator **Expenditure:** Salary and Benefits $311,903 **Funding Source:**

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
							LCAP Supplemental Funding
Our schools will maintain standards of student behavior that keep the learning environment safe and free from distraction.	**State Priority: Engagement:** Pupil Engagement (5) School Climate (6) **Local Priority:** Priority # 3 High Quality Family and Community Engagement	**Action:** Tier II PBIS Professional Development **Service:** Professional Development on Tier II PBIS District Focus **Goal Page: 28-29**	Elementary Middle School		**Action:** Tier II PBIS Professional Development **Expenditure:** $10,000 **Funding:** LCAP Supplemental Funds	**Action:** Tier II PBIS Professional Development **Expenditure:** $10,000 **Funding:** LCAP Supplemental Funds	**Action:** Tier II PBIS Professional Development **Expenditure:** $10,000 **Funding:** LCAP Supplemental Funds
TVUSD students will be provided opportunities to connect to school and have co-curricular opportunities	**State Priority: Engagement:** Pupil Engagement (5) School Climate (6) **Local Priority:** Priority #2 Involvement and Connections	**Action:** AVID Tutors **Service:** Provide tutoring to AVID students **Goal Page: 27**	High Schools		**Action:** Hire AVID Tutors **Expenditure:** Salary $60,000 **Funding Source:** LCAP Supplemental Funding	**Action:** Maintain AVID Tutors **Expenditure:** Salary $60,000 **Funding Source:** LCAP Supplemental	**Action:** Maintain AVID Tutors Increase number of Tutors **Expenditure:** Salary $70,000 **Funding Source:**

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
						Funding	LCAP Supplemental Funding
TVUSD students will be provided opportunities to connect to school and have co-curricular opportunities	**State Priority: Engagement:** Pupil Engagement (5) School Climate (6) **Local Priority:** Priority #2 Involvement and Connections	**Action:** AVID Training and Certification **Service:** Summer Institute Training for AVID Teachers **Goal Page: 27**	High Schools		**Action:** Teachers attend Summer Institute Training AVID Training Certification **Expenditure:** Cost of Training and Certification $15,500 **Funding Source:** LCAP Supplemental Funding	**Action:** Teachers attend Summer Institute Training AVID Training Certification **Expenditure:** Cost of Training and Certification $15,500 **Funding Source:** LCAP Supplemental Funding	**Action:** Teachers attend Summer Institute Training Increase number of teachers attending Summer Institute Training AVID Training Certification Add number of Certifications **Expenditure:** Cost of Training and Certification $22,500 **Funding Source:** LCAP Supplemental Funding
TVUSD students will be provided opportunities to connect to	**State Priority: Engagement:** Pupil Engagement (5)	**Action:** .2 FTE **Service:**	High Schools		**Action:** **Expenditure:**	**Action:** **Expenditure:**	**Action:** .2 FTE **Expenditure:**

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
school and have co-curricular opportunities	School Climate (6) **Local Priority:** Priority # 2 Involvement and Connections	AVID Program Coordination at Site Level **Goal Page: 27**			**Funding Source:**	**Funding Source:**	$42,5000 **Funding Source:** LCAP Supplemental Funding
TVUSD Families and community members will feel connected and informed	**State Priority: Engagement:** Parent Involvement (3) School Climate (6) **Local Priority:** Priority # 3 High Quality Family and Community Engagement	**Action:** Family Engagement Specialist **Service:** Coordination of Parent Advisory Committee Coordination of District and site English Learner Advisory Committee Coordination of Community Advisory Committee School Site Council Training Parent Workshop Coordination	LEA-wide		**Action:** Hire Family Engagement Specialist **Expenditure:** Salary and Benefits $86,798 **Funding Source:** LCAP Supplemental Funding	**Action:** Maintain Family Engagement Specialist **Expenditure:** Salary and Benefits $91,138 **Funding Source:** LCAP Supplemental Funding	**Action:** Maintain Family Engagement Specialist **Expenditure:** Salary and Benefits $95,695 **Funding Source:** LCAP Supplemental Funding

