

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

**Introduction:**

LEA: *Val Verde* Unified School District

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LCAP Year: 2014-2017

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

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

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

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

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

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

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

**State Priorities**

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

**Section 1: Stakeholder Engagement**

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

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

**Guiding Questions:**

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

Involvement Process	Impact on LCAP
<p>The district utilized a survey (referred to from this point forward as “the survey”) to consult with the teachers, principals, administrators, other school personnel, parents, and students. The survey was administered at each of nearly 60 small scale and 3 large scale stakeholder meetings. Each of the written comments from the first 1,000 surveys were read separately by a 5-member team and categorized into 25 areas to ascertain the use of additional resources and specific areas of concern. These 25 areas were incorporated into an online version of the survey that was available beginning February 19, 2014. The online version still allowed space for additional comments by respondents. In all 1,822 surveys were collected from the community and staff.</p> <p>A presentation of the Local Control Funding Formula (LCFF) and Local Control and Accountability Plan (LCAP) including quantitative and qualitative district data related to each of the eight state priorities (referred to from this point forward as “the presentation”) was presented at all stakeholder meetings. The presentation was first presented at the regularly scheduled Board meeting that was held January 7, 2014.</p> <p>The Parent Advisory Committee (PAC) met January 16<sup>th</sup> and the District English Language Advisory Committee (DELAC) met February 3, 2014. Both groups were provided the presentation and survey</p>	<p>Survey results from the community (teachers, principals, administrators, other school personnel, parents, and students) were the driving factor in development of all of the District’s goals.</p> <p>With 48% of the surveys returned expressing some level of concern in the area of Parent Engagement this was an area that the District has decided to commit a large portion of Human and Financial resources.</p> <p>33% of survey respondents expressed some level of concern in the area of course access. Comments at LCAP input sessions and written in on surveys made clear the community would like elementary music programs and more Career Technical Education (CTE) and A-G courses for students. These results coupled with comparably low performance on EAP exams and A-G completion, as well as, low participation rates in ACT/SAT and CTE course work led to development of the College and Career Ready goal and related metrics.</p> <p>A relatively high suspension rate (9%) when compared to the other districts in the county along with 25% of survey respondents reporting some level of concern with School Climate were the main focuses when developing the goal around school climate.</p>

Involvement Process	Impact on LCAP
<p>and an explanation of their roles in the LCAP process. Other district level parent advisory groups also attended presentations and were surveyed. The GATE advisory committee met January 30<sup>th</sup> and the Community Advisory Committee (CAC) met March 14<sup>th</sup>. The African-American Success Committee researched and developed a list of proposals that they felt would improve outcomes for this historically underserved community.</p> <p>The district held three town-hall style LCAP Community Input Sessions to educate and engage the larger community in the Local Control and Accountability Plan process. An invitation to the input sessions was mailed district-wide to all student homes in December of 2013. This was followed up with postings to social media sites such as: Twitter; Facebook; and Wordpress on January 15<sup>th</sup> and 20<sup>th</sup>. Additionally, an article in the local paper, <i>The Press Enterprise</i>, ran on January 17, 2014. Despite these efforts, the first input session at Val Verde High School on January 22, 2014 was poorly attended. In response, the Superintendent sent home a telephone message on January 27<sup>th</sup>, via the Teleparent system encouraging parents to attend the two remaining input sessions. The following two input sessions were held at Rancho Verde High School on January 28<sup>th</sup> and Citrus Hill High School on January 30<sup>th</sup>. Attendance at these two meetings was much improved, with 80 members of the community in attendance at the Rancho Verde meeting and 60 community members in attendance at Citrus Hill. At each of these meetings, the presentation was given followed by a period for questions and comments from the attendees. All attendees were asked to complete the survey. Site leadership was educated on the LCFF and the LCAP process at two Principals' meetings which were held on December 12, 2013 and January 9, 2014 in order to develop the capacity in them to engage and consult their school's stakeholders in the development of the District LCAP. Principals returned to their sites and gave the presentation to and surveyed their sites' English Language Advisory Committee (ELAC), School Site Council (SSC), and Parent Teacher Organization (PTO) during January and February of 2014.</p> <p>The two local bargaining units were consulted in several forums. The "Negotiations Teams" from the Val Verde Teachers Association (VVTA) on January 17th and California State Employees Association (CSEA) Chapter 567 on February 7<sup>th</sup> were given the presentation and survey. In addition, the VVTA Site Rep Council on February 20<sup>th</sup> and CSEA Job Stewards on March 12<sup>th</sup> attended the presentation and were surveyed. The entire membership of both organizations was invited to complete the online survey through an email on February 19<sup>th</sup>.</p> <p>Seniors at both comprehensive high schools (1,200) attended the presentation and were surveyed. The presentation and survey were presented at Rancho Verde High School on February 7<sup>th</sup> and at Citrus Hill High School on March 4<sup>th</sup>.</p> <p>Local business partners were addressed at the Moreno Valley Chamber of Commerce meeting on January 22<sup>nd</sup> and the Career Technical Education Advisory Luncheon on February 28, 2014.</p>	<p>31% of survey respondents reported some level of concern with items falling under the Basic state priority. The most recent Facility Inspection Tool (FIT) reports indicated that while four schools were Exemplary, 16 schools were only Good and one school was reported in Fair condition. As a result of feedback from community meetings, the survey, and FIT reports it was decided to commit a portion of the supplemental and concentration funds to maintaining as well as modernizing facilities and technology in order to support the other 3 LCAP goals of the district.</p> <p>Many of the metrics, actions and services described in the plan were from comments received via the survey and at the various meetings. These included, but were not limited to:</p> <ul style="list-style-type: none"> <li>▪ Continued funding of GATE and AVID programs</li> <li>▪ Addition of an elementary music program</li> <li>▪ Addition of a second world language at the high schools</li> <li>▪ Providing childcare at meetings</li> <li>▪ Paying for the fingerprinting of parent volunteers</li> <li>▪ Updating of facilities</li> <li>▪ Continued support of technology</li> <li>▪ Continued professional development</li> <li>▪ Establishment of African-American Advisory Committee</li> </ul> <p>Discussions held during meetings of the PAC, DELAC, and LCAP committee helped steer the development of metrics, actions, and services to reinforce the communities wishes for what is presented in this plan.</p> <p><b><u>Response from Superintendent, Juan López, to comments received from PAC and DELAC:</u></b>  <i>"I appreciate the support and commitment of both groups to the process of working together to develop our initial Local Control and Accountability Plan. We look forward to your ongoing participation in order to continue to improve on Val Verde's history of academic excellence and ensure that every child receives a high quality, enriching education.</i>  <i>The safety of our students is always a top priority. We will continue to assess and revise our supervision policies and will be sure to solicit specific feedback from the community on the topic of school safety in the coming year.</i>  <i>At your request, we are currently revisiting the costs associated with transportation of students to Citrus Hill High School. In the past, the district has found the costs to be restrictive, but as part of the 2014-2015 LCAP process we will be sure to include the most current information so that discussions can be held around this topic. In addition, the district will continue to work with RTA to secure additional bus routes for our students."</i></p> <p>Comments from the Public hearing were considered. It was determined that the STEAM Coordinator position remain an administrative position. As stated in the plan for 2015-2016, the addition of an Elementary Music Teacher will be considered. In regards to musical instruments, the district will take action on the suggestions to review inventory and solicit donations from the community. In addition, during the 2014-2015 school year the District will explore the possible need of Elementary Computer Teachers. The plan does have money designated to add an additional Teacher Tech stipend for each site to help support new technology initiatives.</p>

