School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

The total revenue projected for Vallecito Union School District is $7,855,778, of which $7,069,532 is Local Control Funding Formula (LCFF), $387,580 is other state funds, $60,000 is local funds, and $338,666 is federal funds. Of the $7,069,532 in LCFF Funds, $277,517 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).
LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

This chart provides a quick summary of how much Vallecito Union School District plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

Vallecito Union School District plans to spend $7,890,484 for the 2019-20 school year. Of that amount, $318,703 is tied to actions/services in the LCAP and $7,571,781 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

All other expenditures are for supporting the instructional and operational costs of the district.

**Increased or Improved Services for High Needs Students in 2019-20**

In 2019-20, Vallecito Union School District is projecting it will receive $277,517 based on the enrollment of foster youth, English learner, and low-income students. Vallecito Union School District must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Vallecito Union School District plans to spend $50,500 on actions to meet this requirement.

The additional improved services described in the LCAP include the following:
Additional instructional staff will be added to the budget as we are experiencing sudden growth at both elementary sites.
LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2018-19

This chart compares what Vallecito Union School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Vallecito Union School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2018-19, Vallecito Union School District's LCAP budgeted $50,500 for planned actions to increase or improve services for high needs students. Vallecito Union School District estimates that it will actually spend $50,500 for actions to increase or improve services for high needs students in 2018-19.
Local Control Accountability Plan and Annual Update (LCAP) Template

LEA Name | Contact Name and Title | Email and Phone
---|---|---
Vallecito Union School District | Brett Loring Principal | bloring@vsd.k12.ca.us (209) 795-8500

2017-20 Plan Summary

The Story
Describe the students and community and how the LEA serves them.

The Vallecito Union School District is a community-funded and school wide Title 1 district serving TK-5 and 6-8, composed of two TK-5 schools and one 6-8 middle school located between Murphys and Arnold. Together, these schools serve our K-8 population of approximately 567 students. The district's socioeconomically disadvantaged population is 50.1%. English Learners comprise 6.3% of the population, and foster youth, 0.4%. District staff consists of a part-time Superintendent, 3 Principals, 36 certificated teachers and 50 classified employees. The annual budget is $7,000,000 with a Special Education encroachment of approximately $1,000,000. Various District-supported school site programs provide for the educational and emotional growth of our students. In addition to the strong classroom instruction and excellent support staff, the following district programs/areas of interest are emphasized and provided:

- School Library/Media programs
- Strong emphasis on technology
- Title I, II funded staff and programs
- Early Literacy Intervention
- Small class sizes when possible
- Special Education services
- Strong parental involvement
- Nursing Services
- Counseling Services
- Music and Fine Arts Programs
- Coast/Science Camp (6th grade trip)
- Active District-Wide committees to help formulate curriculum standards and provide input into financial matters.
- Intramural Sports Program
- Ski Program
District-wide test scores are typically the highest in the county. Hazel Fischer Elementary (HFE), Albert Michelson Elementary (AME) and Avery Middle Schools (AMS) have previously been named as California Distinguished Schools. In 2015, Avery Middle School was named a California Gold Ribbon School. In 2016, Albert Michelson Elementary and Hazel Fischer Elementary were named California Gold Ribbon Schools. Albert Michelson Elementary recently an initial WASC (Western Association of Schools and Colleges) visit for accreditation.

Frequently used acronyms/terms:

California School Dashboard
California Accountability Model
5 x 5 Grid
CAA - California Alternate Assessment
CAASPP - California Assessment of Student Performance and Progress
C&I - Curriculum and Instruction
CCSS - Common Core State Standards
ELAC - English Language Advisory Council
ELPAC - English Language Proficiency Assessments for California
CSR - Class Size Reduction
CST - California Standards Test
ELA - English Language Arts
ELD - English Language Development
ELL - English Language Learners
HQ - Highly Qualified
LCAP - Local Control Accountability Plan
LCFF - Local Control Funding Formula
LTEL - Long-Term English Learner
MTSS - Multi-Tiered Systems of Support
NGSS - Next Generation Science Standards
PBIS - Positive Behavior Interventions & Supports
PD - Professional Development
PIP - Provisional Intern Permit
PIR - Performance Indicator Review
RFEP - Reclassified Fluent English Proficient
RTI - Response to Intervention
SARC - School Accountability Report Card
SBAC - Smarter Balanced Assessments Consortium
STEAM - Science, Technology, Engineering, Arts, and Math
LL - Learning Lab (Hazel Fischer)
UALL - Universal Access Language Lab (Michelson Elementary School)
WASC - Western Association of Schools and Colleges
LCAP Highlights
Identify and briefly summarize the key features of this year's LCAP.

Reflecting stakeholder input, the LCAP is focused on 3 Priority areas: 1) College and Career Ready; 2) Clean, Healthy and Safe Learning Environment; 3) Family and Community Engagement. Surveys to stakeholders (students, staff, parents, ELAC, Site Councils, community, businesses), and VUSD school board-identified priorities comprise a significant amount of feedback and priorities reflected in the LCAP. The LCAP features any current district and school-based initiatives, and outlines expected projects and results that may occur in whole or in part due to the passage of Measure E, Bond for Classroom and School Facility Construction and Repair (November 2018).
Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

VUSD has met standards in each of the following categories on the California School Dashboard: Implementation of Academic Standards; Access to a Broad Course of Study; Local Climate Survey; Parent Engagement; and English Learner Progress. Based on ELPAC scores, English Language Learner Progress reflects that 45.7% of English Language Learners performed at Level 4 - Well Developed; 37.1% at Level 3 - Moderately Developed; 8.6% at Level 2 - Somewhat Developed; and 8.6% at Level 1 - Beginning Stage. In English Language Arts, based on student performance in grades 3-8 on the Smarter Balanced Assessment, the district ranks at 4.7 points above standard, with students classified as "white" performing 12.1 points above standard (Green on the Dashboard). Those who are classified as English Only performed at 8.9 points above standard. In
Math, based on student performance in grades 3-8 on the Smarter Balanced Assessment, students classified as "white" performed at 2.5 points above standard (Green on the Dashboard). Based on Reflection Tools (surveys), Full Implementation and Sustainability is noted for both English Language Arts and Math. For History/Social Science and Next Generation Science Standards, the district is in the Exploration and Research Phase. For English Language Development (aligned to English Language Arts Standards), the district is in the Full Implementation stage. Availability of instruction manuals for English Language Arts and Math, as well as English Language Development (and the Common Core Standards relating to each) is at the Full Implementation and Sustainability stage. Availability of instruction manuals for Next Generation Science Standards is at the Beginning Development stage. For English Language Development (aligned to English Language Arts Standards), the district is in the Full Implementation stage. Based on Reflection Tools (surveys), Full Implementation and Sustainability is noted for Policy and Program Support in English Language Arts and Math (and the Common Core Standards relating to each). For History/Social Science, the district is in the Exploration and Research Phase. For Next Generation Science Standards, the district is in the Beginning Development stage as the district is piloting new material. District progress in the Implementation of Standards is at the following stages for each of the following subjects: Full Implementation and Sustainability - Visual and Performing Arts; Full Implementation - Health Education Content Standards and Physical Education Model Content Standards; Exploration and Research - Career Technical Education and World Language.

Based on survey feedback, Engagement of School Leadership ranks at Full Implementation and Sustainability in the following categories: Identifying the professional learning needs of groups of teachers or staff as a whole; providing support for teachers on the standards they have not yet mastered; identifying the professional learning needs of individual teachers. A 1.4% improvement is noted in the suspension rate. Chronic Absenteeism has decreased indicating improved attendance among students in the following categories: Homeless; Students with Disabilities; students of Two or More Races. The rate has maintained at 9.3% chronically absent students among students classified as "white."

While in the category of "Basics" the "Standard not Met" status is indicated on the Dashboard, the school bond measure that was passed in November 2018, will provide $11 million toward improvements and repairs that will meet the "Good Repair" standard. Improvements include roof structures, accessibility, heating and air, and flooring and ceiling upgrades.

Stakeholder surveys and actual parent and community involvement indicate a high level of parent and community engagement, and satisfaction with the local school and district climate. Parents Clubs are actively engaged at each site and contribute to school and student activities, and serve as a sounding board for broader district initiatives. Direct - and indirect contact via visits and surveys - was made by staff and VUSD school board members to community organizations and businesses to foster communication, and to share perspectives and needs of the district.

At each school site, and with district support, there are endeavors to sustain progress and meet needs. The elementary schools have adopted standards-based report cards tied to uniform assessments and has implemented a new student information system (AERIES). Small class sizes were supported last year which enabled teachers to better address dynamics and needs of students. Albert Michelson and Hazel Fischer Elementary schools are employing MTSS based on their respective needs to screen/target and provide appropriate instruction for all students. All three schools feature an SST process to identify needs and monitor student progress, and Homework Clubs run by credentialed teachers, and all schools provide supports for students in need, including Barton, designated ELD instruction (and accompanying Belief Trainings), Unique Learning, and a summer "Power School" for identified students. Each of the schools also has a student leadership team, a character trait emphasis, and both elementary schools host a shared presentation at 3rd grade that emphasizes different-abled individuals. Michelson School, which has the highest concentration of ELL's, hosts ELAC, adult English classes, and an ELL Homework Club, a sign language club, and offers Extension Math at 4th and 5th grade. Hazel Fischer and Avery principals
are bilingual in Spanish, which fosters relationships with Spanish-speaking ELL families to support student success. The principal at Michelson has extensive expertise in Special Education and interventions, and provides paraprofessionals with Crisis Prevention Institute training, which benefits all three sites and the district. Michelson paraeducators are trained in and deliver Second Step violence prevention lessons to classrooms. All three schools provide some sort of a violence-prevention/anti-bullying assembly, speaker, or activity each year. Hazel Fischer makes MakerSpace materials and kits available to students at specified times, and Michelson hosts a standards-based Maker Space featuring Robotics and other STEAM activities, as well as two scheduled days of after-school family library time. A 3-year SIPS grant has enabled Michelson to foster inclusion at all sites. At Michelson School, "Legends," an intergenerational appreciation activity, allows students to learn about local history and the lives of those who are senior members of the community. Additionally, Michelson School is going through a self-initiated WASC process. Hazel Fischer School is in year 1 of a 2-year MTSS grant by which staff is focusing on revamping intervention and SST services, as well as a focus on equipping families through a Family Resources Hub, and providing a sensory room and schedule to help targeted students with self-regulation. Additionally, at each school site students have opportunity to participate in enrichment opportunities such as snowshoeing, downhill skiing, cross-country skiing, archery, and watershed education. As well as a focus on data-driven decision making, using iReady Diagnostics and data discussions, Avery Middle School has provided a college exploration day with a visit to a college campus, Coast Camp for 6th graders, student leadership and school/community outreach events (Soles for Souls, Sheriff recognition, dress-up spirit days, Kindness Week, rallies, intramural sports at lunch, dances, Spirit Hawk competition every Friday). A newly established MakerSpace STEM-based tech activity room is used by students during breaks on T/Th and during the tech elective period to advance STEM education at Avery Middle School, and a Robotics creation elective has begun through the use of LEGO "MindStorm" kits, with a focus on building and coding. The Avery Nest Advisory Period is a continuation of a student advisory period on M/W during 8th period to assist with work/test completion, and the Academic Assistance Program continues as an intensive intervention during 8th period to assist struggling students below a 2.0 academic GPA. Also, the Check-in/Check-out program is an intervention for students struggling specifically with low work turn-in. In addition to the Stopit anti-bullying anonymous application for students to report concerns, a Positive Behavior Incentive Program (PBIP) has been established to help foster a positive, safe, healthy, and thriving climate and school culture.
Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

**Greatest Needs**

In the category of "Basics," the "Standard not Met" status is indicated on the Dashboard. This is in reference to district facilities which need roof repair, accessibility compliance, HVAC improvements, etc. The school bond measure that was passed in November 2018, will provide $11 million toward improvements and repairs that will meet the "Good Repair" standard. Improvements include roof structures, accessibility, heating and air, and flooring and ceiling upgrades.

Based on the Dashboard Equity Report, in English Language Arts performance, students in the categories of Students with Disabilities and Hispanic, ranked in the Red and Orange range, respectively. According to the Special Education Performance Indicator Review (PIR), the district needs to increase the ratio of students receiving Special Education services who participate in statewide assessments. However, this finding is currently being challenged as district records
indicate that a significant number of students in Special Education do indeed participate in statewide testing. Site administrators are communicating consistently with parents of students who have IEP's to inform them of the opportunity for their children to participate in CAASPP testing with accommodations or modifications to increase the participation rate and to improve performance. A significant PIR finding is poor achievement among students in Special Education in CAASPP mainly in ELA (Red on Dashboard) but also in Math (Yellow on Dashboard). The PIR also indicates that the percentage of time of students receiving Special Education support in general education needs to be increased. The ratio of students with IEP's in the district is greater than 15% of the district's student population, with several students (Special Education-identified, or not) presenting with intensive trauma and/or behavioral issues that require intervention and/or specialized services. Evidence for a long-term plan to support an increasing number and severity of behavioral needs at the sites, or centrally within proximity of the district, is indicated. The district is supporting inclusion methods, including the hiring of behavioral and academic support staff in certain situations to increase the time that students in Special Education are included and participate in the general education classroom. For ELL's, schools are ensuring that a designated instruction English Language Development schedule, as well as integrated ELD, is implemented. Michelson's SIP grant supports special education inclusion.

The Dashboard indicates that students in the categories of Homeless, and those Students with Disabilities and of Two or More Races, ranked in the Red and Orange range, respectively, in the category of Chronic Absenteeism. District wide, all students with habitual truancy or tardiness are taken through the School Attendance and Review Board (SARB) process, beginning first with letters from the site administrator, and continuing on to a SARB hearing held at the County Office of Education with local educators and agencies that present options, interventions, and consequences, as warranted, to families in order to improve attendance. Site principals also offer Perfect and/or Excellent Attendance recognition to students.