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		Foster Youth Resource Room Coordination Parent Communication **Goal Page: 32-33**					
TVUSD students will receive increased quality or quantity of instruction Our students will be educated with teachers that are appropriately assigned, fully credentialed in the subject area and for the pupils they are teaching. TVUSD will implement CCSS including	**State Priority Pupil Outcomes** Pupil Achievement (4) Other Pupil Outcomes (8) **Conditions of Learning** Basic (1) Implementation of State Standards (2) **Engagement** Parent Involvement (3) Priority #1 **Curriculum and Instruction**	**Action:** Support Materials and Supplies **Service:** Provide support materials and supplies for students, teachers, and trainings. **Goal Page: 8-36**	LEA-wide		**Action:** Support Materials and Supplies Expenditure: $439,909		

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
English language development standards

TVUSD Families and community members will feel connected and informed

Our schools will maintain standards of student behavior that keep the learning environment safe and free from distraction. | | | | | | | |

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

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
TVUSD students will receive increased quality or quantity of instruction.	**State Priority** Pupil Outcomes Pupil Achievement (4) Other Pupil Outcomes (8) Priority #1 **Curriculum and Instruction**	**For low income pupils** **Action:** Intervention Literacy Specialist **Service:** Provide Supplemental Instruction in Literacy Provide scaffolds and strategies to improve academic achievement Data Analyst Professional Learning Community participant	Elementary		**Action:** Hire Intervention Literacy Specialists **Expenditure:** $632,338 **Funding:** LCAP Supplemental Funds	**Action:** Maintain Intervention Literacy Specialists **Expenditure:** $663,955 **Funding:** LCAP Supplemental Funds	**Action:** Maintain Intervention Literacy Specialists **Expenditure:** $697,153 **Funding:** LCAP Supplemental Funds

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		Goal Page: 15					
TVUSD will implement CCSS including English language development standards	**State Priority** **Conditions of Learning** Basic (1) **Local:** Priority #1 Curriculum and Instruction	**For low income pupils** **Action:** Literacy Curriculum and Resources **Service:** Provides students with tools and strategies to access the CCSS **Goal Page: 26**	Elementary Schools		**Action:** Research, adopt, train and implement curriculum for Literacy Instruction **Expenditure:** 16,000 **Funding Source:** LCAP Supplemental Funds Materials and Supplies	**Action:** Reorder and any consumable materials and materials for new students **Expenditure:** $6,000 **Funding Source:** LCAP Supplemental Funds	**Action:** Reorder and any consumable materials and materials for new students **Expenditure:** $6,000 **Funding Source:** LCAP Supplemental Funds
TVUSD will implement CCSS including English language development standards	**State Priority:** **Conditions of Learning** Implementation of CCSS (2) **Local:** Priority #1 Curriculum and Instruction	**For low income pupils:** **Action:** CCSS At-Risk Task Force **Service:** Provide strategies and create resources for At-Risk to access the CCSS curriculum **Goal Page: 24-25**	Secondary		**Action:** Recruit Task Force Members Task Force Training and assessment/curriculum creation days Expenditure: $20,000 **Funding Source:** LCAP Supplemental	**Action:** Recruit Task Force Members Task Force Training and assessment/curriculum creation days Expenditure: $20,000 **Funding Source:** LCAP Supplemental	**Action:** Recruit Task Force Members Task Force Training and assessment/curriculum creation days Expenditure: $20,000 **Funding Source:** LCAP Supplemental