Involvement Process	Impact on LCAP
<p>Feedback from Foster Youth Services at the Riverside County of Education (RCOE) was solicited to ensure the District was informed of the educational needs of foster youth.</p> <p>The LCAP committee was formed and first convened on March 3, 2014 with the purpose of reviewing and providing feedback as the document was written in order to increase trust and promote transparency in the development of the plan. The committee consists of members from all stakeholder groups [3 Parents/Guardians (foster, low income, English learners), 2 Teachers, 2 Classified staff, and Staff from Education Services, Business Services, Student Services, and Special Education].</p> <p>At meetings of the PAC (3/20/14, 4/10/14, 4/24/14, 5/15/14), DELAC (4/24/14, 5/12/14, 5/20/14), and LCAP committee (3/25/14, 4/16/14, 5/8/14) members were provided updates and the opportunity to comment on the LCAP in order to steer the development of metrics, actions, and services.</p> <p>A special Board meeting was held on March 26<sup>th</sup> to update the Board and community on progress made with preliminary budget and key action items.</p> <p>The first public draft of the LCAP was posted to the District website on 5/9/2014 along with a form for online feedback.</p> <p>The LCAP was reviewed by and written comments were collected from the Parent Advisory Committee on 5/15/2014.</p> <p>The LCAP was reviewed by and written comments were collected from the District English Language Advisory Committee on 5/20/2014.</p> <p><b><u>Parent Advisory Committee (PAC) comments:</u></b> <i>The PAC is appreciative of the responsiveness on the part of the district to the input from the committee during the development of the LCAP. The plan is very comprehensive in addressing parent engagement and the academic needs as well as the social and emotional needs of students. For future planning, we would like the district to investigate the needs and costs associated in the following 2 areas:</i></p> <ol style="list-style-type: none"> <li>1. <i>Increasing supervision/security personnel at school sites, especially during lunch</i></li> <li>2. <i>Transportation for Citrus Hill students living in the Moreno Valley area</i></li> </ol> <p><b><u>District English Language Advisory Committee (DELAC) comments:</u></b> <i>The DELAC would like to thank Mr. López and the Val Verde Unified School District for their commitment to parents and English Learners as reflected in the LCAP. We are especially thankful for the inclusion of additional bilingual staff at the elementary sites, the Parent Engagement Specialist, and the Community Liaisons. We believe these positions will help increase communication and collaboration between parents and the district to continue to improve student success. We appreciate that the district has remained focused on the needs of the identified subgroups throughout the plan; as parent representatives we understand the need to continue our collaboration with our own school sites to ensure they also focus on the needs of English Learner, low-income and foster youth students.</i></p>	

Involvement Process	Impact on LCAP
<p>The LCAP draft presented at the public hearing on June 3, 2014 was posted to the district website on 5/29/2014.</p> <p>The LCAP was presented at a public hearing on June 3, 2014.</p> <p><b><u>Comments at the Public hearing were as follows:</u></b></p> <ul style="list-style-type: none"> <li>• Consider STEAM Coordinator to be teacher on special assignment (TOSA)</li> <li>• Consider adding one additional music teacher</li> <li>• Consider soliciting donations of musical instruments from the community</li> <li>• Review inventory of existing musical instruments before purchasing new instruments</li> <li>• Addition of computer teachers at elementary to teach word processing and computer skills</li> </ul> <p>The LCAP was approved and adopted by the Board of Education on June 17, 2014</p>	