The Dashboard indicates that students in the categories of Hispanic and Students with Disabilities, and those of Two or More Races, Socioeconomically Disadvantaged, and White ranked in the Red and Orange range, respectively, in the category of Suspension Rate. Each school is emphasizing positive character traits, recognitions, and providing behavior-based assemblies and presentations, as well as giving students the opportunity to participate in school leadership and to have a say in certain areas of their educational experience to promote buy-in to positive and proactive school citizenship. All 3 schools face many instances of students with emotional regulation needs, inconsistent housing stability, unstable guardianship situations, and adult caregiver emotional and substance abuse. Additionally, there is a need to support students who have Adverse Childhood Experiences (ACES) and issues with self-regulation as part of an MTSS. The district has also seen more students with moderate to severe behavioral needs, but does not have resources to support those behaviors and relevant training and staffing at 3 schools. These factors impact student academic performance and behavior at each school.

Hazel Fischer Elementary is in rural Arnold, and Michelson Elementary is in the bustling business district of Murphys - two distinctly diverse socio-economic communities, both feeding into VUSD's Avery Middle School, and all 3 schools with similar family-centric needs. Hazel Fischer, which is the "up-hill school," is more isolated from ready resources to support its socio-economically-disadvantaged families comprising 56% of the school's population. Special Education, Student Study Team, and counseling referrals have increased over the last several years at each school. Among this population, parent follow-through on accessing outside services and support is sparse, so action and services are incumbent upon the school. Hazel Fischer is in year one of a two-year MTSS-focused grant of $25,000 that is enabling space and resources for wrap-around type services like a sensory room and a "Family Resources Hub" with materials, literature, and contact information to be used by district parents to access school and community resources.
Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

In ELA, students in the category of Students with Disabilities scored two levels below (Red) the All Students category (Yellow). Steps to address performance gaps include: Monitoring and checking PIR data; training in Evidence-Based Practices, sensory regulation, Trauma Informed Strategies; targeted assistance with Title 1 aide support and services, including Barton, SIPPS, and other interventions; additional counseling support; facilitating family accessibility to resources, summer school for at-risk learners. After-school Homework Club/support is offered at the elementary schools, and is also available specifically at Michelson for ELL's.

The Chronic Absenteeism indicator shows Homeless Students (Red) and Students with Disabilities and those of Two or More Races (Orange) ranked two or more levels below All Students. Local site processes and incentives as well as County SARB letters and SARB processes are in place to attempt to improve Chronic Absenteeism.
Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

Schools Identified

Identify the schools within the LEA that have been identified for CSI.

N/A

Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

N/A

Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

N/A
Annual Update

LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

All students will complete their education in VUSD as College and Career Ready.

State and/or Local Priorities addressed by this goal:

<table>
<thead>
<tr>
<th>State Priorities</th>
<th>Local Priorities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Priority 1: Basic (Conditions of Learning)</td>
<td>1, 2, 4</td>
</tr>
<tr>
<td>Priority 2: State Standards (Conditions of Learning)</td>
<td></td>
</tr>
<tr>
<td>Priority 3: Parental Involvement (Engagement)</td>
<td></td>
</tr>
<tr>
<td>Priority 4: Pupil Achievement (Pupil Outcomes)</td>
<td></td>
</tr>
<tr>
<td>Priority 7: Course Access (Conditions of Learning)</td>
<td></td>
</tr>
<tr>
<td>Priority 8: Other Pupil Outcomes (Pupil Outcomes)</td>
<td></td>
</tr>
</tbody>
</table>

Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTSF structure and practices/results: Course offerings and access; student engagement; parent and community participation and activities; support for ELL, Foster Youth, targeted groups.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Metric 1 - Participation in hands-on/Project-Based Learning activities and enrichment included snowshoeing; MakerSpace; Hour of Code; Discovery Space Center; California history; student leadership; situational and localized learning opportunities (Columbia College visit; local guest speakers; storytelling; Murphys School of Music; Legends intergenerational partnership; Murphys history; Calaveras Big Trees; Columbia; Sea Lab Coast Camp); Power School summer program.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Metric 2 - NGSS/STEAM professional development and implementation was supported differently from site to site via workshop/conference opportunities (ETC; CETPA; MakerSpace Conference). An NGSS demonstration/presenter was provided districtwide for an afternoon. Site and district staff (technology team) provided technology support and training for staff (AERIES; interactive TV's; iReady; Freckle; IxL; CAASPP procedures and administration).</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**18-19**

**Expected**

**Metric 1 - Hands-on/Project-Based Learning activities and enrichment** will be offered as co-curricular and extra-curricular activities to all students (i.e., grades K-5 MakerSpace in Library once per week, and during recess times). Situational extended learning opportunities will be provided as they occur to relevant grade levels (solar eclipse; cross-country skiing; snowshoeing; current events); localized learning opportunities will be provided (Columbia College visit; local guest speakers; watershed lessons; Murphys history; Calaveras Big Trees/Audubon birds lesson).

**Metric 2 - NGSS/STEAM professional development and implementation** will be supported via workshop/conference opportunities (ETC; CUE; etc.) available to subject area teaching staff/site teams. Site and district staff (technology team) will provide technology support and training for staff. Technology curriculum pacing and standards guide will be developed by technology team and teachers by Fall 2018.

**Metric 3 - Individual and group counseling support** will be provided at all 3 school sites to referred students by a qualified mental health interventionist or counselor. One counselor will serve both elementary sites and one will serve the middle school.

**Metric 4 - Art and music opportunities** will be provided in grades K-8 through partnership with parents, community, qualified teachers.

**Metric 5 - Principal and teachers** will complete early literacy screening (e.g., MindPlay) in 1st grade, and refer, assess, and intervene with students who demonstrate early literacy difficulty.

**Metric 6 - Pertinent and regular professional development, training, mentoring support** for Special Education staff will be provided by a Special Education "coach" or by an independently- contracted teacher, specialist, and/or CCOE-based specialist. Intervention support will be given for RTI activities and for accommodating class sizes that are deemed to be significantly large or dynamic.

**Metric 7 - CAASPP, RFEP, and ELPAC assessment data.**

**Actual**

**Technology curriculum pacing and standards guide** are in the development stage.

**Metric 3 - Individual and group counseling support** was provided at all 3 school sites to referred students by a qualified mental health interventionist or counselor. One counselor served both elementary sites and one served the middle school where it has been difficult to get consistent services. Counselor participated and/or trained/consulted in SST's, IEP's, staff meetings, and site-based initiatives (MTSS, Sensory room, Trauma-Informed Strategies, etc.) as possible.

**Metric 4 - Art and music opportunities** were provided in grades K-8 through partnership with parents, community, qualified teachers. (Art In Action; Murphys School of Music demos at elementary schools; seasonal student performances; ceramics; painting; Friday Sing and guest pianist/song leaders at Hazel Fischer; Band; ukulele instruction at Michelson).

**Metric 5 - Principal and teachers** completed early literacy screening (e.g., MindPlay) in 1st grade, and referred, assessed, and intervened with students who demonstrated early literacy difficulty (SIPPS, Barton, Unique Learning; teacher-directed small group interventions). In conjunction with a grant through Mind Matters Clinic, the Fast ForWord program was provided to selected elementary students. Partnerships were maintained between the school sites and the adult education (specifically English Learner) classes at Michelson, through the County Office of Education. Community-based parent education classes and pertinent community college courses and opportunities were promoted via the school sites. The Family Resources Hub at Hazel Fischer provided information about community resources that support families and learning.

**Metric 6 - Pertinent and regular professional development, training, mentoring support** for Special Education teachers and paraeducators was provided by the County Office of Education and occasionally through a Special Education "coach" or independently- contracted teacher, specialist, and/or CCOE-based specialist. Intervention support is given for RTI activities and for accommodating class sizes that are deemed to be significantly large or dynamic. In- house training was provided to paraeducators via the Crisis Prevention Institute curriculum. Coursework and professional development for relevant staff was provided where supported by special funding (i.e., grants). New teachers were supported by a partnering colleague within VUSD and through opportunities to formally observe peers teaching throughout and beyond the district.

**Metric 7 - CAASPP, RFEP, and ELPAC assessment data.**

CAASPP - Through core instruction, UALL, assessment and diagnostic programs and other interventions, and MTSS at each school, students will receive instruction in state-adopted academic and content standards and will be prepared for CAASPP testing to demonstrate proficiency at "Met" or "Exceeded" levels in ELA and Math.

ELPAC/ELL Assessment - ELL's will receive access to CCSS and ELD standards through Language Lab and other intervention support through the bilingual teacher, and through vocabulary and language development embedded in primary curriculum (SIPPS, Collaborative Classroom), with teachers monitoring progress and reporting at student data meetings to meet 80% of ELL's making progress toward English proficiency as measured by the ELPAC.
**Actions / Services**

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

### Action 1

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
</table>
| 1) Schedule and provide staff development for teachers and admin. in NGSS/STEAM/Project-Based Learning  
2) Budget for NGSS/STEAM materials/curriculum  
3) Budget for district wide technology specialist  
4) Establish Library/MakerSpace fund per site  
5) Schedule student learning opportunities  
6) Provide collaboration and creation time for technology curriculum pacing and standards guide  
7) Pilot science curriculum                                                                 | 1) Scheduled and provided staff development for teachers and admin. in NGSS/STEAM (SJCOE presenter; Maker Space Conference)  
2) Budgeted for NGSS/STEAM materials/curriculum - previewed free pilot materials (no expenditures for NGSS)  
3) Budgeted for district wide technology specialist and services (ongoing position)  
4) Continued Library funding per site  
5) Scheduled student learning opportunities (extra- and co-curricular activities)  
6) Provided collaboration and creation time for technology curriculum pacing and standards guide (in progress)  
7) Piloted science curriculum (ongoing)                                                                 | 5000-5999: Services And Other Operating Expenditures GF $15,000                                                                | 5000-5999: Services And Other Operating Expenditures GF $5,000                                                                 |

### Action 2

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
</table>
| 1) Schedule counseling services for elementary schools from one provider and for middle school from a second provider.                                                                 | 1) Scheduled counseling services for elementary schools from one provider and for middle school from a second provider. | Offer attractive salary schedules  
1000-1999: Certificated Personnel Salaries GF $50,000                                                                 | Offer attractive Salary Schedules  
1000-1999: Certificated Personnel Salaries GF $50,000                                                                 |
Action 3

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
</table>
| 1) Provide space, training opportunities, materials and time for Art-In-Action volunteers and program.  
2) Provide instruction in instrumental music.  
3) Provide other arts-related opportunities, lessons, presentations, events. | 1) Provided space, training opportunities, materials and time for Art-In-Action volunteers and program. (Grants received from the Wintercreek Foundation supported ukelele and ceramic lessons.)  
2) Provided instruction in instrumental music grades 4-8.  
3) Provide other arts-related opportunities, lessons, presentations, events (as listed in Actual Outcomes) | 5000-5999: Services And Other Operating Expenditures GF $30,000 | Instruction 5000-5999: Services And Other Operating Expenditures GF $30,000 |

Action 4

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
</table>
| 1) Support days out-of-district for teachers and other staff to attend MTSS-related and trauma-informed/self-regulation-related professional development. (Substitutes; travel)  
2) Support days out-of-district for teachers and other staff to collaborate with other LEA's and | 1) Supported days out-of-district for teachers and other staff to attend MTSS-related and trauma-informed/self-regulation-related professional development. (Substitutes; travel)  
2) Supported days out-of-district for teachers and other staff to collaborate with other LEA's and | Costs included in Action 1 ($3,000) GF $3,000 | Substitutes 0000: Unrestricted GF $3,000 |

2) Coordinate relational skills/social skills lessons to be delivered to targeted groups/grade levels.  
3) Provide PD/training for counselors in trauma-informed strategies and self-regulation.

2) Coordinated relational skills/social skills lessons delivered to targeted groups/grade levels.  
3) Provided PD/training for counselors in trauma-informed strategies and self-regulation (elementary counselor to workshops/conferences)
educational support partners on curricular topics as well as Special Education and RTI. (Substitutes; travel)

educational support partners on curricular topics as well as Special Education and MTSS. (Substitutes; travel)

## Action 5

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Complete early literacy screening at 1st grade. (licensing/use costs)</td>
<td>1) MindPlay was used to screen 1st graders for possible intervention.</td>
<td></td>
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</tr>
<tr>
<td>2) Further access students with identified difficulties in reading.</td>
<td>2) Other data was collected on students at risk in literacy.</td>
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</tr>
<tr>
<td>3) Provide intervention supports for identified students.</td>
<td>3) Barton, Fountas and Pinnell assessments, ESGI, and SIPPS were used to screen/address students at risk in literacy.</td>
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<tr>
<td>4) Monitor students' performance on state and local testing.</td>
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</tr>
<tr>
<td>5) Hold SST or academic conferences for students performing significantly below grade level (substitutes)</td>
<td>4) Sites reviewed student data from statewide assessments. Standards-based report cards were implemented at the elementary sites.</td>
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</tr>
<tr>
<td>6) Consult district or county Special Education coach or resources for students who need extra support in behavior or self-regulation.</td>
<td>5) SST's and follow-up interventions, accommodations, strategies, and collaboration were employed to address the needs of students performing significantly below grade level. (At Michelson, the SIPS grant provided for educational opportunities in Universal Design for Learning.)</td>
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<tr>
<td>7) Consider class size, composition, and dynamics (behaviors, Special Education ratio, self-regulation/trauma issues) in staffing and configuring.</td>
<td>6) Outside resources/staff were employed to help assess and address the behavioral and regulation needs of particular students.</td>
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<tr>
<td>8) Per 2017 Special Education Performance Indicator Review, increase number of students who participate in CAASPP testing.</td>
<td>7) Small class sizes were implemented for dynamic or large student groups.</td>
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</tbody>
</table>
8) Performance Indicator Review results are being challenged by district as to the accuracy of the assertion that a low number of students with IEP's participate in state testing.