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					Funds	Funds	Funds
TVUSD will implement CCSS including English language development standards	**State Priority: Conditions of Learning** Basic (1) **Local Priority:** Priority #1 Curriculum and Instruction	**For low income pupils** **Action:** ELA/ELD and Math Curriculum and Resource Training **Service:** Uniform training on implementation of curriculum and resources **Goal Page: 26**	Secondary		**Action:** Specialist trained on the implementation of curriculum and resources **Expenditure:** Embedded in specialists' schedule **Funding Source:** N/A	**Action:** Specialist trained on the implementation of curriculum and resources **Expenditure:** Embedded in specialists' schedule **Funding Source:** N/A	**Action:** Specialist trained on the implementation of curriculum and resources **Expenditure:** Embedded in specialists' schedule **Funding Source:** N/A
TVUSD students will receive increased quality or quantity of instruction.	**State Priority: Pupil Outcomes** Pupil Achievement (4) Other Pupil Outcomes (8) **Local Priority:** Priority #1 Curriculum and Instruction	**For low income pupils:** **Action:** Library/Homework Center After School Tutoring **Service:** Instructs or assists students Supervises student tutors	LEA-wide		**Action:** Hire Library Homework Center Assistant **Expenditure:** Salary $23,582 **Funding Source:** LCAP Supplemental Funds	**Action:** Maintain Library Homework Center Assistant **Expenditure:** Salary $23,582 **Funding Source:** LCAP Supplemental Funds	**Action:** Maintain Library Homework Center Assistant **Expenditure:** Salary $23,582 **Funding Source:** LCAP Supplemental Funds

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		Goal Page: 8-14					
TVUSD students will receive increased quality or quantity of instruction.	**State Priority: Pupil Outcomes** Pupil Achievement (4) Other Pupil Outcomes (8) **Local Priority:** Priority #1 Curriculum and Instruction	**For low income pupils:** **Action:** Supplemental Math Intervention Classes **Service:** Provide extra support in math in order to narrow achievement gap in lower class size setting. Class is taught by specialist. **Goal Page: 10-11**	Secondary		**Action:** 1 class per day for low income pupils **Expenditure:** Embedded in Math Specialist day **Funding Source:** N/A	**Action:** Maintain 1 class per day for low income pupils **Expenditure:** Embedded in Math Specialist day **Funding Source:** N/A	**Action:** Maintain 1 class per day for low income pupils **Expenditure:** Embedded in Math Specialist day **Funding Source:** N/A
TVUSD will implement CCSS including English language development standards	**State Priority: Conditions of Learning** Basic (1) **Local Priority:** Priority #1 Curriculum and Instruction	**For low income pupils:** **Action:** Math Curriculum and Resources **Service:** Provides students with tools and strategies to access the CCSS	Secondary		**Action:** Reorder any consumable and implement curriculum for Math Intervention Class **Expenditure:** $10,000 **Funding Source:**	**Action:** Reorder and any consumable materials and materials for new students **Expenditure:** $10,000 **Funding Source:** LCAP Supplemental	**Action:** Reorder and any consumable materials and materials for new students **Expenditure:** $6,000 **Funding Source:** LCAP Supplemental

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		Goal Page: 26			LCAP Supplemental Funds	Funds	Funds
TVUSD students will receive increased quality or quantity of instruction.	**State Priority: Pupil Outcomes** Pupil Achievement (4) Other Pupil Outcomes (8) **Local Priority:** Priority #1 Curriculum and Instruction -	**For low income pupils:** **Action:** ELA Class **Service:** Extended ELA class for students 2 years below grade level. **Goal Page: 13-14**	Middle Schools		**Action:** .4 ELA Class **Expenditure:** Embedded in ELA Specialist day **Funding Source:** N/A	**Action:** Maintain .4 ELA Class **Expenditure:** Embedded in ELA Specialist day **Funding Source:** N/A	**Action:** Maintain .4 ELA Class **Expenditure:** Embedded in ELA Specialist day **Funding Source:** N/A
TVUSD students will receive increased quality or quantity of instruction.	**State Priority: Pupil Outcomes** Pupil Achievement (4) Other Pupil Outcomes (8) **Local Priority:** Priority #1 Curriculum and Instruction	**For low income pupils:** **Action:** Supplemental Language Arts Intervention Classes **Service:** Provide extra support in language arts in order to narrow achievement gap in lower class size	High Schools				**Action:** Maintain 1 class per day for low income pupils **Expenditure:** Embedded in ELA Specialist day **Funding Source:** N/A