## **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: 2015-2016	Year 3: 2016-2017	
Increase Graduation Rate 2011-12 89.5%	<b>College and Career Ready:</b> Students graduating from the Val Verde Unified School District will possess the academic and technical skills required to pursue college and career options of their choosing.	All	High Schools		Cohort Graduation rate will increase 0.5% in total over previous year.	Maintain cohort graduation rate of greater than 90%.	Maintain cohort graduation rate of greater than 90%.	Pupil engagement
Increase 10th grade CAHSEE pass rate 2012-13 ELA 83.0% Math 86.0%		All	High Schools		CAHSEE pass rate will increase 0.5% in ELA & Math in each subgroup of 100 or more and in total over the previous year.	CAHSEE pass rate will increase 0.5% in ELA & Math in each subgroup of 100 or more and in total over the previous year.	CAHSEE pass rate will increase 0.5% in ELA & Math in each subgroup of 100 or more and in total over the previous year.	Pupil achievement
Increase A-G Requirement completion 2011-12 30.1%		All	High Schools		A-G completion will increase by 5% over the previous year. A baseline will be established for LI, EL, & FY subgroups.	A-G completion will increase by 1% over the previous year in each subgroup of 100 or more and 5% in total over previous year.	A-G completion will increase by 0.5% over the previous year in each subgroup of 100 or more and 2% in total over previous year.	Pupil achievement
Increase % of students achieving "College ready" status on Early Assessment Program (EAP) exam. 2012-13 ELA 12% Math 6%		All	High Schools		% of 11 <sup>th</sup> grade students achieving "College ready" status or higher will increase by 0.5% in ELA & Math in each subgroup of 100 or more and 1% in total over the previous year.	% of 11 <sup>th</sup> grade students achieving "College ready" status or higher will increase by 0.5% in ELA & Math in each subgroup of 100 or more and 1% in total over the previous year.	% of 11 <sup>th</sup> grade students achieving "College ready" status or higher will increase by 0.5% in ELA & Math in each subgroup of 100 or more and 1% in total over the previous year.	Pupil achievement
Increase % of students achieving "Conditional ready" status or higher on Early Assessment Program (EAP) exam. 2012-13 ELA 13% Math 57.7%		All	High Schools		% of 11 <sup>th</sup> grade students achieving "Conditional ready" status or higher will increase by 0.5% in ELA & Math in each subgroup of 100 or more and 1% in total over the previous year.	% of 11 <sup>th</sup> grade students achieving "Conditional ready" status or higher will increase by 0.5% in ELA & Math in each subgroup of 100 or more and 1% in total over the previous year.	% of 11 <sup>th</sup> grade students achieving "Conditional ready" status or higher will increase by 0.5% in ELA & Math in each subgroup of 100 or more and 1% in total over the previous year.	Other pupil outcomes
Increase Career Technical Education (CTE) participation rate 2011-12 35.5%		All	Middle Schools & High Schools		CTE participation rate will increase 1% in each subgroup of 100 or more and in total over the previous year.	CTE participation rate will increase 2% in each subgroup of 100 or more and in total over the previous year.	CTE participation rate will increase 5% in each subgroup of 100 or more and in total over the previous year.	Course access
Increase SAT/ACT participation rates 2011-12 38.4%		All	High Schools		Participation rate in SAT/ACT college entrance exams will increase 1% in each subgroup of 100 or more and in total over the previous year.	Participation rate in SAT/ACT college entrance exams will increase 1% in each subgroup of 100 or more and 5% in total over the previous year.	Participation rate in SAT/ACT college entrance exams will increase 1% in each subgroup of 100 or more and 5% in total over the previous year.	Other pupil outcomes
Establish measure of Early Literacy DIBELS (Dynamic Indicators of Basic Early Literacy Skills)		All	Elementary Schools		Establish baseline rate of students meeting Early Literacy Benchmarks in grades 1 – 3 in each subgroup of 100 or more and in total.	1% more students will meet Early Literacy Benchmarks in grades 1 – 3 in each subgroup of 100 or more and in total over the previous year.	1% more students will meet Early Literacy Benchmarks in grades 1 – 3 in each subgroup of 100 or more and in total over the previous year.	Other pupil outcomes
State Standardized Assessments None		All	All		Establish Smarter Balanced assessment baseline for each subgroup of 100 or more and in total.	2% fewer students will perform below grade level in each subgroup of 100 or more and in total over the previous year.	2% fewer students will perform below grade level in each subgroup of 100 or more and in total over the previous year.	Pupil achievement

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: 2015-2016	Year 3: 2016-2017	
# of Common Core State Standards aligned Units of Study. None	<b>College and Career Ready:</b> Students graduating from the Val Verde Unified School District will possess the academic and technical skills required to pursue college and career options of their choosing.	All	All		Define and establish a tool and baseline for determining number of Common Core State Standards aligned Units of Study inclusive of ELD standards.	Increase number of Common Core State Standards aligned Units of Study by 25%.	Increase number of Common Core State Standards aligned Units of Study by 25%.	Implementation of state standards
Academic Performance Index To be determined in May 2015		All	All		No API	API will be established by state.	Evaluate and determine appropriate target for API growth.	Pupil achievement
Maintain high degree of appropriately assigned and credentialed teachers. 2011-12 98.9%		All	All		At least 98% of classes will have an appropriately assigned teacher in the subject area and for the pupils they are teaching.	At least 98% of classes will have an appropriately assigned teacher in the subject area and for the pupils they are teaching.	At least 98% of classes will have an appropriately assigned teacher in the subject area and for the pupils they are teaching.	Basic
Maintain sufficient instructional materials. 2013-14 Resolution adopted 10/1/2013		All	All		Maintain stock of standards aligned instructional materials to ensure every pupil has sufficient access.	Maintain stock of standards aligned instructional materials to ensure every pupil has sufficient access.	Maintain stock of standards aligned instructional materials to ensure every pupil has sufficient access.	Basic
Maintain Advanced Placement (AP) pass rate. 2011-12 55.7%		All	High Schools		Maintain AP exam pass rate of at least 50%.	Maintain AP exam pass rate of at least 50%.	Maintain AP exam pass rate of at least 50%.	Pupil achievement
Increase % of students participating in Advanced Placement (AP) tests. 2011-12 7.3%		All	High Schools		AP participation rate will increase by 1%.	AP participation rate will increase by 1%.	AP participation rate will increase by 1%.	Other pupil outcomes
Maintain attendance rate. 2012-13 95.5%		All	All		Maintain school attendance rate of at least 95%.	Maintain school attendance rate of at least 95%.	Maintain school attendance rate of at least 95%.	Pupil engagement
Decrease high school dropout rate. 2011-12 7.6%		All	High Schools		Decrease high school dropout rate by 1%.	Decrease high school dropout rate by 0.5%.	Maintain high school dropout rate below 6.0%.	Pupil engagement
Maintain a low middle school dropout rate. 2011-12 0.3%		All	Middle Schools		Maintain middle school dropout rate below 1%.	Maintain middle school dropout rate below 1%.	Maintain middle school dropout rate below 1%.	Pupil engagement
Maintain a low chronic absenteeism rate. 2012-13 8%		All	All		Maintain a chronic absenteeism rate below 10%.	Maintain a chronic absenteeism rate below 10%.	Maintain a chronic absenteeism rate below 10%.	Pupil engagement
Meet targets for percentage of English learners attaining the English proficient level on the CELDT exam. 2012-13 Less than 5 years Yes, 31.3% 5 years or more No, 44.6%		English learners	All		Meet targets for percentage of English learners attaining the English proficient level on the CELDT exam.	Meet targets for percentage of English learners attaining the English proficient level on the CELDT/ELPAC exam.	Meet targets for percentage of English learners attaining the English proficient level on the CELDT/ELPAC exam.	Pupil achievement
English Learner Reclassification Rate 2012-13 11.3%		English learners	All		0.5% more EL students will be reclassified over the previous year.	1% more EL students will be reclassified over the previous year.	1% more EL students will be reclassified over the previous year.	Pupil achievement