### Action 6

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>development intervention and instruction where ELL population is numerically-significant</td>
<td>intervention and instruction 2) Continued to partner with CCOE for adult education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>and where reading difficulty is prevalent. (curriculum/materials)</td>
<td>English Language classes. Continue Power School summer program.</td>
<td></td>
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</tr>
<tr>
<td>2) Continue to partner with CCOE for adult education English Language classes.</td>
<td>3) Continued to partner with The Resource Connection/First 5 for parent education classes</td>
<td>3000-3999: Employee Benefits GF 11,988</td>
<td>Language Lab 0000: Unrestricted GF $11,988</td>
</tr>
<tr>
<td>3) Continue to partner with The Resource Connection/First 5 for parent education classes</td>
<td>and resources in Spanish.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>and resources in Spanish.</td>
<td>4) Continued to administer and monitor CAASPP, R-FEP, and ELAC assessment data.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4) Continue to administer and monitor CAASPP, R-FEP, and ELAC assessment data. Determine</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>ELAC baseline for proficiency/ELL progress.</td>
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<td></td>
</tr>
</tbody>
</table>
Analysis

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

VUSD has implemented strategies and practices to contribute toward all students being ready for college or career. Hands-on/Project-Based Learning activities and enrichment were implemented.

NGSS/STEAM professional development and implementation was supported differently from site to site via workshop/conference opportunities. An NGSS demonstration/presenter was provided districtwide for an afternoon. Site and district staff (technology team) provided technology support and training for staff. Technology curriculum pacing and standards guide are in the development stage.

Individual and group counseling support was provided at all 3 school sites. Counselor participated and/or trained/consulted in SST's, IEP's, staff meetings, and site-based initiatives as possible.

Art and music opportunities were provided in grades K-8.

Principal and teachers completed early literacy screening in 1st grade. In conjunction with a grant through Mind Matters Clinic, the Fast ForWord program was provided to selected elementary students. Partnerships were maintained between the school sites and the adult education (specifically English Learner) classes at Michelson. Community-based parent education classes and pertinent community college courses and opportunities were promoted via the school sites. The Family Resources Hub at Hazel Fischer provided information about community resources that support families and learning.

Pertinent and regular professional development, training, mentoring support for Special Education teachers and paraeducators was provided by the County Office of Education and occasionally through a Special Education "coach" or independently-contracted teacher, specialist, and/or CCOE-based specialist. Intervention support was given for MTSS activities and for accommodating class sizes that are deemed to be significantly large or dynamic. In-house training was provided to paraeducators via the Crisis Prevention Institute curriculum. Coursework and professional development for relevant staff was provided where supported by special funding (i.e., grants). New teachers were supported by a partnering colleague within VUSD and thorough opportunities to formally observe peers teaching throughout and beyond the district.

CAASPP - Through core instruction, UALL, assessment and diagnostic programs and other interventions, and MTSS at each school, students received instruction in state-adopted academic and content standards and practiced for CAASPP testing to demonstrate proficiency in ELA and Math, and Science at grades 5 & 8.

ELPAC/ELL Assessment - ELL’s had access to CCSS and ELD standards through Language Lab and other intervention support through the bilingual teacher, and through vocabulary and language development embedded in primary curriculum (SIPPS,
Collaborative Classroom), with teachers monitoring progress and reporting at student data meetings to meet 80% of ELL's making progress toward English proficiency as measured by ELPAC.

RFEP - 2 VUSD students in 2017-18 were reclassified as Fully English Proficient. No Dashboard data available on Reclassified English Learners. Bilingual Resource Teacher and classroom teachers monitored progress toward goals, and implemented MTSS with accommodations, vocabulary development, peer support.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Hands-on/Project-Based Learning provided students with exposure and exploration of activities and interests beyond the core that could tie into future college or career interests: MakerSpace; Hour of Code; Discovery Space Center; California history; student leadership; situational and localized learning opportunities; Columbia College visit; local guest speakers; storytelling; Murphys School of Music; Legends intergenerational partnership; Murphys history; Calaveras Big Trees; Columbia; Sea Lab.

As a result of NGSS professional development, teachers are piloting Science materials for consideration during the upcoming adoption process.

With professional development and collaboration provided, Technology curriculum pacing and standards guide are in the development stage.

By securing an elementary-based counselor and a middle school-based counselor, individual and group counseling support was provided at all 3 school sites, serving all students who were referred. In turn, counselor participated and/or trained/consulted in SST's, IEP's, staff meetings, and site-based initiatives as possible.

Art and music opportunities were provided in grades K-8, expanding students' experience beyond the core.

Teachers completed early literacy screening in 1st grade and were thus able to identify and intervene for students whose results indicated dyslexia or other reading disability. Partnerships were maintained between the school sites and the adult education (specifically English Learner) classes at Michelson, and approximately 12 adults continued toward proficiency with the English language. Community-based parent education classes and pertinent community college courses and opportunities were promoted via the school sites, and the Family Resources Hub at Hazel Fischer provided information about community resources that support families and learning.

Professional development, training, mentoring support for Special Education teachers and paraeducators was provided by a site principal trained in CPI, the County Office of Education and occasionally through a Special Education "coach" or independently-contracted teacher, specialist, and/or CCOE-based specialist which resulted in practical skills and strategies that staff employed with students. An emphasis on small class sizes made it more feasible for teachers to address the vast and diverse needs of students in the classrooms and to utilize small group intervention. New teachers were supported by a partnering colleague within VUSD and
thorough opportunities to formally observe peers teaching which mutually enhanced professional practice through observed strategies, activities, management, and instruction.

Professional development in ELA and Math was ranked at Full Implementation and Sustainability, and Full Implementation, respectively. Availability of aligned instruction manuals for ELA, Math, and ELD was ranked at the Full Implementation and Sustainability level. Policy and Program Support for ELA and Math also ranked at the Full Implementation and Sustainability level. Implementation of Standards ranked at the Full Implementation and Sustainability level for Visual and Performing Arts and at the Full Implementation level for Health Education and Physical Education Content Standards. Engagement of School Leadership in identifying the learning needs of staff, providing support for staff, and identifying needs of individual teachers ranked at the Full Implementation and Sustainability level.

Local Indicators at the Standard Met level: Implementation of Academic Standards; Access to a Broad Course of Study Overall, maintained student academic progress above standard is noted in the areas of English Language Arts (4.7 points above standard).
While still in the Yellow range, improvement in ELA among students classified as Socioeconomically Disadvantaged increased by 5.7 points, and in Math by 7.1 points. Also in Math, improvement among Students with Disabilities increased by 12.9 points.

RFEP - 2 VUSD students in 2017-18 were reclassified as Fully English Proficient. 45.7% of ELL's scored at Level 4 - Well Developed, and 37.1% at Level 3 - Moderately Developed.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Certain LCAP goal-aligned activities were funded by an MTSS grant (Hazel Fischer School) and a SIPS grant (Albert Michelson School).

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

District support for STEAM, NGSS, MakerSpace, and other non-categorical programs was not designated as such, but an amount was provided in principals' discretionary monies for professional development which principals could earmark for such initiatives/activities. There was not a district wide focus on STEAM/MakerSpace. (Goal 1, Action 1)
Annual Update

LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

Goal 2

All school sites will exemplify a clean, healthy, and safe learning environment.

State and/or Local Priorities addressed by this goal:

<table>
<thead>
<tr>
<th>State Priorities:</th>
<th>Priority 1: Basic (Conditions of Learning)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Priority 5: Pupil Engagement (Engagement)</td>
</tr>
<tr>
<td></td>
<td>Priority 6: School Climate (Engagement)</td>
</tr>
</tbody>
</table>

Local Priorities:

Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Site/district surveys; data recorded in Plans; risk analysis reports; written policies/procedures/protocols; student attendance, counseling, services, and discipline data; Physical Fitness Test data; curriculum assessment; reports filed (bullying; Uniform Complaint)</td>
<td>Metric 1 - The District Wellness Plan and Comprehensive School Safety Plan was updated with data and results of reports, and implemented and prioritized during the 2018-19 school year. As part of the Plan, food service offerings will reflect healthy choices, facilities are getting cleaned regularly, and school site emergency and crisis procedures, policies, and protocol will be updated and articulated between necessary staff and agencies. Growth over the baseline set by the reflection tool (parent, staff, student, community surveys) and each subsequent year is expected.</td>
<td></td>
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<tr>
<td></td>
<td>Metric 2 - Monitored various relevant rates (chronic absenteeism, suspension, physical fitness results, report of bullying). Improvement rate of Chronic Absenteeism declined by 0.8% with a rate of 9.2% Chronically Absent (Green); Suspension Rate improvement increased 1.4% with a rate of 5.2% suspended at least once. The percent of 5th and 7th graders in the Healthy Fitness Zone was highest in the category of Trunk Extension Strength, at 96.2% and 98.5% respectively, and lowest in Aerobic Capacity for 5th graders at 58.5%, and lowest in Body Composition for 7th graders at 73.8%. The percent of 5th graders at high risk was 5.7% in Aerobic Capacity and 24.5% in Body Composition, and percent of 7th graders at high risk was</td>
<td></td>
</tr>
</tbody>
</table>

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Metric 1 - The District Wellness Plan and Comprehensive School Safety Plan will be updated with data and results of reports, and implemented and prioritized annually. As part of the Plan, food service offerings will reflect healthy choices, facilities will be cleaned regularly, and school site emergency and crisis procedures, policies, and protocol will be updated and articulated between necessary staff and agencies. Growth over the baseline set by the reflection tool (parent, staff, student, community surveys) and each subsequent year is expected.

Metric 2 - Monitor various rates (attendance, chronic absenteeism, drop out, Middle School, suspension, expulsion, physical fitness results, report of bullying). All rates will be reduced each subsequent year.

Metric 3 - Counseling support will be provided at all 3 sites (1 counselor for the two elementary sites and one for the middle school) complemented with school wide support for social skill/civility/citizenship development and service learning opportunities.

Metric 4 - Parent, staff, and student surveys may be made available and the resulting data disaggregated. Growth over the baseline set by the reflection tool and each subsequent year is expected.

Metric 5 - 100% appropriately assigned and fully-credentialed teachers.

Metric 6 - 6.1% in Aerobic Capacity and 12.4% in Body Composition. Reports of bullying unrelated to suspensions are not documented.

Metric 3 - Counseling support was provided at all 3 sites (1 counselor for the two elementary sites and one for the middle school) complemented with school wide support for social skill/civility/citizenship development and service learning opportunities.

Metric 4 - Parent, staff, and student surveys were made available and the resulting data disaggregated. Growth over the baseline set by the reflection tool and each subsequent year is expected.

Metric 5 - 100% appropriately assigned and fully-credentialed teachers.
**Baseline**
Metric 1- reflection tool to be developed along with baseline data in 17-18. Williams Act Report shows no complaints to date 6-10-17.

Metric 2- current year listed first; 2015-16 listed second:
Attendance Rate- 95.7% (average over last 3 years)
Chronic Absenteeism- 3% (from 2.8%)
Drop out Middle School- 0% (from 0%)
Suspension Rate- 3.8% (from 4.7%)
Expulsion Rate- 0% (from 0%)
Physical Fitness Tests- Did not record
Reports of Bullying- 0% (from 0%)
All rates will be reduced each subsequent year.

Metric 3- In 16-17, 1 full time counselor provided services at Avery and 3 days of services were shared between the 2 elementary sites.

Metric 4- reflection tool to be developed along with baseline data in 17-18.

Metric 5- in 2017-'18 - 2 interns (Special Education at Michelson School).
**Actions / Services**
Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

### Action 1

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
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<th>Budgeted Expenditures</th>
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</tr>
</thead>
<tbody>
<tr>
<td>1) Get certification on safety and facility factors requiring annual certification.</td>
<td>1) Equipment (fire extinguishers, AED, range hoods, fuel storage, etc.) are inspected on a regular basis. 2) Food service employees completed related training (e.g., SafeServe); Paraeducators completed related crisis communication/de-escalation training (e.g., CPI). Other staff completed pesticide management, CPR/1st bloodborne pathogens, sexual harassment training as required.</td>
<td>No costs associated with this action</td>
<td>No costs associated with this action</td>
</tr>
<tr>
<td>2) Certify staff on safety components where certification is required.</td>
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</tbody>
</table>

### Action 2

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
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<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Establish a hierarchy of command for leading and managing cleaning and maintenance of facilities. 2) Establish a local standard for classroom and facility cleaning. 3) Increase custodial coverage/support/schedule to ensure all classrooms are cleaned to established standards. 4) Continue to inform parents/public of facility needs and improvements made and consider feedback.</td>
<td>1) Custodial and maintenance staff are scheduled for regular cleaning and maintenance of sites. 2) Procedures are established for classroom cleaning (Sinks, floors, trash, surfaces). 3) Cleaning is scheduled on a regular basis at each site. 4) A facilities survey was conducted among parents and the results were used to help prioritize needs (roof, HVAC, flooring, etc.) 5) New playgrounds were installed at the elementary sites. New</td>
<td>No costs associated with this action</td>
<td>Playgrounds 6000-6999: Capital Outlay Other $372,000</td>
</tr>
</tbody>
</table>
5) Install new playground poured-in-place surfaces and new structures at the elementary sites.
6) Maintain safety/security standards for facilities and practices at each site.
7) Support PD for targeted staff in school safety and security practices.
8) Provide mental health support (counselor) - individual intervention and group instruction at each school site and for IEP’s.

energy-efficient windows were installed.
6) Each site conducts safety walk-throughs and drills (fire, intrusion, etc.) in collaboration with local protection agencies.
7) Maintenance staff has participated in training related to facility safety and security. Principals consult with protection agencies and individuals.
8) Mental Health Interventionist provides individual and group counseling and related support.