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		setting. Class is taught by specialist. **Goal Page: 13-14**					
TVUSD will implement CCSS including English language development standards	**State Priority: Conditions of Learning** Basic (1) **Local Priority:** Priority #1 Curriculum and Instruction	**For low income pupils:** **Action:** Supplemental Curriculum and Resources **Service:** Provides an active learning experience that engages all students in rigorous coursework to prepare them for college and work. **Goal Page: 26**	High School		**Action:** Purchase Curriculum **Expenditure:** $283,500 **Funding Source:** LCAP Supplemental Funds		
TVUSD Families and community members will feel connected and informed	**State Priority: Engagement:** Parent Involvement (3) School Climate (6) **Local Priority:**	**For low income pupils:** **Action:** Parent Workshops **Service:** Provide workshops for parents based	Secondary		**Action:** Parent Workshops **Expenditure:** $15,500 **Funding Source:** LCAP Supplemental	**Action:** Parent Workshops **Expenditure:** $15,500 **Funding Source:** LCAP Supplemental	**Action:** Parent Workshops **Expenditure:** $15,500 **Funding Source:** LCAP Supplemental

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
	Priority # 3 High Quality Family and Community Engagement **Goal Page: 19**	on need of community			Funds	Funds	Funds
TVUSD Families and community members will feel connected and informed	**State Priority: Engagement:** Parent Involvement (3) School Climate (6) **Local Priority:** Priority # 3 High Quality Family and Community Engagement	**For low income pupils:** **Action:** Parent/Student College Readiness **Service:** Provide workshops for parents based on need of community **Goal Page: 32**	Middle School		**Action:** College Admission Workshop **Expenditure:** $12,000 **Funding Source:** LCAP Supplemental Funds	**Action:** College Admission Workshop **Expenditure:** $12,000 **Funding Source:** LCAP Supplemental Funds	**Action:** College Admission Workshop **Expenditure:** $12,000 **Funding Source:** LCAP Supplemental Funds
Our students will be provided relevant opportunities that connect them to their school as well as significant adults to allow them to pursue their academic,	**State Priority: Engagement:** Pupil Engagement (5) **Local Priority:** Priority # 2 Involvement and Connections	**For low income pupils:** **Action:** Supplemental Program Counselor **Service:** Assist At-risk students in the areas of: academic college	High School		**Action:** Hire Supplemental Program Counselors **Expenditure:** Salary and Benefits $272,955 **Funding Source:** LCAP Supplemental Funds	**Action:** Maintain Supplemental Program Counselors **Expenditure:** Salary and Benefits $286,603 **Funding Source:** LCAP Supplemental	**Action:** Maintain Supplemental Program Counselors **Expenditure:** Salary and Benefit $300,933 **Funding Source:** LCAP Supplemental

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
career, and personal interests.		readiness personal/social development career development **Goal Page: 30-31**				Funds	Funds
TVUSD Students will receive increased opportunities to have access to and are enrolled in a broad area of study and electives.	**State Priority: Conditions of Learning** Course Access (7) **Local Priority:** Priority # 2 Involvement and Connections	**For English Learners:** **Actions:** VAPA Teachers **Services:** Provide instruction in Visual and Performing Arts to meet the needs of English Learners. Class will focus on vocabulary development and academic background knowledge enhancement. Provide Staff Development on how to use Visual and Performing Arts to build academic background knowledge and vocabulary	Elementary		**Action:** 1 class per day for English Learners **Expenditure:** Embedded in VAPA Teachers' day **Funding Source:** N/A	**Action:** Maintain 1 class per day for English Learners **Expenditure:** Embedded in VAPA Teachers' day **Funding Source:** N/A	**Action:** Maintain 1 class per day for English Learners Extended School day for English learners and enriching VAPA opportunities. **Expenditure:** Embedded in VAPA Teachers' day Extra duty pay or VAPA teacher **Funding Source:** N/A