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: 2015-2016	Year 3: 2016-2017	
48% of respondents to the LCAP Community and Staff Survey were concerned with Parent Involvement.	<b>Parent Engagement:</b> Val Verde Unified School District is committed to embracing a collaborative culture for students, parents, teachers, staff, and the community that sustains exceptional parental involvement and promotes the social, emotional, and academic growth of our students.	All	All		% of respondents to LCAP survey reporting concern with Parent Involvement will decrease by 5% over previous year.	% of respondents to LCAP survey reporting concern with Parent Involvement will decrease by 2% over previous year.	% of respondents to LCAP survey reporting concern with Parent Involvement will decrease by 2% over previous year.	Parent involvement
% of parents responding to surveys is not currently measured.		All	All		Establish a baseline for % of parents responding to surveys.	1% more parents will respond to surveys over previous year.	1% more parents will respond to surveys over previous year.	Parent involvement
Feedback from LCAP process provided insight to the inability of current parent surveys to accurately assess level of positive feelings of school-home relations.		All	All		Define and establish a tool and baseline for % of parents who report overall positive feelings of school-home relations.	1% more parents will report overall positive feelings of school-home relations.	2% more parents will report overall positive feelings of school-home relations.	Parent involvement
% of parents who report access to the Title I Parent Involvement Guide is not currently measured.		All	All		Establish baseline for % of parents who report access to the Title I Parent Involvement Guide.	1% more parents will report access to the Title I Parent Involvement Guide from previous year.	2% more parents will report access to the Title I Parent Involvement Guide from previous year.	Parent involvement
% of parents returning School-Parent Compact is not currently measured.		All	All		Establish baseline for % of parents who return the School-Parent Compact.	1% more parents will return the School-Parent Compact from previous year.	2% more parents will return the School-Parent Compact from previous year.	Parent involvement
% of parents in Advisory Committees reporting that they received training on how to fulfill their roles as parent leaders is not currently measured.		All	All		100% of schools will report that at least 75% of their parents in Advisory Committees received training on how to fulfill their roles as parent leaders.	100% of schools will report that at least 75% of their parents in Advisory Committees received training on how to fulfill their roles as parent leaders.	100% of schools will report that at least 75% of their parents in Advisory Committees received training on how to fulfill their roles as parent leaders.	Parent involvement
# of parent workshops/classes is not currently measured.		All	All		Establish baseline for # of parent workshops/classes.	Increase # of parent workshops/classes over previous year.	Increase # of parent workshops/classes over previous year.	Parent involvement
Establish parent resource center to engage parents as active partners in student education.		All	All		Increased District Parent Resource Center inventory over previous year.	Increased District Parent Resource Center inventory over previous year.	Increased District Parent Resource Center inventory over previous year.	Parent involvement
Reduce out of school suspension rate. 2011-2012 9.0%		<b>Positive School Climate:</b> The Val Verde Unified School District will maintain safe and effective learning environments where students develop positive social relationships and a sense of school connectedness.	All	All		Rate of out of school suspension will decrease 1% in total over the previous year.	Rate of out of school suspension will decrease 1% in in total over the previous year.	Rate of out of school suspension will decrease 0.5% in each subgroup of 100 or more and in total over the previous year.
Reduce suspension rate of African-American students. 2012-2013 16.1%	African-American		All		Rate of African-American out of school suspension will decrease 2% over the previous year.	Rate of African-American out of school suspension will decrease 2% over the previous year.	Rate of African-American out of school suspension will decrease 1% over the previous year.	School climate
Maintain low expulsion rate. 2011-2012 0.0%	All		All		Expulsion rate will continue to be below 0.5% in each subgroup of 100 or more and in total.	Expulsion rate will continue to be below 0.5% in each subgroup of 100 or more and in total.	Expulsion rate will continue to be below 0.5% in each subgroup of 100 or more and in total.	School climate
% of students who report overall a positive feeling of school safety is not currently measured.	All		All		Define and establish a tool and baseline for % of students who report overall positive feelings of school safety.	5% more students will report overall positive feelings of school safety.	2.5% more students will report overall positive feelings of school safety.	Other pupil outcomes

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-2016	Year 3: 2016-2017	
Student and parent satisfaction with school facilities is not currently measured.	<b>Maintain and Modernize Facilities:</b> The Val Verde Unified School District will offer safe, clean, and well-maintained schools that are technology enriched.	All	All		Define and establish a tool and baseline of student and parent satisfaction with school facilities.	Increase student and parent satisfaction with school facilities.	Increase student and parent satisfaction with school facilities.	Basic
Maintain and modernize facilities. Facilities Inspection Tool (FIT) 2013-2014 Poor = 0 Fair = 1 School		All	All		0 school sites will be rated Fair or Poor on Facilities Inspection Tool (FIT).	0 school sites will be rated Fair or Poor on Facilities Inspection Tool (FIT).	0 school sites will be rated Fair or Poor on Facilities Inspection Tool (FIT).	Basic
Maintain and modernize facilities. Facilities Inspection Tool (FIT) 2013-2014 Exemplary = 4 Average Rating = 97.4%		All	All		6 out of 21 school sites will be rated Exemplary with no site rating less than 96.0% on Facilities Inspection Tool (FIT).	8 out of 21 school sites will be rated Exemplary with no site rating less than 96.0% on Facilities Inspection Tool (FIT).	10 out of 21 school sites will be rated Exemplary with no site rating less than 96.0% on Facilities Inspection Tool (FIT).	Basic
Reduce ratio of # of students per computer. 3.18 students per computer		All	All		Ratio of # of students per computer will be reduced to 3.0.	Ratio of # of students per computer will be reduced to 2.5.	Ratio of # of students per computer will be reduced to 2.0.	Other pupil outcomes