### Action 3

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
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<th>Budgeted Expenditures</th>
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</tr>
</thead>
</table>
| 1) Continue education in violence-prevention strategies and programs (e.g., Second-Step; A Touch-of-Understanding for 3rd grade; Safe-Self; counselor-led groups).  
2) Provide relational skills/social skills lessons for targeted groups.  
3) Continue PE/Health instruction at middle school, and where feasible at elementary sites. | 1) A Touch of Understanding was presented at the 3rd grade level at both elementary schools. Safe Self and/or Second Step lessons were provided at elementary sites. Counselor addresses safety and personal wellbeing issues among students. Auditor Safety Bot notifications alert administrators to potentially harmful e-mails between students. Paraeducators and other staff were trained in crisis prevention intervention.  
2) Counselor and administrators address relational/social skills with individuals and classes as needed.  
3) PE and Health instruction continues at the middle school. Activities such as Walking Club/Milers, snowshoeing, mountain bikking, Project FIT | 1000-1999: Certificated Personnel Salaries GF $70,000 | Counseling, PE Instruction 1000-1999: Certificated Personnel Salaries GF $70,000 |
### Action 4

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
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</tr>
</thead>
<tbody>
<tr>
<td>1) Gather and post relevant school and student information regarding bullying and reporting, as well as other data that reflect a need for intervention or attention, on district website and provide services where needed (counseling; incentives; social skills development; family support; training).</td>
<td>Sites gather data on students who are at risk and/or in need of intervention. Alerts about bullying via school e-mail are flagged and reported to administrators by Auditor Safety Bot. Actions on areas of concern are taken by staff (CPS; counseling; incentives; parent notification; law enforcement; SARB; outside referrals, etc.)</td>
<td>No costs associated with this action</td>
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</table>

### Action 5

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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>1) Continue to monitor and analyze survey and public feedback data.</td>
<td>Sites and district conducted stakeholder (students, staff, parents, community, businesses) surveys and reported out findings to effect change as needed.</td>
<td>No costs associated with this action</td>
<td></td>
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</tbody>
</table>

### Analysis

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The District Wellness Plan and Comprehensive School Safety Plan was updated.

Monitored various relevant rates (chronic absenteeism, suspension, physical fitness results, report of bullying).

Counseling support was provided at all 3 sites to address the needs of students, including Foster Youth, socioeconomicaly-disadvantaged, students with IEP's, etc.
Parent, staff, and student surveys were made available and the resulting data disaggregated.

100% appropriately assigned and fully-credentialed teachers.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

As part of the Wellness Plan, food service offerings will reflect healthy choices, facilities are getting cleaned regularly, and school site emergency and crisis procedures, policies, and protocol will be updated and articulated between necessary staff and agencies.

Improvement rate of Chronic Absenteeism declined by 0.8% with a rate of 9.2% Chronically Absent (Green); Suspension Rate improvement increased 1.4% with a rate of 5.2% suspended at least once. The percent of 5th and 7th graders in the Healthy Fitness Zone was highest in the category of Trunk Extension Strength, at 96.2% and 98.5% respectively, and lowest in Aerobic Capacity for 5th graders at 58.5%, and lowest in Body Composition for 7th graders at 73.8%. The percent of 5th graders at high risk was 5.7% in Aerobic Capacity and 24.5% in Body Composition, and percent of 7th graders at high risk was 6.1% in Aerobic Capacity and 12.4% in Body Composition. Reports of bullying unrelated to suspensions are not documented.

Counseling support was provided at all 3 sites and complemented school wide endeavors for social skill/civility/citizenship development and service learning opportunities.

Parent, staff, and student surveys provided valuable feedback for programs and services as well as facilities.

100% appropriately assigned and fully-credentialed teachers.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

New play structures and required construction elements exceeded anticipated costs.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Reports of bullying unrelated to suspensions are not documented. (Goal 2, Action 4)
Annual Update

LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

Goal 3

Promote opportunities for family and community engagement in VUSD.

State and/or Local Priorities addressed by this goal:

<table>
<thead>
<tr>
<th>State Priorities</th>
<th>Priority 1: Basic (Conditions of Learning)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Priority 2: State Standards (Conditions of Learning)</td>
</tr>
<tr>
<td></td>
<td>Priority 3: Parental Involvement (Engagement)</td>
</tr>
<tr>
<td></td>
<td>Priority 5: Pupil Engagement (Engagement)</td>
</tr>
</tbody>
</table>

Local Priorities:

Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>School, district, and board visibility in the community; partnerships and involvement between school and businesses and community; Spanish language resources; press releases and media coverage of school/district events; clear procedures and policies for recruiting and retaining volunteers (policy and LiveScan requirements); foundation monies or grants applied for; partnership and articulation with Bret Harte High School; a point person to promote community/business partnerships, manage communications, reach out to media and the general community.</td>
<td>Metrics included staff, student, parent, community, business surveys about climate, programs, services, facilities, and communication.</td>
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</tr>
<tr>
<td>Metric 1 - Community meeting and event notes, minutes, sign-ins, participation records were maintained; business contacts and record of activity between businesses and schools were established; grant/foundation applications were submitted; press releases, notifications, articles were published. Growth over the baseline set by the reflection tool (parent and community-based surveys) and each subsequent year is expected. Maintained communication to parents and community in regard to significant district and site events, initiatives, and special circumstances (newsletters; AERIES; e-mail; texts; call-outs; memos; invitations; alerts; face-to-face contact; websites).</td>
<td>Metric 2 - Key documents were printed in Spanish. Live Spanish translation was available. Participation rate and frequency of ELL parents/families in school activities remained steady.</td>
<td></td>
</tr>
<tr>
<td>Expected</td>
<td>Actual</td>
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<tr>
<td><strong>18-19</strong>&lt;br&gt;Metrics include staff, student, parent, community, business surveys.</td>
<td>Metric 3 - Policy and procedure for facilitating volunteer involvement was drafted. Volunteer sign-in and actual participation levels are recorded. Parents were involved in decision-making by district inviting feedback and participation (interviews; councils; focus groups; meetings; surveys).</td>
<td></td>
</tr>
<tr>
<td>Metric 1 - Community meeting and event notes, minutes, sign-ins, participation records; business contacts and record of activity between businesses and schools; grant/foundation applications; press releases, notifications, articles. Growth over the baseline set by the reflection tool (parent and community-based surveys) and each subsequent year is expected. Maintain communication to parents and community in regard to significant district and site events, initiatives, and special circumstances (newsletters; School Messenger; e-mail; texts; call-outs; memos; invitations; alerts; face-to-face contact; websites).</td>
<td>Metric 4 - Point of contact and meetings between Bret Harte High School and VUSD was not formally established. Participation by VUSD in collaborative activities with Bret Harte High School and its staff has occurred.</td>
<td></td>
</tr>
<tr>
<td>Metric 2 - Key documents printed in Spanish. Live Spanish translation is available. Participation rate and frequency of ELL parents/families in school activities.</td>
<td>New Metric - Actual participation/partnerships. (examples: Avery Middle School partnership with colleges and law enforcement; Michelson partnership through &quot;Legends&quot; intergenerational outreach; Hazel Fischer partnership with local churches and business for fund-raising, fall festival.)</td>
<td></td>
</tr>
<tr>
<td>Metric 3 - Policy and procedure for facilitating volunteer involvement. Volunteer sign-in and actual participation levels. Involve parents in decision-making by inviting feedback and participation (interviews; councils; focus groups; meetings; surveys)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Metric 4 - Point of contact and meetings between Bret Harte High School and VUSD. Participation by VUSD in collaborative activities with Bret Harte High School and its staff.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Baseline

Metric 1 - reflection tool (surveys) to be developed along with baseline data in 17-18. Williams Act Report shows no complaints to date 6-10-17.

Metric 2 - reflection tool to be developed along with baseline data in 17-18.

Metric 3 - reflection tool to be developed along with baseline data in 17-18.

Metric 4 - reflection tool to be developed along with baseline data in 17-18.

Metric 5 - reflection tool to be developed along with baseline data in 17-18.

### Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

## Action 1

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) VUSD staff to attend community/public/organizational meetings as representatives and visibility factor of VUSD, and seeking partnership in participation, donation, consultation as appropriate. 2) Contact local media sources for promoting and publicizing VUSD initiatives and activities.</td>
<td>Metrics included staff, student, parent, community, business surveys about climate, programs, services, facilities, and communication. 1) Community meeting and event notes, minutes, sign-ins, participation records were maintained; business contacts and record of activity between businesses and schools were established; grant or foundation applications were submitted. Maintained communication to parents and community in regard</td>
<td>No costs associated with this action.</td>
<td>No costs associated with this action</td>
</tr>
</tbody>
</table>
to significant district and site events, initiatives, and special circumstances (newsletters; AERIES; e-mail; texts; call-outs; memos; invitations; alerts; face-to-face contact; websites)

2) Press releases, notifications, articles were published. Media presence was evident at many VUSD events.

### Action 2

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Provide translated copies (in Spanish) of basic school registration and informational paperwork, or live translation to parent of such documents.</td>
<td>1) Key documents were printed in Spanish. Live Spanish translation was available. Participation rate and frequency of ELL parents/families in school activities remained steady.</td>
<td>4000-4999: Books And Supplies GF $500</td>
<td>Student Handbooks in Spanish 4000-4999: Books And Supplies GF $500</td>
</tr>
</tbody>
</table>

### Action 3

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Update school and district websites. 2) Provide school/district brochures/flier to HOA's, service groups, retirement organizations, church groups, businesses, to promote volunteering, subbing and working in VUSD schools.</td>
<td>1) Current websites have been partially updated. New website services were explored, and a transition to Edlio was decided upon (to occur in 2019). 2) Contact was made by board members and administrative staff with community organizations and</td>
<td>No costs associated with this action.</td>
<td>No costs associated with this action</td>
</tr>
</tbody>
</table>
businesses to establish rapport and to foster exchange of information about the needs of the district (i.e., facilities and bond survey to voters).

### Action 4

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Promote and foster attendance at collaboration opportunities between Bret Harte High School and VUSD.</td>
<td>Point of contact and meetings between Bret Harte High School and VUSD was not formally established. Participation by VUSD in collaborative activities with Bret Harte High School and its staff has occurred.</td>
<td>No costs associated with this action.</td>
<td>No costs associated with this action.</td>
</tr>
</tbody>
</table>

### Action 5

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Promote and foster attendance at collaboration opportunities between Bret Harte High School and VUSD (technology; curriculum; PBIS; SpEd)</td>
<td></td>
<td>No costs associated with this action.</td>
<td>No costs associated with this action.</td>
</tr>
</tbody>
</table>

### Action 6

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) As part of the SUMS MTSS grant, establish a Parent Resources Hub to house and make assessible basic community and personal resources that support family wellbeing and child education. Make available to other</td>
<td>1) At Hazel Fischer School a Family Resources Hub has been established, with access by parents and other community stakeholders.</td>
<td>0000: Unrestricted Other 25,000</td>
<td>Resource Hub 0000: Unrestricted GF $5,000</td>
</tr>
</tbody>
</table>
district school families and community entities.

Analysis
Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

| Metrics included staff, student, parent, community, business surveys about climate, programs, services, facilities, and communication. |
| Community meeting and event notes, minutes, sign-ins, participation records were maintained; business contacts and record of activity between businesses and schools were established; grant/foundation applications were submitted; press releases, notifications, articles were published. |
| Maintained communication to parents and community in regard to significant district and site events, initiatives, and special circumstances (newsletters; AERIES; e-mail; texts; call-outs; memos; invitations; alerts; face-to-face contact; websites). |
| Key documents were printed in Spanish. Live Spanish translation was available. |
| Policy and procedure for facilitating volunteer involvement was drafted. Volunteer sign-in and actual participation levels are recorded. |
| Point of contact and meetings between Bret Harte High School and VUSD was not formally established. Participation by VUSD in collaborative activities with Bret Harte High School and its staff has occurred. |

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Community meeting and event notes, minutes, sign-ins, participation records were maintained; business contacts and record of activity between businesses and schools were established; grant/foundation applications were submitted; press releases, notifications, articles were published. Maintained communication to parents and community in regard to significant district and site events, initiatives, and special circumstances (newsletters; AERIES; e-mail; texts; call-outs; memos; invitations; alerts; face-to-face contact; websites).

Key documents were printed in Spanish. Live Spanish translation was available. Participation rate and frequency of ELL parents/families in school activities remained steady (ELAC, Adult English Language Classes, participation in school events).
Policy and procedure for facilitating volunteer involvement was drafted. Volunteer sign-in and actual participation levels are recorded. Parents were involved in decision-making by district inviting feedback and participation (interviews; councils; focus groups; meetings; surveys).

Parents have dropped in to the Family Resources Hub and have inquired of other resources.

Point of contact and meetings between Bret Harte High School and VUSD was not formally established. Participation by VUSD in collaborative activities with Bret Harte High School and its staff has occurred (school calendar planning; technology, etc.).

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Some MTSS-related activities (Family Resources Hub) at Hazel Fischer have been funded by the MTSS grant.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

School District brochure has been created and distributed at staff recruiting events, but has not yet been distributed among other organizations or community venues. (Goal 3, Action 3) Additionally, Actions 4 and 5 of Goal 3 have been combined for the 2019-20 school year to streamline related implementation/services.
Stakeholder Engagement

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

Board discussion on AB1808, AB1878, and AB2840 pertaining to LEA posting of the LCAP, family engagement, SELPA involvement, and the expanded LCAP template, and AR1220 pertaining to Citizen Advisory Committees and LCAP in regard to the Brown Act (January 16, 2019). 2018-2019 surveys included: California School Staff Survey (December 2018); California School Parent Survey (December 2018); customized climate, programs, and services/needs assessment site surveys of staff and parents (January 2019). Parents, students, staff, bargaining unit members (classified and certificated), administrators, ELAC parent members, Site Councils, district staff, board members, and business and community members were consulted and invited to participate in surveys and stakeholder meetings (February 26, 2019). All sites use regular e-mail "blasts" to communicate weekly messages and invite feedback. Stakeholders were welcome to a review LCAP progress and summaries at public School Board meetings, online, and at the sites (November 2018-April 2019). Between 2017-2018, Site Councils, ELAC’s, and parent advisory groups and representatives participated in the visioning process and LCAP component review, and surveys, all which contributed feedback to comprise and craft the LCAP and relevant updates. Surveys were conducted in regard to needs for and implementation of Power School summer program, and Crisis Prevention Institute training.