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		development for English Learners **Goal Page: 18-19**					
TVUSD will implement CCSS including English language development standards	**State Priority: Conditions of Learning** Implementation of CCSS (2) **Local Priority:** Priority #1 Curriculum and Instruction	**For English learners:** **Action:** CCSS Task Force **Service:** Provide Accommodations and Modifications for English Learners to access the CCSS curriculum Provide Accommodations and Modifications for At-Risk to access the CCSS curriculum **Goal Page: 24-25**	Secondary		**Action:** Recruit Task Force Members Task Force Training and assessment/curriculum creation days **Expenditure:** See Low Income **Funding Source:** LCAP Supplemental Funds	**Action:** Recruit Task Force Members Task Force Training and assessment/curriculum creation days **Expenditure:** See Low Income **Funding Source:** LCAP Supplemental Funds	**Action:** Recruit Task Force Members Task Force Training and assessment/curriculum creation days **Expenditure:** See Low Income **Funding Source:** LCAP Supplemental Funds
TVUSD students will receive increased quality or quantity of instruction.	**State Priority: Pupil Outcomes** Pupil Achievement (4) Other Pupil	**For English learners:** **Action:** Library/Homework Center After School Tutoring	LEA-wide		**Action:** Hire Library Homework Center Assistant **Expenditure:**	**Action:** Maintain Library Homework Center Assistant **Expenditure:**	**Action:** Maintain Library Homework Center Assistant **Expenditure:**

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
	Outcomes (8) **Local Priority:** Priority #1 Curriculum and Instruction	**Service:** Instructs or assists students Supervises student tutors **Goal Page: 8-14**			See Low Income Section **Funding Source:** N/A	See Low Income Section **Funding Source:** N/A	See Low Income Section **Funding Source:** N/A
TVUSD students will receive increased quality or quantity of instruction.	**State Priority: Pupil Outcomes** Pupil Achievement (4) Other Pupil Outcomes (8) **Local Priority:** Priority #1 Curriculum and Instruction	**For English learners:** **Action:** ELD Academic Vocabulary Class for CELDT levels 3, 4, 5 **Service:** Class to provide ELD instruction to those acquiring English **Goal Page: 13-14**	Middle Schools		**Action:** ELD Academic Vocabulary Class **Expenditure:** Embedded in ELA Specialist Day **Funding Source:** N/A	**Action:** Maintain Academic Vocabulary Class **Expenditure:** Embedded in ELA Specialist Day **Funding Source:** N/A	**Action:** Maintain Academic Vocabulary Class and Common Core Discovery Class **Expenditure:** Embedded in ELA Specialist Day **Funding Source:** N/A
TVUSD will implement CCSS including English language development	**State Priority: Conditions of Learning** Basic (1) **Local Priority:**	**For English learners:** **Action:** ELD Supplemental Curriculum and	Middle Schools		**Action:** Reorder and any consumable materials and materials for new students	**Action:** Reorder and any consumable materials and materials for new students	**Action:** Reorder and any consumable materials and materials for new students

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
standards	Priority #1 Curriculum and Instruction	Resources **Service:** Provides students with tools and strategies to access the CCSS **Goal Page: 26**			**Expenditure:** $10,000 **Funding Source:** LCAP Supplemental Funds	**Expenditure:** $10,000 **Funding Source:** LCAP Supplemental Funds	**Expenditure:** $10,000 **Funding Source:** LCAP Supplemental Funds
TVUSD students will receive increased quality or quantity of instruction.	**State Priority: Pupil Outcomes** Pupil Achievement (4) Other Pupil Outcomes (8) **Local Priority:** Priority #1 Curriculum and Instruction	**For English learners:** **Action:** Supplemental ELA Intervention Classes **Service:** Provide extra support in math and language arts in order to narrow achievement gap in lower class size setting. Class is taught by specialist. **Goal Page: 13-14**	High Schools				**Action:** Maintain 1 class per day for English learners **Expenditure:** Embedded in ELA Specialist day **Funding Source:** N/A
Our students will be provided relevant opportunities	**State Priority: Engagement:** Pupil Engagement(5)	**For English learners:** **Action:**	Secondary		**Action:** Hire Supplemental Program Counselors	**Action:** Maintain Supplemental Program Counselors	**Action:** Maintain Supplemental Program Counselors