### **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)? <b>Supplemental/Concentration Funding (except where noted)</b>		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
College and Career Ready	Implementation of State Standards	Research and adopt appropriate curricular materials and services.	LEA-wide		<b>1.</b> Research and adopt Math curriculum if available. \$2,106,756 (LCFF)	Research and adopt ELA curriculum if available. \$2,500,000 (LCFF)	Research and adopt Science curriculum if available. \$2,500,000 (LCFF)
College and Career Ready	Implementation of State Standards	Implement the CCSS and NGSS.	LEA-wide		<b>2.</b> Research, define, develop, train, coach, monitor and support appropriate professional learning opportunities in order to fully implement the CCSS and NGSS. \$418,530 (LCFF)	Research, define, develop, train, coach, monitor and support appropriate professional learning opportunities in order to fully implement the CCSS and NGSS. \$500,000 (LCFF)	Research, define, develop, train, coach, monitor and support appropriate professional learning opportunities in order to fully implement the CCSS and NGSS. \$500,000 (LCFF)
Parent Engagement	Parent involvement, School climate	Increase opportunities for engagement of parents of African-American students.	LEA-wide		<b>3.</b> Establish site and district level African-American Advisory Committees to research and suggest actionable strategies to improve student outcomes. \$50,000 (LCFF)	Maintain site and district level African-American Advisory Committees. \$25,000 (LCFF)	Maintain site and district level African-American Advisory Committees. \$25,000 (LCFF)
Maintain and Modernize Facilities	Other pupil outcomes	Maintain and modernize facilities.	LEA-wide		<b>4.</b> Complete necessary projects in order to maintain and modernize facilities including refurbishment of restrooms as needed. \$3,509,361 (LCFF)	Complete necessary projects in order to maintain and modernize facilities. \$4,000,000 (LCFF)	Complete necessary projects in order to maintain and modernize facilities. \$4,000,000 (LCFF)

- 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)? <b>Supplemental/Concentration Funding (except where noted)</b>		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
College and Career Ready Parent Engagement School Climate	Pupil achievement, Pupil engagement, Other pupil outcomes, Parent involvement, Implementation of State Standards, Course Access, School climate	For low income, English learner, and foster youth pupils: Provide site managed funds to meet unique needs.	School-wide		<b>5.</b> Empower schools to provide additional services to meet the needs of unduplicated students in alignment with the LCAP. \$807,623 (LCFF)	Empower schools to provide additional services to meet the needs of unduplicated students in alignment with the LCAP. \$820,000 (LCFF)	Empower schools to provide additional services to meet the needs of unduplicated students in alignment with the LCAP. \$830,000 (LCFF)
College and Career Ready	Course Access, Pupil engagement, Other pupil outcomes	For low income pupils: Increase opportunities for engaging and relevant educational opportunities.	School-wide		<b>6.</b> Empower schools to design, implement and maintain enriching curriculum and instructional experiences in the area of STEAM (Science, Technology, Engineering, Arts and Math) in alignment with the LCAP. \$196,790 (LCFF)	Empower schools to design, implement and maintain enriching curriculum and instructional experiences in the area of STEAM (Science, Technology, Engineering, Arts and Math) in alignment with the LCAP. \$200,000 (LCFF)	Empower schools to design, implement and maintain enriching curriculum and instructional experiences in the area of STEAM (Science, Technology, Engineering, Arts and Math) in alignment with the LCAP. \$225,000 (LCFF)
College and Career Ready	Course Access, Pupil engagement, Other pupil outcomes	For low income pupils: Increase opportunities for engaging and relevant educational opportunities.	School-wide		<b>7.</b> Empower schools to design, implement and maintain enriching curriculum and provide extension activities for GATE (Gifted and Talented Education) students. \$124,500 (LCFF)	Empower schools to design, implement and maintain enriching curriculum and provide extension activities for GATE (Gifted and Talented Education) students. \$125,000 (LCFF)	Empower schools to design, implement and maintain enriching curriculum and provide extension activities for GATE (Gifted and Talented Education) students. \$125,000 (LCFF)
College and Career Ready	Course Access, Pupil engagement, Other pupil outcomes	For low income pupils: Increase opportunities for engaging and relevant educational opportunities.	LEA-wide		<b>8.</b> Hire a Coordinator of Science, Technology, Engineering, Arts, and Mathematics (STEAM). \$131,084 (LCFF)	Retain a Coordinator of STEAM. \$133,705 (LCFF)	Retain a Coordinator of STEAM. \$136,380 (LCFF)
College and Career Ready	Course Access, Pupil engagement, Other pupil outcomes	For low income pupils: Increase opportunities for engaging and relevant educational opportunities.	LEA-wide		<b>9.</b> Create stipend position of Music Coordinator. \$3,379 (LCFF)	Continue stipend position of Music Coordinator. \$3,379 (LCFF)	Continue stipend position of Music Coordinator. \$3,379 (LCFF)
College and Career Ready	Course Access, Pupil engagement, Other pupil outcomes	For low income pupils: Increase opportunities for engaging and relevant educational opportunities.	LEA-wide, elementary		<b>10.</b> Hire 3 elementary music teachers. \$266,208 (LCFF)	Retain 3 elementary music teachers and possibly hire 1 additional teacher. \$272,000 (\$362,000) (LCFF)	Retain 3 elementary music teachers and possibly hire 1 additional teacher. \$277,000 (\$370,000) (LCFF)
College and Career Ready	Course Access, Pupil engagement, Other pupil outcomes	For low income pupils: Increase opportunities for engaging and relevant educational opportunities.	LEA-wide, middle schools		<b>11.</b> Explore and establish plan to increase number of electives at middle schools. \$0	Follow through with results of previous year's research. Unknown cost	Maintain or increase number of electives at middle schools. Unknown cost