The California School Dashboard for 2018 data was consulted and used for planning review, analysis, and goal development. School site teams developed visioning goals in 2018 and provided priorities to site administrators and school board and to the LCAP coordinator; pertinent input is carried over, updated, and reflected in the 2018-19 LCAP.

LCAP coordinator and district business manager consulted with Calaveras County Office of Education-based LCAP development team and consultant for technical support.

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

Parent feedback continues to focus on a need for more enrichment/learning extension activities during the instructional day. This is reflected in Goal 1.
Parent surveys about school programs, staff, climate under Goal 1 have also provided insight into their perception of needs for student engagement in school decisions or planning. Consequently, student leadership teams with outreach activities are now active at all 3 schools.

Survey feedback from staff and parents indicates that there is a need within Goal 1 for sufficient trained staff/programs to support students who have a moderate-to-severe level of behavioral/self-regulation challenges in order to prevent dilution of staff and resources to other students and to provide least disruption to the learning of other students.

Under Goal 2, facility needs and improvements were narrowed and prioritized taking into consideration stakeholder input. Resultant projects include new playgrounds at the elementary sites, $11 million in bond monies dedicated to roofing, flooring repairs, and HVAC repairs and upgrades and other infrastructure improvements.

Consultation with stakeholders, and stakeholders' input in regard to school-to-home communications contributed to influencing Goal 3 to include a focus on updating and improving site and district websites and parent communication methods. As a result, the district is moving toward a new website provider, Edlio, and is exploring improvements in AERIES for school-to-home communication.
Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA’s goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

| Unchanged Goal |

Goal 1

All students will complete their education in VUSD as College and Career Ready.

State and/or Local Priorities addressed by this goal:

| State Priorities: | Priority 1: Basic (Conditions of Learning) |
| Priority 2: State Standards (Conditions of Learning) |
| Priority 3: Parental Involvement (Engagement) |
| Priority 4: Pupil Achievement (Pupil Outcomes) |
| Priority 7: Course Access (Conditions of Learning) |
| Priority 8: Other Pupil Outcomes (Pupil Outcomes) |

| Local Priorities: | 1, 2, 4 |

Identified Need:

VUSD students need to be literate, articulate, and College and Career Ready. It is important to foster TK-8 grade academic and social efforts that will maintain and increase the success rate for students to reach college and career-related goals.

The VUSD Socioeconomically Disadvantaged group comprises 50.1% of the district's population. In 2018, data gathered through MindPlay, a reading difficulty screener, at Hazel Fischer and Albert Michelson Elementary Schools, identified students in grades 1-5 who were then selected to participate in further assessment and intervention for dyslexia or other reading disorders. Further analysis and experience reveals that there are many children between the three schools who are faced with learning challenges marked by difficulty with self-regulation as a result of trauma or other Adverse Childhood Experiences. Significant counseling and self-regulation strategies, and related staff development are needed. Consequently, staff development and continued implementation in MTSS is indicated.
Survey feedback from staff and parents indicates that there is a need for sufficient trained staff/programs to support students who have a moderate-to-severe level of behavioral/self-regulation challenges in order to prevent dilution of staff and resources to other students and to provide least disruption to the learning of other students.

Parent survey results indicate a need for more activities/instruction that addresses the needs of their child’s special talents or gifts. Parent feedback continues to focus on a need for more enrichment/learning extension activities during the instructional day.

Parent surveys about school programs, staff, climate have also provided insight into their perception of needs for student engagement in school decisions or planning. Consequently, student leadership teams are now in place at all 3 schools.

No modifications made to this goal; any modifications indicated represent progression of the original goal.

### Expected Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTSS structure and practices/results: Course offerings and access; student engagement; parent and community participation and activities; support for ELL, Foster Youth, targeted groups, and students with moderate-to-severe behavioral needs.</td>
<td>Metric 1 - Priority 2 Local Indicators Reflection Tool (parent/staff/student surveys) to be used along with baseline data in 17-18. Williams Act Report shows no complaints to date 6-10-17. Metric 2 - Priority 2 Local Indicators Reflection Tool (PD sessions and staff report-outs) to be used along with baseline data in 17-18. Metric 3 - In 16-17, 1 full time counselor provided services at Avery and 3 days of services were</td>
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<td></td>
<td>Metric 1 - Hands-on/Project-Based Learning activities and enrichment will be offered as co-curricular and extra-curricular activities. Metric 2 - NGSS/STEAM professional development and implementation will be supported. Personnel to provide technology support and training for staff, i.e., technology specialist. Metric 3 - Counseling support will be provided at all 3 school sites.</td>
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<tr>
<td></td>
<td>Metric 1 - Hands-on/Project-Based Learning activities and enrichment will be offered as co-curricular and extra-curricular activities to all students (i.e., grades K-5 MakerSpace in Library once per week, and during recess times). Situational extended learning opportunities will be provided as they occur to relevant grade levels (solar eclipse; cross-country skiing; snowshoeing; current events); localized learning opportunities will be provided (Columbia College visit; local guest speakers;</td>
<td></td>
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<tr>
<td></td>
<td>Metric 1 - Hands-on/Project-Based Learning activities and enrichment (such as MakerSpace/STEAM/co-ding, situational opportunities, etc.) will be regularly planned and scheduled as co-curricular and extra-curricular activities for all students. Provide opportunities for student leadership. Metric 2 - NGSS/STEAM professional development and implementation will continue to be supported via workshop/conference</td>
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<td></td>
</tr>
<tr>
<td>Metrics/Indicators</td>
<td>Baseline</td>
<td>2017-18</td>
<td>2018-19</td>
<td>2019-20</td>
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<tr>
<td>shared between the 2 elementary sites. Metric 4 - Art In Action lessons were implemented for the first time district wide. Sites report teaching at least 6 units per grade in 16-17. Metric 5 - Principal attended 2 CCOE meetings to begin developing a partnership. Metric 6 - Professional development opportunities were provided to all paraprofessionals and special education teaching staff. Training included; Evidence Based Practices, ProAct, and PECS. General education teachers were offered professional development in the following RTI programs; SIPPS, Fountas and Pinnell. Metric 7 - CAASPP, CELDT, RFEP, ELPAC</td>
<td>Metric 4 - Art and music opportunities will be supported. Metric 5 - Partnership with local learning support providers/other districts/Columbia College will be pursued. Metric 6 - Professional development, training, mentoring support for Special Education staff will be provided. Support will be given for RTI activities. Metric 7 - CAASPP, RFEP, ELPAC (new in 17-18), and CELDT assessment data. CAASPP - Through core instruction, our Language Lab/UALL, Learning Lab, assessment and diagnostic programs and other interventions, and MTSS at each school, students will receive instruction in state-adopted academic and content standards and will be prepared for CAASPP testing to watershed lessons; Murphys history; Calaveras Big Trees/Audubon birds lesson) Metric 2 - NGSS/STEAM professional development and implementation will be supported via workshop/conference opportunities (ETC; CUE; etc.) available to subject area teaching staff/site teams. Site and district staff (technology team) will provide technology support and training for staff. Technology curriculum pacing and standards guide will be implemented by technology team and teachers. Metric 3 - Individual and group counseling support will be provided to referred students at all 3 school sites by a qualified mental health interventionist or counselor. Metric 4 - Art and music opportunities will be provided in grades K-8 through partnership with parents, community, qualified teachers. Metric 5 - Principal and teachers will complete early literacy screening (e.g., MindPlay) in 1st grade, and refer, assess, and intervene with students who...</td>
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<tr>
<td>Metrics/Indicators</td>
<td>Baseline</td>
<td>2017-18</td>
<td>2018-19</td>
<td>2019-20</td>
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<tr>
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<tr>
<td>(new in 17-18) data below. Baseline and growth goal to be determined by new management team in '17-'18:</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td><strong>CAASPP</strong> - progress toward goals monitored using CA School Dashboard (2017 CAASPP scores are not yet made public):</td>
<td></td>
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</tr>
<tr>
<td>In 2015, 64% of VUSD students tested in grades 3-8 met or exceeded standards in ELA.</td>
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</tr>
<tr>
<td>In 2016, VUSD students scored at High: 14.4 points above Level 3, and Maintained at -0.1 points in ELA.</td>
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<tr>
<td>In 2015, 52% of VUSD students tested in grades 3-8 met or exceeded standards in Math.</td>
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<tr>
<td></td>
<td></td>
<td>demonstrate proficiency at &quot;Met&quot; or &quot;Exceeded&quot; levels in ELA and Math.</td>
<td></td>
<td>demonstrate early literacy difficulty. Reduce number of students who need reading support in 2nd grade and beyond.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CELDT/ELL assessment - ELL's will receive access to CCSS and ELD standards through Language Lab and other intervention support through the bilingual teacher, and through vocabulary and language development embedded in primary curriculum (SIPPS, Collaborative Classroom), with teachers monitoring progress and reporting at student data meetings to meet 80% of ELL's making progress toward English proficiency as measured by bilingual teacher interim assessment.</td>
<td></td>
<td>Metric 4 - Art and music opportunities will be provided in grades K-8 through partnership with parents, community, qualified teachers.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>R-FEP - bilingual resource teacher and classroom teacher track progress toward goals, and implement MTSS (accommodations, vocabulary development, peer support, Language Lab</td>
<td></td>
<td>Metric 5 - Principal and teachers will complete early literacy screening (e.g., MindPlay) in 1st grade, and refer, assess, and intervene with students who demonstrate early literacy difficulty.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>one will serve the middle school.</td>
<td></td>
<td>Metric 6 - Pertinent and regular professional development, training, mentoring support for Special Education staff will be provided by a Special Education &quot;coach&quot; or by an independently-contracted teacher, specialist, and/or CCOE-based specialist. Intervention support will be given for RTI activities and for accommodating class sizes that are deemed to be significantly large. Behavior support and behavior support coaching will be provided at sites where there are students with such needs.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Metric 7- CAASPP, RFEP, and ELPAC assessment data. CAASPP - Through core instruction, our</td>
</tr>
</tbody>
</table>
### Metrics/Indicators

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>In 2016, VUSD students scored at High, 7.4 points above Level 3, and Maintained at +3.8 points in Math.</td>
<td>- CELDT - bilingual resource teacher tracks progress toward goals:</td>
<td>- CELDT - bilingual resource teacher tracks progress toward goals:</td>
<td>- CELDT - bilingual resource teacher tracks progress toward goals:</td>
<td>- CELDT - bilingual resource teacher tracks progress toward goals:</td>
</tr>
<tr>
<td>In 2015, VUSD ELL enrollment was 32 (6%). 67% made progress toward English proficiency.</td>
<td>- R-FEP - bilingual resource teacher tracks support, family support) when grades or performance in core subjects are prohibiting ELL growth toward English proficiency to increase ELL's making progress toward English proficiency to 50% of all ELL's.</td>
<td>- R-FEP - bilingual resource teacher tracks support, family support) when grades or performance in core subjects are prohibiting ELL growth toward English proficiency to increase ELL's making progress toward English proficiency to 50% of all ELL's.</td>
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<td>- R-FEP - bilingual resource teacher tracks support, family support) when grades or performance in core subjects are prohibiting ELL growth toward English proficiency to increase ELL's making progress toward English proficiency to 50% of all ELL's.</td>
</tr>
<tr>
<td>In 2016, VUSD ELL enrollment was 30 (4.7%). 66.7% made progress toward English proficiency.</td>
<td>- R-FEP - bilingual resource teacher tracks support, family support) when grades or performance in core subjects are prohibiting ELL growth toward English proficiency to increase ELL's making progress toward English proficiency to 50% of all ELL's.</td>
<td>- R-FEP - bilingual resource teacher tracks support, family support) when grades or performance in core subjects are prohibiting ELL growth toward English proficiency to increase ELL's making progress toward English proficiency to 50% of all ELL's.</td>
<td>- R-FEP - bilingual resource teacher tracks support, family support) when grades or performance in core subjects are prohibiting ELL growth toward English proficiency to increase ELL's making progress toward English proficiency to 50% of all ELL's.</td>
<td>- R-FEP - bilingual resource teacher tracks support, family support) when grades or performance in core subjects are prohibiting ELL growth toward English proficiency to increase ELL's making progress toward English proficiency to 50% of all ELL's.</td>
</tr>
<tr>
<td>In 2016, VUSD had 16 LTEL's out of 30 students, which includes students who enrolled mid-year or disenrolled mid-year.</td>
<td>- RFEP - bilingual resource teacher tracks support, family support) when grades or performance in core subjects are prohibiting ELL growth toward English proficiency to increase ELL's making progress toward English proficiency to 50% of all ELL's.</td>
<td>- RFEP - bilingual resource teacher tracks support, family support) when grades or performance in core subjects are prohibiting ELL growth toward English proficiency to increase ELL's making progress toward English proficiency to 50% of all ELL's.</td>
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<td>- RFEP - bilingual resource teacher tracks support, family support) when grades or performance in core subjects are prohibiting ELL growth toward English proficiency to increase ELL's making progress toward English proficiency to 50% of all ELL's.</td>
</tr>
</tbody>
</table>

Language Lab/UALL, assessment and diagnostic programs and other interventions, and MTSS at each school, students will receive instruction in state-adopted academic and content standards and will be prepared for CAASPP testing to demonstrate proficiency at "Met" or "Exceeded" levels in ELA and Math. ELPAC/ELL Assessment - ELL's will receive access to CCSS and ELD standards through Language Lab and other intervention support through the bilingual teacher, and through vocabulary and language development embedded in primary curriculum (SIPPS, Collaborative Classroom), and designated ELD instruction with teachers monitoring progress and reporting at student data meetings.