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
that connect them to their school as well as significant adults to allow them to pursue their academic, career, and personal interests.	**Local Priority:** Priority # 2 Involvement and Connections	Supplemental Program Counselor **Service:** Assist English learner students in the areas of: academic college readiness personal/social development career development **Goal Page: 30-31**			**Expenditure:** See Low Income Section **Funding Source:** N/A	**Expenditure:** See Above in Low Income Section **Funding Source:** N/A	Increase Number of Counselors **Expenditure:** See Above in Low Income Section **Funding Source:** N/A
TVUSD Families and community members will feel connected and informed	**State Priority: Engagement:** Parent Involvement (3) School Climate (6) **Local Priority:** Priority # 3 High Quality Family and Community Engagement	**For English learner:** **Action:** Parent Workshops **Service:** Provide workshops for parents based on need of community **Goal Page: 32**	LEA-wide		**Action:** Parent Workshops **Expenditure:** See Low Income Section **Funding Source:** N/A	**Action:** Maintain Parent Workshops **Expenditure:** See Low Income Section **Funding Source:** N/A	**Action:** Maintain Parent Workshops Increase by two workshops **Expenditure:** See Low Income Section **Funding Source:** N/A
TVUSD students will receive increased	**State Priority: Pupil Outcomes**	**For foster youth:** **Action:**	LEA-wide		**Action:** Hire Library Homework Center	**Action:** Maintain Library Homework Center	**Action:** Maintain Library Homework Center

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
quality or quantity of instruction.	Pupil Achievement (4) Other Pupil Outcomes (8) **Local Priority:** Priority #1 Curriculum and Instruction	Library/Homework Center After School Tutoring **Service:** Instructs or assists students Supervises student tutors **Goal Page: 8-14**			Assistant **Expenditure:** See Low Income Section **Funding Source:** N/A	Assistant **Expenditure:** See Low Income Section **Funding Source:** N/A	Assistant **Expenditure:** See Low Income Section **Funding Source:** N/A
Our schools will maintain standards of student behavior that keep the learning environment safe and free from distraction.	**State Priority: Engagement:** Pupil Engagement (5) School Climate (6) **Local Priority:** Priority #2 Involvement and Connections	**For foster youth:** **Action:** PBIS Tier II Student Assistance Program Facilitator **Service:** Planning and providing training to administration and teachers specifically for needs of Foster Youth Providing individual and group council to Foster Youth students	Elementary		**Action:** 1 class twice a week for Foster Youth Students **Expenditure:** Embedded in PBIS Tier II Student Assistance Program Facilitator's day **Funding Source:** N/A	**Action:** Maintain 1 class twice a week for Foster Youth Students **Expenditure:** Embedded in PBIS Tier II Student Assistance Program Facilitator's day **Funding Source:** N/A	**Action:** Maintain 1 class twice a week for Foster Youth Students **Expenditure:** Embedded in PBIS Tier II Student Assistance Program Facilitator's day **Funding Source:** N/A

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		Goal Page: 28-29					
Our students will be provided relevant opportunities that connect them to their school as well as significant adults to allow them to pursue their academic, career, and personal interests.	**State Priority: Engagement:** Pupil Engagement (5) **Local Priority:** Priority # 2 Involvement and Connections	**For foster youth:** **Action:** Supplemental Program Counselor **Service:** Assist foster youth students in the areas of: academic college readiness personal/social development career development **Goal Page: 30-31**	High School		**Action:** Hire Supplemental Program Counselors **Expenditure:** See Above in Low Income Section **Funding Source:** N/A	**Action:** Maintain Supplemental Program Counselors **Expenditure:** See Above in Low Income Section **Funding Source:** N/A	**Action:** Maintain Supplemental Program Counselors Increase Number of Counselors **Expenditure:** See Above in Low Income Section **Funding Source:** N/A
TVUSD Families and community members will feel connected and informed	**State Priority: Engagement:** Parent Involvement (3) School Climate (6) **Local Priority:** Priority # 3 High Quality	**For foster youth:** **Action:** Parent/Guardian Workshops **Service:** Provide workshops for parents based on need of community	LEA-wide		**Action:** Parent/Guardian Workshops **Expenditure:** See Above in Low Income Section **Funding Source:** N/A	**Action:** Maintain Parent/Guardian Workshops **Expenditure:** See Above in Low Income Section **Funding Source:** N/A	**Action:** Maintain Parent/Guardian Workshops **Expenditure:** See Above in Low Income Section **Funding Source:**