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)? <b>Supplemental/Concentration Funding (except where noted)</b>		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
College and Career Ready	Course Access, Pupil engagement, Other pupil outcomes	For low income pupils: Increase opportunities for engaging and relevant educational opportunities.	LEA-wide, high schools		<b>12.</b> Hire 1 additional World Language teacher at each comprehensive high school (2 teachers in total). \$177,472 (LCFF)	Retain 1 additional World Language teacher at each comprehensive high school (2 teachers in total). \$181,000 (LCFF)	Retain 1 additional World Language teacher at each comprehensive high school (2 teachers in total). \$184,600 (LCFF)
College and Career Ready	Course Access, Pupil engagement, Other pupil outcomes	For low income pupils: Increase opportunities for engaging and relevant educational opportunities.	LEA-wide, high schools		<b>13.</b> Collaborate with county CTE program to add 1 Health Science teacher (Cost split 50/50). \$36,000 (LCFF)	Collaborate with county CTE program to retain 1 Health Science teacher (Cost split 50/50). \$38,000 (LCFF)	Collaborate with county CTE program to retain 1 Health Science teacher (Cost split 50/50). \$40,000 (LCFF)
College and Career Ready	Course Access, Pupil engagement, Other pupil outcomes	For low income pupils: Increase opportunities for engaging and relevant educational opportunities.	LEA-wide, high schools		<b>14.</b> Grow and expand A-G and CTE electives at each of the comprehensive high schools. \$15,000 (LCFF)	Grow and expand A-G and CTE electives at each of the comprehensive high schools. \$20,000 (LCFF)	Maintain or increase number A-G and CTE electives at each of the comprehensive high schools. \$25,000 (LCFF)
College and Career Ready	Implementation of State Standards, Pupil achievement	For low income pupils: Provide adequate counseling staff to ensure monitoring of graduation and college & career readiness.	LEA-wide, high schools		<b>15.</b> Retain Guidance Technicians at the high schools. \$393,051 (LCFF)	Retain Guidance Technicians at the high schools. \$400,900 (LCFF)	Retain Guidance Technicians at the high schools. \$408,900 (LCFF)
College and Career Ready	Implementation of State Standards, Pupil achievement	For low income pupils: Provide high quality professional learning opportunities for all staff.	LEA-wide, high schools		<b>16.</b> Hire 1 Math Instructional Coach at each comprehensive high school (2 teachers in total). \$224,645 (LCFF)	Retain 1 Math Instructional Coach at each comprehensive high school and hire 1 district Math coach (3 teachers in total). \$321,000 (LCFF)	Retain 1 Math Instructional Coach at each comprehensive high school and 1 district Math coach (3 teachers in total). \$327,420 (LCFF)
College and Career Ready	Implementation of State Standards, Pupil achievement	For low income pupils: Provide culturally relevant curriculum.	LEA-wide		<b>17.</b> Research, define, develop, train, coach, monitor and support appropriate professional learning opportunities in the area of culturally relevant curriculum. \$500,000 (LCFF)	Research, define, develop, train, coach, monitor and support appropriate professional learning opportunities in the area of culturally relevant curriculum. \$500,000 (LCFF)	Research, define, develop, train, coach, monitor and support appropriate professional learning opportunities in the area of culturally relevant curriculum. \$500,000 (LCFF)
College and Career Ready	Pupil achievement, Other pupil outcomes	For low income pupils: Progress monitor students for achievement in attainment of College and Career readiness.	LEA-wide		<b>18.</b> Evaluate current monitoring tools and services; add additional programs, resources, and support where needed. \$210,000 (LCFF)	Evaluate current monitoring tools and services; add additional programs, resources, and support where needed. \$250,000 (LCFF)	Evaluate current monitoring tools and services; add additional programs, resources, and support where needed. \$250,000 (LCFF)
College and Career Ready	Pupil Achievement, Other pupil outcomes	For low income pupils: Alternative payment for College and Career related activities.	LEA-wide, high schools		<b>19.</b> Investigate possible expansion of supplementing fees for AP, SAT, PSAT, and other tests. \$22,000 (LCFF)	Investigate possible expansion of supplementing fees for AP, SAT, PSAT, and other tests. \$25,000 (LCFF)	Investigate possible expansion of supplementing fees for AP, SAT, PSAT, and other tests. \$30,000 (LCFF)

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)? <b>Supplemental/Concentration Funding (except where noted)</b>		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
College and Career Ready	Pupil Achievement, Pupil engagement, Other pupil outcomes	For low income pupils: Increase access to library resources.	LEA-wide		20. Retain library/media clerks. \$1,214,454 (LCFF)	Retain library/media clerks. \$1,238,745 (LCFF)	Retain library/media clerks. \$1,263,518 (LCFF)
College and Career Ready	Pupil Achievement, Pupil engagement, Other pupil outcomes	For low income pupils: Provide AVID program.	LEA-wide		21. Maintain contract with AVID and provide additional funds to sites for maintenance of AVID program. \$122,000 (LCFF)	Maintain contract with AVID and provide additional funds to sites for maintenance of AVID program. \$122,000 (LCFF)	Maintain contract with AVID and provide additional funds to sites for maintenance of AVID program. \$125,000 (LCFF)
College and Career Ready	Pupil Achievement, Pupil engagement, Other pupil outcomes	For low income pupils: Ensure proper management of resources.	LEA-wide		22. Retain Coordinator of State and Federal Programs. (50/50 with Title 1 funding) \$67,023 (LCFF)	Retain Coordinator of State and Federal Programs. (50/50 with Title 1 funding) \$68,360 (LCFF)	Retain Coordinator of State and Federal Programs. (50/50 with Title 1 funding) \$69,730 (LCFF)
Parent Engagement	Parent involvement	For low income pupils: Actively engage parents.	LEA-wide		23. Hire a District Parent Engagement Specialist to develop and facilitate parent engagement initiatives at the district and school level. \$89,920 (LCFF)	Retain District Parent Engagement Specialist. \$91,700 (LCFF)	Retain District Parent Engagement Specialist. \$93,550 (LCFF)
Parent Engagement	Parent involvement	For low income pupils: Actively engage parents.	LEA-wide		24. Hire 3 Community Liaisons to support Parent Specialist in developing and facilitating parent engagement initiatives at the district and school level. \$139,650 (LCFF)	Retain 3 Community Liaisons. \$142,440 (LCFF)	Retain 3 Community Liaisons. \$145,290 (LCFF)
Parent Engagement	Parent involvement	For low income pupils: Actively engage parents.	LEA-wide		25. Retain current Bilingual Clerks and hire additional clerks to cover every elementary site to ensure availability of staff for parents. \$1,054,510 (LCFF)	Retain Bilingual Clerks. \$1,075,600 (LCFF)	Retain Bilingual Clerks. \$1,097,396 (LCFF)
Parent Engagement	Parent involvement	For low income pupils: Actively engage parents.	LEA-wide		26. Research, define, develop, train, coach, monitor and support best practices for engaging parents and other stakeholders. \$60,000 (LCFF)	Research, define, develop, train, coach, monitor and support best practices for engaging parents and other stakeholders. \$60,000 (LCFF)	Research, define, develop, train, coach, monitor and support best practices for engaging parents and other stakeholders. \$50,000 (LCFF)
Parent Engagement	Parent involvement	For low income pupils: Actively engage parents.	LEA-wide		27. Offer classes for parents in areas identified as needed (English, Supporting student success, and use of technology). \$15,000 (LCFF)	Offer classes for parents in areas identified as needed (English, Supporting student success, and use of technology). \$20,000 (LCFF)	Offer classes for parents in areas identified as needed (English, Supporting student success, and use of technology). \$20,000 (LCFF)