RFEP - Establish new baseline based on evaluation of services
### Planned Actions / Services

Complete a copy of the following table for each of the LEA’s Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

<table>
<thead>
<tr>
<th>Action 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</td>
</tr>
<tr>
<td><strong>Students to be Served:</strong></td>
</tr>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
</tr>
<tr>
<td>All</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Scope of Services:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from English Learners, Foster Youth, and/or Low Income)</td>
<td>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
</tbody>
</table>
**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

<table>
<thead>
<tr>
<th>New Action</th>
</tr>
</thead>
</table>

Select from New, Modified, or Unchanged for 2018-19

<table>
<thead>
<tr>
<th>Modified Action</th>
</tr>
</thead>
</table>

Select from New, Modified, or Unchanged for 2019-20

<table>
<thead>
<tr>
<th>Modified Action</th>
</tr>
</thead>
</table>

### 2017-18 Actions/Services

Provide staff development for NGSS. Budget for NGSS materials/curriculum, and continued position of district wide Manager of Technology.

### 2018-19 Actions/Services

1) Schedule and provide staff development for teachers and admin. in NGSS/STEAM/Project-Based Learning
2) Budget for NGSS/STEAM materials/curriculum
3) Budget for district wide technology specialist
4) Establish Library/MakerSpace fund per site
5) Schedule student learning opportunities
6) Provide collaboration and creation time for technology curriculum pacing and standards guide
7) Pilot science curriculum

### 2019-20 Actions/Services

1) Schedule and provide staff development for teachers and admin. in NGSS
2) Budget for NGSS materials/curriculum
3) Budget for district wide technology specialist
4) Continue Library fund per site
5) Schedule student learning opportunities
6) Provide collaboration and creation time for technology curriculum pacing and standards guide
7) Pilot science curriculum

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$15,000</td>
<td>$15,000</td>
<td>$15,000</td>
</tr>
<tr>
<td>Source</td>
<td>Other</td>
<td>GF</td>
<td>GF</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>5000-5999: Services And Other Operating Expenditures</td>
<td>5000-5999: Services And Other Operating Expenditures</td>
<td>5000-5999: Services And Other Operating Expenditures</td>
</tr>
</tbody>
</table>

### Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
### Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

| [Add Students to be Served selection here] |

### Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

| [Add Location(s) selection here] |

---

**OR**

### For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

- English Learners
- Foster Youth
- Low Income

- Select from New, Modified, or Unchanged for 2017-18
- New Action

- Select from New, Modified, or Unchanged for 2018-19
- Modified Action

- Select from New, Modified, or Unchanged for 2019-20
- Unchanged Action

#### Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

- LEA-wide

#### Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

- All Schools
  - Specific Schools: Albert Michelson; Hazel Fischer; Avery Middle

#### Actions/Services

**2017-18 Actions/Services**

Provide a school counselor to support 3 sites.

**2018-19 Actions/Services**

1) Schedule counseling services for elementary schools from one provider and for middle school from a second provider.  
2) Coordinate relational skills/social skills lessons to be delivered to targeted groups/grade levels.  
3) Provide PD/training for counselors in trauma-informed strategies and self-regulation.

**2019-20 Actions/Services**

1) Schedule counseling services for elementary schools from one provider and for middle school from a second provider.  
2) Coordinate relational skills/social skills lessons to be delivered to targeted groups/grade levels.  
3) Provide PD/training for counselors in trauma-informed strategies and self-regulation.

---

**Budgeted Expenditures**
| Year   | 2017-18 | Amount | $50,000 | Source | GF | Budget Reference | 1000-1999: Certificated Personnel Salaries | Offer attractive salary schedules |
|--------|---------|--------|---------|--------|----|------------------|--------------------------------------------|
| 2018-19| $50,000 |        |         | GF     |    | 1000-1999: Certificated Personnel Salaries | Offer attractive salary schedules |
| 2019-20| $50,000 |        |         | GF     |    | 1000-1999: Certificated Personnel Salaries | Offer attractive salary schedules |

**Action 3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

|          | All                     |

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

|          | All Schools             |
|          | Specific Schools: Albert Michelson; Hazel Fischer; Avery Middle |

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

| New Action |

Select from New, Modified, or Unchanged for 2018-19

| Modified Action |

Select from New, Modified, or Unchanged for 2019-20

| Unchanged Action |

**2017-18 Actions/Services**

Continue art and music-related instruction, partnerships and activities (Art in Action; Band; etc.)

**2018-19 Actions/Services**

1) Provide space, training opportunities, materials and time for Art-In-Action volunteers and program.

2) Provide instruction in instrumental music.

**2019-20 Actions/Services**

1) Provide space, training opportunities, materials and time for Art-In-Action volunteers and program.

2) Provide instruction in instrumental music.
### Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td>All</td>
<td>All Schools Specific Schools: Albert Michelson; Hazel Fischer; Avery Middle</td>
</tr>
</tbody>
</table>

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Scope of Services:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from English Learners, Foster Youth, and/or Low Income)</td>
<td>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td>[Add Students to be Served selection here]</td>
<td>[Add Scope of Services selection here]</td>
<td>[Add Location(s) selection here]</td>
</tr>
</tbody>
</table>

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

- **New Action**

Select from New, Modified, or Unchanged for 2018-19

- **Modified Action**

Select from New, Modified, or Unchanged for 2019-20

- **Unchanged Action**
Support days out-of-district for teachers and other staff to attend professional development and collaborate with other LEA’s and educational support partners on curricular topics as well as Special Education, ELA: Center for the Collaborative Classroom (K-3), Journeys (4-5), Connections (6-8), and RTI. (Substitutes; travel)

1) Support days out-of-district for teachers and other staff to attend MTSS-related and trauma-informed/self-regulation-related professional development. (Substitutes; travel)
2) Support days out-of-district for teachers and other staff to collaborate with other LEA’s and educational support partners on curricular topics as well as Special Education and RTI. (Substitutes; travel)

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>(see budget reference)</td>
<td>$3,000</td>
<td>$3,000</td>
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<tr>
<td>Source</td>
<td>GF</td>
<td>GF</td>
<td>GF</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>Costs included in Action 1 ($15,000)</td>
<td>Costs included in Action 1 ($3,000)</td>
<td>Costs included in Action 1 ($3,000)</td>
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</table>

### Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)

- English Learners
- Foster Youth
- Low Income

**Scope of Services:**
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

- Schoolwide

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

- Specific Schools: Albert Michelson; Hazel Fischer
- Specific Grade Spans: K-5
## Actions/Services

<table>
<thead>
<tr>
<th>2017-18 Actions/Services</th>
<th>2018-19 Actions/Services</th>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Action not implemented in 17/18; see Annual Update for reference.</td>
<td>1) Complete early literacy screening at 1st grade. (licensing/use costs) 2) Further access students with identified difficulties in reading. 3) Provide intervention supports for identified students. 4) Monitor students' performance on state and local testing. 5) Hold SST or academic conferences for students performing significantly below grade level (substitutes) 6) Consult district or county Special Education coach or resources for students who need extra support in behavior or self-regulation. 7) Consider class size, composition, and dynamics (behaviors, Special Education ratio, self-regulation/trauma issues) in staffing and configuring. 8) Per 2017 Special Education Performance Indicator Review, increase number of students who participate in CAASPP testing.</td>
<td>1) Complete early literacy screening at 1st grade. (licensing/use costs) 2) Further access students with identified difficulties in reading. 3) Provide intervention supports for identified students. 4) Monitor students' performance on state and local testing. 5) Hold SST or academic conferences for students performing significantly below grade level (substitutes) 6) Consult district or county Special Education coach or resources for students who need extra support in behavior or self-regulation. Provide behavior support/behavior support coach per site for students with such needs. 7) Consider class size, composition, and dynamics (behaviors, Special Education ratio, self-regulation/trauma issues) in staffing and configuring. 8) Per 2017 Special Education Performance Indicator Review, investigate accuracy of PIR, and monitor number of students who participate in CAASPP testing.</td>
</tr>
</tbody>
</table>

## Budgeted Expenditures
### Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students to be Served:</strong></td>
<td>All</td>
<td>Specific Student Groups: ELL, students with reading/language acquisition difficulties, Special Education</td>
<td>All Schools</td>
</tr>
</tbody>
</table>

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students to be Served:</strong></td>
<td>(Select from English Learners, Foster Youth, and/or Low Income)</td>
<td>[Add Students to be Served selection here]</td>
<td>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</td>
</tr>
</tbody>
</table>

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2017-18 Actions/Services</strong></td>
<td>Action not implemented in 17/18; see Annual Update for reference.</td>
<td>1) Maintain Language Lab (Michelson) pull-out concept and materials for early language development intervention and instruction where ELL population is numerically-significant and where reading difficulty is prevalent. (curriculum/materials)</td>
<td>1) Maintain Language Lab (Michelson) pull-out concept and materials for early language development intervention and instruction where ELL population is numerically-significant and where reading difficulty is prevalent. (curriculum/materials)</td>
</tr>
<tr>
<td><strong>2018-19 Actions/Services</strong></td>
<td></td>
<td>2) Continue to partner with CCOE for adult education English Language classes.</td>
<td>2) Continue to partner with CCOE for adult education English Language classes.</td>
</tr>
<tr>
<td><strong>2019-20 Actions/Services</strong></td>
<td></td>
<td>3) Continue to partner with The Resource Connection/First 5 for parent education classes and resources in Spanish.</td>
<td>3) Continue to partner with The Resource Connection/First 5 for parent education classes and resources in Spanish.</td>
</tr>
</tbody>
</table>
4) Continue to administer and monitor CAASPP, R-FEP, and ELAC assessment data. Determine ELAC baseline for proficiency/ELL progress.

**Budgeted Expenditures**

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
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<td>GF</td>
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<tr>
<td>Amount</td>
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<td>GF</td>
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<td>GF</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>3000-3999: Employee Benefits</td>
<td>3000-3999: Employee Benefits</td>
<td></td>
</tr>
</tbody>
</table>
Goals, Actions, & Services
Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA’s goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

<table>
<thead>
<tr>
<th>Goal 2</th>
<th>Unchanged Goal</th>
</tr>
</thead>
</table>

All school sites will exemplify a clean, healthy, and safe learning environment.

State and/or Local Priorities addressed by this goal:

<table>
<thead>
<tr>
<th>State Priorities:</th>
<th>Priority 1: Basic (Conditions of Learning)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Priority 5: Pupil Engagement (Engagement)</td>
</tr>
<tr>
<td></td>
<td>Priority 6: School Climate (Engagement)</td>
</tr>
</tbody>
</table>

Local Priorities:

Identified Need:

Schools need to foster a clean, healthy, and safe facility as well providing support for socio emotional wellness of stakeholders.

No modifications made to this goal; any modifications indicated represent progression of the original goal.

Expected Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Site/district surveys; data recorded in Plans; risk analysis reports; written policies/procedures/protocols; student attendance, counseling, services, and discipline</td>
<td>Metric 1 - reflection tool to be developed along with baseline data in 17-18. Williams Act Report shows no complaints to date 6-10-17.</td>
<td>Metric 1 - The District Wellness Plan and Comprehensive School Safety Plan will be updated with data and results of reports, and implemented and prioritized annually. As</td>
<td>Metric 1 - The District Wellness Plan and Comprehensive School Safety Plan will be updated with data and results of reports, and implemented and prioritized annually. As</td>
<td>Metric 1 - The District Wellness Plan and Comprehensive School Safety Plan will be updated with data and results of reports, and implemented and prioritized annually. As</td>
</tr>
<tr>
<td>Metrics/Indicators</td>
<td>Baseline</td>
<td>2017-18</td>
<td>2018-19</td>
<td>2019-20</td>
</tr>
<tr>
<td>--------------------</td>
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<td>---------</td>
</tr>
<tr>
<td>data; Physical Fitness Test data; curriculum assessment; reports filed (bullying; Uniform Complaint)</td>
<td>Metric 2 - current year listed first; 2015-16 listed second: Attendance Rate - 95.7% (average over last 3 years) Chronic Absenteeism - 3% (from 2.8%) Drop out Middle School - 0% (from 0%) Suspension Rate - 3.8% (from 4.7%) Expulsion Rate - 0% (from 0%) Physical Fitness Tests - Did not record Reports of Bullying - 0% (from 0%) All rates will be reduced each subsequent year.</td>
<td>part of the Plan, food service offerings will reflect healthy choices, facilities will be cleaned regularly, and school site emergency and crisis procedures, policies, and protocol will be articulated between necessary staff and agencies. Growth over the baseline set by the reflection tool and each subsequent year is expected. Metric 2 - Monitor various rates (attendance, chronic absenteeism, drop out-Middle School, suspension, expulsion, physical fitness results, report of bullying). All rates will be reduced each subsequent year.</td>
<td>part of the Plan, food service offerings will reflect healthy choices, facilities will be cleaned regularly, and school site emergency and crisis procedures, policies, and protocol will be updated and articulated between necessary staff and agencies. Growth over the baseline set by the reflection tool (parent, staff, student, community surveys) and each subsequent year is expected. Metric 2 - Monitor various rates (attendance, chronic absenteeism, drop out-Middle School, suspension, expulsion, physical fitness results, report of bullying). All rates will be reduced each subsequent year.</td>
<td>part of the Plan, food service offerings will reflect healthy choices, facilities will be cleaned regularly, and school site emergency and crisis procedures, policies, and protocol will be updated and articulated between necessary staff and agencies. Growth over the baseline set by the reflection tool (parent, staff, student, community surveys) and each subsequent year is expected. Metric 2 - Monitor various rates (attendance, chronic absenteeism, drop out-Middle School, suspension, expulsion, physical fitness results, report of bullying). All rates will be reduced each subsequent year.</td>
</tr>
<tr>
<td>Metric 3- In 16-17, 1 full time counselor provided services at Avery and 3 days of services were shared between the 2 elementary sites. Metric 4- reflection tool to be developed along with baseline data in 17-18. Metric 5- in 2017-'18 - 2 interns (Special</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Metrics/Indicators</td>
<td>Baseline</td>
<td>2017-18</td>
<td>2018-19</td>
<td>2019-20</td>
</tr>
<tr>
<td>--------------------</td>
<td>----------</td>
<td>---------</td>
<td>---------</td>
<td>---------</td>
</tr>
<tr>
<td>Education at Michelson School)</td>
<td>Metric 4 - Parent, staff, and student surveys will be made available and the resulting data disaggregated. Growth over the baseline set by the reflection tool and each subsequent year is expected. Metric 5 - 98% appropriately assigned and fully-credentialed teachers.</td>
<td>with school wide support for social skill/civility/citizenship development and service learning opportunities. Metric 4 - Parent, staff, and student surveys may be made available and the resulting data disaggregated. Growth over the baseline set by the reflection tool and each subsequent year is expected. Metric 5 - 100% appropriately assigned and fully-credentialed teachers.</td>
<td>with school wide support for social skill/civility/citizenship development and service learning opportunities. Metric 4 - Parent, staff, and student surveys may be made available and the resulting data disaggregated. Growth over the baseline set by the reflection tool and each subsequent year is expected. Metric 5 - 100% appropriately assigned and fully-credentialed teachers.</td>
<td></td>
</tr>
</tbody>
</table>