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
	Family and Community Engagement	**Goal Page: 32-33**					N/A
TVUSD Families and community members will feel connected and informed	**State Priority: Engagement:** Parent Involvement (3) School Climate (6) **Local Priority:** Priority # 3 High Quality Family and Community Engagement	**For foster youth pupils:** **Action:** Parent/Student College Readiness **Service:** Provide workshops for parents based on need of community **Goal Page: 32-33**	Middle School		**Action:** College Admission Workshop **Expenditure:** See low income section **Funding Source:** LCAP Supplemental Funds	**Action:** College Admission Workshop **Expenditure:** See low income section **Funding Source:** LCAP Supplemental Funds	**Action:** College Admission Workshop **Expenditure:** See low income section **Funding Source:** LCAP Supplemental Funds
TVUSD Families and community members will feel connected and informed	**State Priority: Engagement:** School Climate (6) **Local Priority:** Priority # 4 High Quality Family and Community Engagement	**For foster youth:** **Action:** Foster Youth Resource Center **Service:** Provide a safe place for Foster Youth to store personal belonging and find resources while in transition. **Goal Page: 34**	LEA-wide		**Action:** Set up Foster Youth Resource Center Create awareness to Foster Youth Families **Expenditure:** Cost of lockers or bins $2,000 **Funding Source:** LCAP Supplemental	**Action:** Maintain Foster Youth Resource Center Create awareness to Foster Youth Families **Expenditure:** Cost of additional lockers or bins $500 **Funding Source:**	**Action:** Maintain Foster Youth Resource Center Create awareness to Foster Youth Families **Expenditure:** Cost of additional lockers or bins $500 **Funding Source:**

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					Funds	LCAP Supplemental Funds	LCAP Supplemental Funds
TVUSD students will receive increased quality or quantity of instruction.	**State Priority: Pupil Outcomes** Pupil Achievement (4) Other Pupil Outcomes (8) **Local Priority:** Priority #1 Curriculum and Instruction	**For : redesignated fluent English proficient pupils:** **Action:** Library/Homework Center After School Tutoring **Service:** Instructs or assists students Supervises student tutors **Goal Page: 8-14**	LEA-wide		**Action:** Hire Library Homework Center Assistant **Expenditure:** See Low Income Section **Funding Source:** N/A	**Action:** Maintain Library Homework Center Assistant **Expenditure:** See Low Income Section **Funding Source:** N/A	**Action:** Maintain Library Homework Center Assistant **Expenditure:** See Low Income Section **Funding Source:** N/A
Our students will be provided relevant opportunities that connect them to their school as well as significant adults to allow them to pursue	**State Priority: Engagement:** Pupil Engagement (5) **Local Priority:** Priority # 2 Involvement and Connections	**For re-designated fluent English proficient pupils:** **Action:** Supplemental Program Counselor **Service:**	High School		**Action:** Hire Supplemental Program Counselors **Expenditure:** See Above in Low Income Section **Funding Source:** N/A	**Action:** Maintain Supplemental Program Counselors **Expenditure:** See Above in Low Income Section **Funding Source:**	**Action:** Maintain Supplemental Program Counselors Increase Number of Supplemental Program Counselors **Expenditure:** See Above in Low Income Section