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)? <b>Supplemental/Concentration Funding (except where noted)</b>		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Parent Engagement	Parent involvement, Pupil engagement	For low income pupils: Actively engage parents.	LEA-wide		<b>28.</b> Retain 4 Attendance Specialists to work with families to coordinate resources and provide behavior interventions to maximize school attendance. \$379,986 (LCFF)	Retain 4 Attendance Specialists to work with families to coordinate resources and provide behavior interventions to maximize school attendance. \$387,590 (LCFF)	Retain 4 Attendance Specialists to work with families to coordinate resources and provide behavior interventions to maximize school attendance. \$395,340 (LCFF)
Parent Engagement	Parent involvement, Pupil engagement	For low income pupils: Actively engage parents.	LEA-wide		<b>29.</b> Review and enhance resources of the District Parent Resource Center. \$10,000 (LCFF)	Review and enhance resources of the District Parent Resource Center. \$5,000 (LCFF)	Review and enhance resources of the District Parent Resource Center. \$5,000 (LCFF)
Parent Engagement	Parent involvement, Pupil engagement	For low income pupils: Actively engage parents.	LEA-wide		<b>30.</b> Budget to support parent engagement activities including childcare for meetings and paying the cost for fingerprinting parent volunteers. \$125,000 (LCFF)	Budget to support parent engagement activities including childcare for meetings and paying the cost for fingerprinting parent volunteers. \$150,000 (LCFF)	Budget to support parent engagement activities including childcare for meetings and paying the cost for fingerprinting parent volunteers. \$150,000 (LCFF)
Parent Engagement	Parent involvement, Pupil engagement	For low income pupils: Actively engage parents.	LEA-wide		<b>31.</b> Contract with Attention to Attendance to monitor student attendance and communicate with parents. \$98,000 (LCFF)	Contract with Attention to Attendance to monitor student attendance and communicate with parents. \$98,000 (LCFF)	Contract with Attention to Attendance to monitor student attendance and communicate with parents. \$98,000 (LCFF)
School Climate	School climate	For low income pupils: Increase and improve behavior interventions.	LEA-wide		<b>32.</b> Continue implementation of the Positive Behavior Interventions & Supports (PBIS) system in high schools. \$0	Continue implementation of the Positive Behavior Interventions & Supports (PBIS) system in high schools. \$0	Continue implementation of the Positive Behavior Interventions & Supports (PBIS) system in high schools. \$0
School Climate	School climate	For low income pupils: Increase and improve behavior interventions.	LEA-wide		<b>33.</b> Expand implementation of the Positive Behavior Supports & Interventions (PBIS) system to all middle schools. \$0	Continue implementation of the Positive Behavior Interventions & Supports (PBIS) system in middle schools. \$0	Continue implementation of the Positive Behavior Interventions & Supports (PBIS) system in middle schools. \$0
School Climate	School climate	For low income pupils: Increase and improve behavior interventions.	LEA-wide		<b>34.</b> Hire 1 Intervention Counselor at each comprehensive high school (2 counselors in total). \$180,220 (LCFF)	Retain 1 Intervention Counselor at each comprehensive high school (2 counselors in total). \$201,000 (LCFF)	Retain 1 Intervention Counselor at each comprehensive high school (2 counselors in total). \$203,000 (LCFF)
School Climate	School climate	For low income pupils: Increase and improve behavior interventions.	LEA-wide		<b>35.</b> Continue implementation of Olweus Bullying Prevention Program. \$5,000 (LCFF)	Continue implementation of Olweus Bullying Prevention Program. \$10,000 (LCFF)	Continue implementation of Olweus Bullying Prevention Program. \$10,000 (LCFF)



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)? <b>Supplemental/Concentration Funding (except where noted)</b>		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
School Climate	School climate	For low income pupils: Increase and improve behavior interventions.	LEA-wide		36. Hire Drug & Alcohol counselor. \$90,110 (Coordinated Early Intervening Services)	Retain Drug & Alcohol counselor. \$91,910 (Coordinated Early Intervening Services)	Retain Drug & Alcohol counselor. \$93,750 (LCFF)
School Climate	School climate	For low income pupils: Increase and improve behavior interventions.	LEA-wide		37. Research, define, develop, train, coach, monitor and support revisions to current Drug & Alcohol education and interventions. \$0	Research, define, develop, train, coach, monitor and support revisions to current Drug & Alcohol education and interventions. \$25,000 (LCFF)	Research, define, develop, train, coach, monitor and support revisions to current Drug & Alcohol education and interventions. \$25,000 (LCFF)
School Climate	School climate	For low income pupils: Increase and improve behavior interventions.	LEA-wide		38. Work with community partners to establish after school mentoring programs including sports. \$100,000 (LCFF)	Work with community partners to establish after school mentoring programs including sports. \$200,000 (LCFF)	Work with community partners to establish after school mentoring programs including sports. \$200,000 (LCFF)
Maintain and Modernize facilities	Other pupil outcomes	For low income pupils: Maintain and modernize technology.	LEA-wide		39. Replace/improve technology infrastructure, devices and technical support. \$500,000 (LCFF)	Replace/improve technology infrastructure, devices and technical support. \$1,000,000 (LCFF)	Replace/improve technology infrastructure, devices and technical support. \$1,000,000 (LCFF)
College and Career Ready	Implementation of State Standards	For English learners: Research and adopt appropriate curricular materials and services.	LEA-wide		40. Research and adopt curricular support materials and programs that support EL students. \$4,000 (LCFF)	Research and adopt curricular support materials and programs that support EL students. \$100,000 (LCFF)	Research and adopt curricular support materials and programs that support EL students. \$100,000 (LCFF)
College and Career Ready	Pupil achievement	For English learners: Provide high quality professional learning opportunities for all staff specific to EL students.	LEA-wide		41. Research, define, develop, train, coach, monitor and support appropriate professional learning opportunities in order to provide access to the CCCSS using the ELD standards in tandem. \$500,000 (LCFF)	Research, define, develop, train, coach, monitor and support appropriate professional learning opportunities in order to provide access to the CCCSS using the ELD standards in tandem. \$500,000 (LCFF)	Research, define, develop, train, coach, monitor and support appropriate professional learning opportunities in order to provide access to the CCCSS using the ELD standards in tandem. \$500,000 (LCFF)
College and Career Ready	Pupil achievement	For English learners: Support for Long Term English Learners (LTELs)	LEA-wide		42. Continue to refine and implement supports to reclassify LTELs. \$30,000 (LCFF)	Continue to refine and implement supports to reclassify LTELs. \$50,000 (LCFF)	Continue to refine and implement supports to reclassify LTELs. \$80,000 (LCFF)
College and Career Ready	Pupil achievement	For English learners: Support for English learners in becoming English proficient.	LEA-wide		43. Continue to provide stipends for EL Facilitators, EL Reclassifiers, and teachers with BCLAD credential. \$143,191 (LCFF)	Continue to provide stipends for EL Facilitators, EL Reclassifiers, and teachers with BCLAD credential. \$145,000 (LCFF)	Continue to provide stipends for EL Facilitators, EL Reclassifiers, and teachers with BCLAD credential. \$145,000 (LCFF)