**Planned Actions / Services**

Complete a copy of the following table for each of the LEA’s Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

**Action 1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

| All |

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

| All Schools |
| Specific Schools: Albert Michelson; Hazel Fischer; Avery Middle |
### For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Scope of Services:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from English Learners, Foster Youth, and/or Low Income)</td>
<td>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td>[Add Students to be Served selection here]</td>
<td>[Add Scope of Services selection here]</td>
<td>[Add Location(s) selection here]</td>
</tr>
</tbody>
</table>

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

- **New Action**
- **Modified Action**
- **Unchanged Action**

#### 2017-18 Actions/Services

- Update Wellness and Comprehensive Safety Plan and safety procedures and components (safety materials/training; food service materials/training).

#### 2018-19 Actions/Services

1. Get certification on safety and facility factors requiring annual certification.
2. Certify staff on safety components where certification is required.

#### 2019-20 Actions/Services

1. Get certification on safety and facility factors requiring annual certification.
2. Certify staff on safety components where certification is required.

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Budget Reference</td>
<td>No costs associated with this action</td>
<td>No costs associated with this action</td>
<td>No costs associated with this action</td>
</tr>
</tbody>
</table>

### Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td>All</td>
<td>All Schools Specific Schools: Albert Michelson; Hazel Fischer; Avery Middle</td>
</tr>
</tbody>
</table>
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<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Scope of Services:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from English Learners, Foster Youth, and/or Low Income)</td>
<td>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
</tbody>
</table>

[Add Students to be Served selection here]  [Add Scope of Services selection here]  [Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

- New Action
- Modified Action

2017-18 Actions/Services

- Provide materials, staffing and training needed to implement components of the Wellness and Safety Plans (e.g., extra weekly custodial support per stakeholder feedback.)

2018-19 Actions/Services

1) Establish a hierarchy of command for leading and managing cleaning and maintenance of facilities.
2) Establish a local standard for classroom and facility cleaning.
3) Increase custodial coverage/support/schedule to ensure all classrooms are cleaned to established standards.
4) Continue to inform parents/public of facility needs and improvements made and consider feedback.
5) Install new playground poured-in-place surfaces and new structures at the elementary sites.
6) Maintain safety/security standards for facilities and practices at each site.
7) Support PD for targeted staff in school safety and security practices.
8) Provide mental health support (counselor) - individual intervention and group instruction at each school site and for IEP’s.

2019-20 Actions/Services

1) Maintain a hierarchy of command for leading and managing cleaning and maintenance of facilities.
2) Maintain a local standard for classroom and facility cleaning.
3) Continue custodial coverage/support/schedule to ensure all classrooms are cleaned to established standards.
4) Continue to inform parents/public of facility needs and improvements made and consider feedback.
5) Maintain safety/security standards for facilities and practices at each site.
6) Support PD for targeted staff in school safety and security practices.
7) Provide mental health support (counselor) - individual intervention and group instruction at each school site and for IEP’s.
### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
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<td>No costs associated with this action</td>
<td>No costs associated with this action</td>
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<tr>
<td>Reference</td>
<td>No costs associated with this action</td>
<td>No costs associated with this action</td>
<td>No costs associated with this action</td>
</tr>
</tbody>
</table>

### Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

- All

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

- All Schools
- Specific Schools: Albert Michelson; Hazel Fischer; Avery Middle

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)

- [Add Students to be Served selection here]

**Scope of Services:**
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

- [Add Scope of Services selection here]

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

- [Add Location(s) selection here]

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

- New Action

Select from New, Modified, or Unchanged for 2018-19

- Modified Action

Select from New, Modified, or Unchanged for 2019-20

- Unchanged Action

### 2017-18 Actions/Services

Provide PE/Health instruction; violence prevention activities. (assemblies, Second Step, role playing, empathy programs like A Touch of Understanding).

### 2018-19 Actions/Services

1) Continue education in violence-prevention strategies and programs (e.g., Second-Step; A Touch-of-Understanding for 3rd grade; Safe-Self; counselor-led groups).

### 2019-20 Actions/Services

1) Continue education in violence-prevention strategies and programs (e.g., Second-Step; A Touch-of-Understanding for 3rd grade; Safe-Self; counselor-led groups).
2) Provide relational skills/social skills lessons for targeted groups.
3) Continue PE/Health instruction at middle school, and where feasible at elementary sites.

Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$67,087</td>
<td>$70,000</td>
<td>$70,000</td>
</tr>
<tr>
<td>Source</td>
<td>GF</td>
<td>GF</td>
<td>GF</td>
</tr>
<tr>
<td>Action 4 For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

- [Add Students to be Served selection here]

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

- All Schools [Add Location(s) selection here]

OR

**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)

- English Learners
- Foster Youth
- Low Income

[Add Students to be Served selection here]

**Scope of Services:**
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

- LEA-wide [Add Scope of Services selection here]

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

- All Schools
  - Specific Schools: Albert Michelson; Hazel Fischer; Avery Middle
  [Add Location(s) selection here]
<table>
<thead>
<tr>
<th>Select from New, Modified, or Unchanged for 2017-18</th>
<th>Select from New, Modified, or Unchanged for 2018-19</th>
<th>Select from New, Modified, or Unchanged for 2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Action</td>
<td>Unchanged Action</td>
<td>Unchanged Action</td>
</tr>
</tbody>
</table>

**2017-18 Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

**2018-19 Actions/Services**

Select from New, Modified, or Unchanged for 2018-19

**2019-20 Actions/Services**

Select from New, Modified, or Unchanged for 2019-20

---

**Gather and post relevant school and student information regarding bullying and reporting, as well as other data that reflect a need for intervention or attention, on district website and provide services where needed (counseling; incentives; social skills development; family support; training).**

---

**Budgeted Expenditures**

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
</table>

**Action 5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

- All

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

- All Schools
- Specific Schools: Albert Michelson; Hazel Fischer; Avery Middle

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)

- [Add Students to be Served selection here]

**Scope of Services:**
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

- [Add Scope of Services selection here]

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

- [Add Location(s) selection here]
<table>
<thead>
<tr>
<th>New Action</th>
<th>Modified Action</th>
<th>Modified Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18 Actions/Services</td>
<td>2018-19 Actions/Services</td>
<td>2019-20 Actions/Services</td>
</tr>
<tr>
<td>Develop and use surveys to gather input from staff, students, parents regarding clean, safe, healthy school environment.</td>
<td>1) Continue to monitor and analyze survey and public feedback data.</td>
<td>1) Continue to monitor and analyze survey and public feedback data. 2) Implement Bond Measure funding on identified projects per parent, community, staff feedback and district priorities.</td>
</tr>
</tbody>
</table>

**Budgeted Expenditures**

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
</table>

Goals, Actions, & Services
Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA’s goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 3
Promote opportunities for family and community engagement in VUSD.

State and/or Local Priorities addressed by this goal:

<table>
<thead>
<tr>
<th>State Priorities:</th>
<th>Priority 1: Basic (Conditions of Learning)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Priority 2: State Standards (Conditions of Learning)</td>
</tr>
<tr>
<td></td>
<td>Priority 3: Parental Involvement (Engagement)</td>
</tr>
<tr>
<td></td>
<td>Priority 5: Pupil Engagement (Engagement)</td>
</tr>
</tbody>
</table>

Local Priorities:

Identified Need:
Families and community members and agencies enhance the educational experience by their involvement and participation in our schools. District needs metrics (surveys) that reflect how families, community members and agencies perceive their level of participation/involvement in the schools. Accurate and timely information via print, online communication, and call-out messages is critical.

No modifications made to this goal; any modifications indicated represent progression of the original goal.

Expected Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>School, district, and board visibility in the community; partnerships and involvement</td>
<td>Metric 1- reflection tool (surveys) to be developed along with baseline data in 17-18.</td>
<td>Metrics included staff, student, parent, community, business surveys.</td>
<td>Metrics include staff, student, parent, community, business surveys.</td>
<td>Metrics include staff, student, parent, community, business surveys.</td>
</tr>
</tbody>
</table>
between school and businesses and community; Spanish language resources; press releases and media coverage of school/district events; clear procedures and policies for recruiting and retaining volunteers (policy and LiveScan requirements); foundation monies or grants applied for; partnership and articulation with Bret Harte High School; a point person to promote community/business partnerships, manage communications, reach out to media and the general community.

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Williams Act Report shows no complaints to date 6-10-17.</td>
<td>Metric 1 - Community meeting and event notes, minutes, sign-ins, participation records; business contacts and record of activity between businesses and schools; grant/foundation applications; press releases, notifications, articles. Growth over the baseline set by the reflection tool and each subsequent year is expected.</td>
<td>Metric 1 - Community meeting and event notes, minutes, sign-ins, participation records; business contacts and record of activity between businesses and schools; grant/foundation applications; press releases, notifications, articles. Growth over the baseline set by the reflection tool and each subsequent year is expected.</td>
<td>Metric 1 - Community meeting and event notes, minutes, sign-ins, participation records; business contacts and record of activity between businesses and schools; grant/foundation applications; press releases, notifications, articles. Growth over the baseline set by the reflection tool (parent and community-based surveys) and each subsequent year is expected. Maintain communication to parents and community in regard to significant district and site events, initiatives, and special circumstances (newsletters; School Messenger; e-mail; texts; call-outs; memos; invitations; alerts; face-to-face contact; websites).</td>
<td></td>
</tr>
<tr>
<td>Metric 2- reflection tool to be developed along with baseline data in 17-18.</td>
<td>Metric 2 - Significant school resource materials printed in Spanish. Live Spanish translation is available. Growth over the baseline set by the reflection tool and each subsequent year is expected.</td>
<td>Metric 2 - Significant school resource materials printed in Spanish. Live Spanish translation is available. Growth over the baseline set by the reflection tool and each subsequent year is expected.</td>
<td>Metric 2 - Key documents printed in Spanish. Live Spanish translation is available. Participation rate and</td>
<td></td>
</tr>
<tr>
<td>Metric 3- reflection tool to be developed along with baseline data in 17-18.</td>
<td>Metric 3 - Policy and procedure for facilitating volunteer involvement. Growth over the baseline set by the reflection tool and each subsequent year is expected.</td>
<td>Metric 3 - Policy and procedure for facilitating volunteer involvement. Growth over the baseline set by the reflection tool and each subsequent year is expected.</td>
<td>Metric 3 - Policy and procedure for facilitating volunteer involvement. Growth over the baseline set by the reflection tool and each subsequent year is expected.</td>
<td></td>
</tr>
<tr>
<td>Metrics/Indicators</td>
<td>Baseline</td>
<td>2017-18</td>
<td>2018-19</td>
<td>2019-20</td>
</tr>
<tr>
<td>-------------------</td>
<td>----------</td>
<td>---------</td>
<td>---------</td>
<td>---------</td>
</tr>
<tr>
<td>Metric 4 - Point of contact and meetings between Bret Harte High School and VUSD. Growth over the baseline set by the reflection tool and each subsequent year is expected. Metric 5 - VUSD point person to facilitate Goal 3. Growth over the baseline set by the reflection tool and each subsequent year is expected.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>frequency of ELL parents/families in school activities. Metric 3 - Policy and procedure for facilitating volunteer involvement. Volunteer sign-in and actual participation levels. Involve parents in decision-making by inviting feedback and participation (interviews; councils; focus groups; meetings; surveys) Metric 4 - Point of contact and meetings between Bret Harte High School and VUSD. Participation by VUSD in collaborative activities with Bret Harte High School and its staff.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Planned Actions / Services</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Complete a copy of the following table for each of the LEA’s Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Action 1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
### Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>All Schools</td>
<td>Specific Schools: Albert Michelson; Hazel Fischer; Avery Middle</td>
<td></td>
</tr>
</tbody>
</table>

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>[Add Students to be Served selection here]</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>[Add Scope of Services selection here]</td>
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<td></td>
</tr>
</tbody>
</table>

### Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>[Add Location(s) selection here]</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Actions/Services

**Select from New, Modified, or Unchanged for 2017-18**

- New Action

**Select from New, Modified, or Unchanged for 2018-19**

- Modified Action

**Select from New, Modified, or Unchanged for 2019-20**

- Unchanged Action

### 2017-18 Actions/Services

Support VUSD staff and board participation in community activities and meetings, and partnering with businesses, pursuing grant/foundation applications, and generating press releases and other notifications for media and local publication.