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
their academic, career, and personal interests.		Assist redesignated fluent English proficient pupils in the areas of: academic college readiness personal/social development career development **Goal Page: 30-31**				N/A	**Funding Source:** N/A
TVUSD Families and community members will feel connected and informed	**State Priority: Engagement:** Parent Involvement (3) School Climate (6) **Local Priority:** Priority # 3 High Quality Family and Community Engagement	**For re-designated fluent English proficient pupils:** **Action:** Parent Workshops **Service:** Provide workshops for parents based on need of community **Goal Page: 32-33**	LEA-wide		**Action:** Parent Workshops **Expenditure:** See Low Income Section **Funding Source:** N/A	**Action:** Maintain Parent Workshops **Expenditure:** See Low Income Section **Funding Source:** N/A	**Action:** Maintain Parent Workshops **Expenditure:** See Low Income Section **Funding Source:** N/A

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

The estimated Supplemental and Concentration Grant total is 4,088,010. The minimum proportionality percentage (MPP) is 2.28%.

TVUSD population of unduplicated students is spread out district wide and in order to meet the needs of the students in a meaningful way
funding LEA programs district wide was necessary.

The following services/programs are provided LEA wide:

Professional Development:
LEA-Wide Professional Development will focus on district priorities and scaffolds for At-risk and English learners.

PLC Release time for CCSS
Release time for teachers to build CCSS units and create resources including accommodations and modifications for At-risk and English learners.

Supplemental Curriculum:
CCSS aligned supplemental curriculum and resources will be purchased for At-risk and English learners.

Parent Involvement:
Family Engagement Specialist will be hired to coordinate Parent Advisory Committee, District and Site English Learner Committees, School Site
Councils, and be a liaison between the district and parents.

Foster Youth Resource Center:
Foster Youth students will be provided with a safe place to store personal belongings and find resources while in transition.

Library/Homework Center:
Instructs or assist K-12 students in Language Arts and Math and supervises tutors.

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

The minimum proportionality percentage (MPP) increase is 2.28%.

Services provided above and beyond service for all students include:

Elementary Intervention Literacy Specialist:
Provide supplemental instruction in Literacy. Provide scaffolds and strategies to increase academic achievement, and will analyze data and be a Professional Learning Community Participant.

Literacy Supplemental Curriculum and Resources:
Provides students with tools and strategies that allow them access the CCSS.

Math Supplemental Curriculum and Resources:
Provides students with tools and strategies that allow them access the CCSS.

English Language Arts Curriculum:
Provides students with tools and strategies that allow them access the CCSS.

Supplemental Curriculum:
Curriculum provides an active learning experience that engages students in rigorous coursework to prepare them for college and work.

CCSS At-risk/English learner Task Force:
Team will create accommodations and modifications to the Unit Planner Organizers to ensure student's access to the

CCSS.

ELA/ELD and Math Curriculum and Resource Training:
Uniform Training on implementation of curriculum and resources.

Supplemental Math Intervention Classes:
Class designed to narrow the achievement gap of At-risk students. Class provides extra support in foundational skills and frontloads students to access content in current math class. This class is taught by the Math Specialist.

ELA Class:
Class designed to narrow the achievement gap of English learners and At-risk students. Class provides students two years below grade level an opportunity of obtain foundational skills in order to access grade level content. This class is taught by the English Language Arts Specialist.

Parent Workshops:
These workshops will provide training on student college readiness and support parents based on their needs.

Supplemental Program Counselors:
These counselors will assist English learners, foster youth, re-designated English learners and At-risk students in the areas of college readiness, personal social development, and career development.

ELD Academic Vocabulary Class:
Class provides quality ELD instruction to those acquiring English. Class is taught by the ELA Specialist.

Foster Youth Resource Center:
Foster Youth students will be provided with a safe place to store personal belongings and find resources while in transition.

PBIS Tier II Student Assistant Program Facilitator:
Facilitator will provide training to administration and teachers specifically for needs of foster youth. Facilitator will provide individual and group council to foster youth students.

Library/Homework Center:
Instructs or assist K-12 students in Language Arts and Math and supervises tutors.

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.