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)? <b>Supplemental/Concentration Funding (except where noted)</b>		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
College and Career Ready	Pupil achievement	For English learners: Support for English learners in becoming English proficient.	LEA-wide		44. Retain bilingual aides to support EL students in the core content classroom. \$601,253 (LCFF)	Retain bilingual aides to support EL students in the core content classroom. \$613,280 (LCFF)	Retain bilingual aides to support EL students in the core content classroom. \$625,540 (LCFF)
College and Career Ready	Pupil achievement	For English learners: Support for English learners in becoming English proficient.	LEA-wide		45. Retain Language Assessment Center staff. \$427,423 (LCFF)	Retain Language Assessment Center staff. \$434,760 (LCFF)	Retain Language Assessment Center staff. \$442,240 (LCFF)
College and Career Ready	Pupil achievement	For English learners: Support for English learners in becoming English proficient.	LEA-wide		46. Retain Coordinator of EL Services. \$129,206 (LCFF)	Retain Coordinator of EL Services. \$131,790 (LCFF)	Retain Coordinator of EL Services. \$134,430 (LCFF)
Parent Engagement	Parent involvement	For English learners: Actively engage parents of English learners.	LEA-wide		47. Retain district translator. \$77,705 (LCFF)	Retain district translator. \$79,260 (LCFF)	Retain district translator. \$80,840 (LCFF)
Parent Engagement	Parent involvement	For English learners: Actively engage parents of English learners.	LEA-wide		48. Update translation devices. \$15,000 (LCFF)	Maintain translation devices. \$1,000 (LCFF)	Maintain translation devices. \$1,000 (LCFF)
College and Career Ready	Pupil achievement, Pupil engagement, Other pupil outcomes	For foster youth: Develop monitoring systems to identify and support foster youth.	LEA-wide		49. Research, define, develop, train, coach, monitor and support policies and procedures for the monitoring of and to provide support to foster youth. \$2,500 (LCFF)	Research, define, develop, train, coach, monitor and support policies and procedures for the monitoring of and to provide support to foster youth. \$2,500 (LCFF)	Research, define, develop, train, coach, monitor and support policies and procedures for the monitoring of and to provide support to foster youth. \$2,500 (LCFF)
College and Career Ready	Implementation of State Standards, Pupil engagement, Other pupil outcomes	For foster youth: Provide high quality professional learning opportunities for all staff specific to foster youth.	LEA-wide		50. Research, define, develop, train, coach, monitor and support appropriate professional learning opportunities specifically tailored to the educational needs of foster youth. \$2,500 (LCFF)	Research, define, develop, train, coach, monitor and support appropriate professional learning opportunities specifically tailored to the educational needs of foster youth. \$2,500 (LCFF)	Research, define, develop, train, coach, monitor and support appropriate professional learning opportunities specifically tailored to the educational needs of foster youth. \$2,500 (LCFF)
College and Career Ready	Other pupil outcomes	For redesignated fluent English proficient pupils: Increase access to post-secondary options for redesignated fluent English proficient (R-FEP) students.	LEA-wide		51. Research, define, develop, train, coach, monitor and support specific materials for communicating post-secondary options to R-FEP students. \$1,000 (LCFF)	Research, define, develop, train, coach, monitor and support specific materials for communicating post-secondary options to R-FEP students. \$5,000 (LCFF)	Research, define, develop, train, coach, monitor and support specific materials for communicating post-secondary options to R-FEP students. \$5,000 (LCFF)

- 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 District is budgeting for LCFF supplemental and concentration funding of \$15,286,940 in the 14-15 school year. 84% of students in the district are low income, foster youth, or English learner pupils. Every school site has a percentage of unduplicated students greater than 55%. Due to these high proportions of unduplicated students, all of the supplemental and concentration dollars have been budgeted to be spent according to the items in sections 3A and 3B in a LEA-wide and School-wide manner.

To ensure the monies are targeted with those groups in mind, monies given to the sites for their determined needs will be allocated on an unduplicated per pupil count of low income, foster youth, and English learners.

The expenditures are focused on:

1. Increasing the variety and ensuring the quality of educational experiences at all grade levels in order to maximize the number of graduates with options for opportunities in the College and/or Career of their choosing.
2. Welcoming and educating the community and district staff how they can utilize their abilities to become active partners in the education of students.
3. Maintain school atmospheres that are free from bullying and encourage students to attend and achieve.
4. Maintaining and modernizing facilities in order to promote community pride and connectedness with the schools.
5. Empowering sites to determine, with the community, the supports and services that best meet the needs of their students.

- 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 11.84% proportionality percentage for increased or improved services is reflected in providing additional monitoring, supports, enrichment opportunities and interventions for low income, foster youth, and English learner (EL) students. Through a combination of staffing and programs, VVUSD provides training, support, and guidance from the district office to the individual classroom in order to target the unique needs of these subgroups of students. Although a majority of professional development trainings are focused on supporting teachers as they implement the Common Core State Standards in general (section 3 A), there are an additional 47 actions in section 3B focused on how to successfully engage and support students of poverty in relation to these new standards and their schooling experiences. This will include professional development on the topic of culturally responsive teaching practices that address the needs of low income, foster youth and EL students. VVUSD will also employ a Parent Engagement Specialist and three community liaisons dedicated to connecting parents in the targeted subgroups with schools and assisting them as they navigate through the school system in support of their child's educational experience. Finally, VVUSD will deliver enrichment opportunities to our targeted subgroup of students through the addition of music programs at the elementary schools and by providing a new focus on the arts through the hire of a new STEAM Coordinator position and additional funds at the sites.

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