### 2018-19 Actions/Services

1) VUSD staff to attend community/public/organizational meetings as representatives and visibility factor of VUSD, and seeking partnership in participation, donation, consultation as appropriate.
2) Contact local media sources for promoting and publicizing VUSD initiatives and activities.

### 2019-20 Actions/Services

1) VUSD staff to attend community/public/organizational meetings as representatives and visibility factor of VUSD, and seeking partnership in participation, donation, consultation as appropriate.
2) Contact local media sources for promoting and publicizing VUSD initiatives and activities.

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Budget Reference</td>
<td>No costs associated with this action.</td>
<td>No costs associated with this action.</td>
<td>No costs associated with this action.</td>
</tr>
</tbody>
</table>
### Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td>[Add Students to be Served selection here]</td>
<td>[Add Location(s) selection here]</td>
</tr>
</tbody>
</table>

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Scope of Services:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from English Learners, Foster Youth, and/or Low Income)</td>
<td>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td>English Learners</td>
<td>LEA-wide</td>
<td>All Schools Specific Schools: Albert Michelson; Hazel Fischer; Avery Middle</td>
</tr>
</tbody>
</table>

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18  
Select from New, Modified, or Unchanged for 2018-19  
Select from New, Modified, or Unchanged for 2019-20

- **New Action**
- **Modified Action**

### 2017-18 Actions/Services

Ensure that significant school resource materials are printed in Spanish and provide access to live Spanish translation.

### 2018-19 Actions/Services

1) Provide translated copies (in Spanish) of basic school registration and informational paperwork, or live translation to parent of such documents.

### 2019-20 Actions/Services

1) Provide translated copies (in Spanish, and other languages, as needed) of basic school registration and informational paperwork, or live translation to parent to assist with such documents.

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
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<td>$500</td>
<td>$500</td>
</tr>
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<td>Source</td>
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<td>GF</td>
<td>GF</td>
</tr>
<tr>
<td>Budget Reference</td>
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<td>4000-4999: Books And Supplies</td>
<td>4000-4999: Books And Supplies</td>
</tr>
</tbody>
</table>
### Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th><strong>Students to be Served:</strong></th>
<th><strong>Location(s):</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td>All</td>
<td>All Schools</td>
</tr>
<tr>
<td></td>
<td>Specific Schools: Albert Michelson; Hazel Fischer; Avery Middle</td>
</tr>
</tbody>
</table>

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th><strong>Students to be Served:</strong></th>
<th><strong>Scope of Services:</strong></th>
<th><strong>Location(s):</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from English Learners, Foster Youth, and/or Low Income)</td>
<td>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td>[Add Students to be Served selection here]</td>
<td>[Add Scope of Services selection here]</td>
<td>[Add Location(s) selection here]</td>
</tr>
</tbody>
</table>

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

<table>
<thead>
<tr>
<th>2017-18 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Update and make available policy and procedure for facilitating volunteer involvement.</td>
</tr>
</tbody>
</table>

Select from New, Modified, or Unchanged for 2018-19

<table>
<thead>
<tr>
<th>2018-19 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Update school and district websites. 2) Provide school/district brochures/flier to HOA's, service groups, retirement organizations, church groups, businesses, to promote volunteering, subbing and working in VUSD schools.</td>
</tr>
</tbody>
</table>

Select from New, Modified, or Unchanged for 2019-20

<table>
<thead>
<tr>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Update school and district websites, and ensure accurate and timely information via other communication/call-out methods. 2) Provide school/district brochures/flier to HOA's, service groups, retirement organizations, church groups, businesses, to promote volunteering, subbing and working in VUSD schools.</td>
</tr>
</tbody>
</table>

**Budgeted Expenditures**
### Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td>All</td>
<td>Specific Schools: Avery Middle Specific Grade Spans: 7-8</td>
</tr>
</tbody>
</table>

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Scope of Services:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from English Learners, Foster Youth, and/or Low Income)</td>
<td>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td>[Add Students to be Served selection here]</td>
<td>[Add Scope of Services selection here]</td>
<td>[Add Location(s) selection here]</td>
</tr>
</tbody>
</table>

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

- New Action
- Modified Action
- Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Establish points of contact and meetings between Bret Harte High School and VUSD.

1) Promote and foster attendance at collaboration opportunities between Bret Harte High School and VUSD.

1) Promote and foster attendance at collaboration opportunities between Bret Harte High School and VUSD.

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Budget Reference</td>
<td>No costs associated with this action.</td>
<td>No costs associated with this action.</td>
<td>No costs associated with this action.</td>
</tr>
</tbody>
</table>

### Action 5
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

- All

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

- Specific Schools: Hazel Fischer Elementary
- Specific Grade Spans: TK-5

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)

- [Add Students to be Served selection here]

**Scope of Services:**
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

- [Add Scope of Services selection here]

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

- [Add Location(s) selection here]

**Actions/Services**
Select from New, Modified, or Unchanged for 2017-18

- New Action

Select from New, Modified, or Unchanged for 2018-19

- Modified Action

Select from New, Modified, or Unchanged for 2019-20

2017-18 Actions/Services

- Action not implemented in 17/18; see Annual Update for reference.

2018-19 Actions/Services

1) As part of the SUMS MTSS grant, establish a Parent Resources Hub to house and make assessible basic community and personal resources that support family wellbeing and child education. Make available to other district school families and community entities.

2019-20 Actions/Services

1) As part of the SUMS MTSS grant, maintain a Parent Resources Hub at Hazel Fischer to house and make assessible basic community and personal resources that support family wellbeing and child education. Make available to other district school families and community entities. As part of the SIPS grant, send teachers to training for Universal Design for Learning screening, coaching, and push-in opportunities.

**Budgeted Expenditures**
<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td></td>
<td>25,000</td>
<td>$25,000</td>
</tr>
<tr>
<td>Source</td>
<td></td>
<td>Other</td>
<td>Other</td>
</tr>
<tr>
<td>Budget Reference</td>
<td></td>
<td>0000: Unrestricted</td>
<td>0000: Unrestricted</td>
</tr>
</tbody>
</table>
Demonstration of Increased or Improved Services for Unduplicated Pupils

**LCAP Year: 2019-20**

<table>
<thead>
<tr>
<th>Estimated Supplemental and Concentration Grant Funds</th>
<th>Percentage to Increase or Improve Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>$277,517</td>
<td>6.24%</td>
</tr>
</tbody>
</table>

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

VUSD maintains the belief and practice that it must hire and retain high quality teachers to address the increasingly diverse and complex needs of students (social, emotional, familial, academic). Also, as the district realizes that class size affects the quality of the educational experience, current priorities for class size standards include retaining reasonable class sizes and minimizing the combination classes whenever feasible to provide the most-cohesive educational experience for students. When there are more than 24 students in a TK-3 class, more than 28 students in a 4th-5th grade class, and more than 180 student contacts per day in the 6th-8th grades, or a combination class at the TK-5th grade level, the school site principal, impacted teacher, bargaining unit representative, and superintendent meet to discuss possible supports to alleviate the class size and other dynamics. Remedies may include hiring a part-time or full-time teacher, restructuring classes, or providing additional paraprofessional time to support dynamic or larger-than-usual classes since additional support for certain students will be needed in some classes anyway, despite class size.

Equipping staff with relevant professional development is a focus in the areas of core curriculum, NGSS, technology, and topics related to MTSS (*differentiation; self-regulation; trauma-informed strategies; PBIS; Special Education; behavioral interventions; etc.) to best serve our all our students and those who are Foster Youth, low-income, English Language Learners, accelerated learners, or who receive Special Education services. This supports staff in learning, mastering, and implementing new curricula and curricular pilots (Social Studies and Science in 2019-20), and saves cost as we are collaborating and pooling with another local district to jointly accomplish and fund much of this training.

To serve the special populations and special needs of students, the district staffing includes a psychologist, 2 mental health interventionists, a music teacher, a behavior specialist, a bilingual ELL teacher and a bilingual aide, a district wide technology specialist, a library/media specialist and a technology specialist at each site. Each staff member provides preventative and/or
supplemental services that students and/or families need to maximize their positive participation and involvement, an investment in a safe, healthy, and meaningful learning environment that helps avert reactive fiscal measures to address problems after-the-fact.

As part of the MTSS, opportunities for enrichment must be provided. STEAM, art, music, core-extension activities, are a vital part of preparing every child for college or career. After-school homework support and other enrichment staffed activities may be offered (Journalism; MakerSpace; etc.). Co-curricular offerings include Art-In-Action, instrumental music, and band. Dyslexia screening was administered to students who demonstrate a possible reading disorder. Roving substitutes are provided for SST and IEP days so that teachers can meet to discuss special needs and interventions for students. Additionally, in summer 2019, summer school ("Power School") is offered at each site to a limited number of students who are in need of strategic intervention. This up-front investment of funds into increasing student achievement and educational experience again supports measures to avoid special education identification, need for delayed treatment/intervention, and costly reactive strategies.

A budget for Library and Maker Space is established. This supports districtwide learning in literacy and STEAM activities.

At Hazel Fischer a 2-year SUMS grant of $25,000 is helping staff develop a Family Resources Hub at the school for parents of the district and will provide training and materials to support MTSS, including a sensory room for children who need help with self-regulation. Universal Screening has also become a component of the school's MTSS. By providing parent resources, built-in sensory experiences for children in need, and Universal Screening at no additional cost outside of the MTSS grant, the school is establishing some sustainable practices.

Facilities needs are supported with certification on safety and equipment requiring annual certification. There has been an increase in custodial coverage/support/schedule to ensure all classrooms are cleaned to established standards. Regular maintenance and cleaning is preventing deferred projects and material deterioration.

Continue education in violence-prevention strategies and programs, e.g., Second-Step; A Touch-of-Understanding for 3rd grade ($1,400); Safe-Self; counselor-led groups. Continue PE/Health instruction at middle school, and where feasible at elementary sites. These programs and resources benefit students' socio-emotional learning and are generally provided by existing staff and/or are grant funded, and therefore are not an additional cost.

Provide translated copies (in Spanish) of basic school registration and informational paperwork, or live translation to parent of such documents. School and district websites have been updated. Provide school/district brochures/flier to HOA's, service groups, retirement organizations, church groups, businesses, to promote volunteering, subbing and working in VUSD schools. Such services help to engage families of all backgrounds and promote community involvement and contribution to school services.

Funded professional development summary:
- Subs for teacher collaboration time for student intervention cycles (5 x's per year per teacher) included in actions.

- Subs for teachers and other staff to attend *MTSS-related professional development or collaborative activities (Substitutes; travel) included in actions.

- Trauma-informed strategies and self-regulation PD for counselors and admin/designees (2 counselors, 3 admin 1 x per year @ $300 each = $1,500).

- Training/PD in core curriculum ($6,000) included in actions.

- Training for targeted staff in school safety and security practices ($600) included in actions.

- NGSS PD ($600) included in actions.

- Technology PD ($8,000) included in actions.

- MTSS support (SUMS Grant-funded at Hazel Fischer - $25,000).

LCAP Year: 2018-19

<table>
<thead>
<tr>
<th>Estimated Supplemental and Concentration Grant Funds</th>
<th>Percentage to Increase or Improve Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>$435,207</td>
<td>9.84%</td>
</tr>
</tbody>
</table>

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).
VUSD maintains the belief and practice that it must hire and retain high quality teachers to address the increasingly diverse and complex needs of students (social, emotional, familial, academic). Also, as the district realizes that class size affects the quality of the educational experience, current priorities for class size standards include retaining reasonable class sizes and minimizing the combination classes whenever feasible. When there are more than 24 students in a TK-3 class, more than 28 students in a 4th-5th grade class, and more than 180 student contacts per day in the 6th-8th grades, or a combination class at the TK-5th grade level, the school site principal, impacted teacher, bargaining unit representative, and superintendent meet to discuss possible supports to alleviate the class size and other dynamics. Remedies may include hiring a part-time or full-time teacher, restructuring classes, or providing additional paraprofessional time.

Equipping staff with relevant professional development is a focus in the areas of core curriculum, NGSS, technology, and topics related to MTSS (*differentiation; self-regulation; trauma-informed strategies; PBIS; Special Education; behavioral interventions; etc.) to best serve our all our students and those who are Foster Youth, low-income, English Language Learners, accelerated learners, or who receive Special Education services.

To serve the special populations and special needs of students, the district staffing includes a psychologist, 2 mental health interventionists, a music teacher, a behavior specialist, a bilingual ELL teacher and a bilingual aide, a district wide technology specialist, a library/media specialist and a technology specialist at each site.

As part of the MTSS, opportunities for enrichment must be provided. STEAM, art, music, core-extension activities, are a vital part of preparing every child for college or career. After-school homework support and other enrichment staffed activities may be offered (Journalism; MakerSpace; etc.). Co-curricular offerings include Art-In-Action, instrumental music, and band. Dyslexia screening was administered to students who demonstrate a possible reading disorder. Roving substitutes are provided for SST and IEP days so that teachers can meet to discuss special needs and interventions for students. Additionally, in summer 2019, summer school is offered at each site to a limited number of students who are in need of intensive intervention.

A budget for Library is established.

At Hazel Fischer a 2-year SUMS grant of $25,000 is helping staff develop a Family Resources Hub at the school for parents of the district and will provide training and materials to support MTSS, including a sensory room for children who need help with self-regulation.

Facilities needs are supported with certification on safety and equipment requiring annual certification. There has been an increase in custodial coverage/support/schedule to ensure all classrooms are cleaned to established standards.
Continue education in violence-prevention strategies and programs, e.g., Second-Step; A Touch-of-Understanding for 3rd grade ($1,400); Safe-Self; counselor-led groups. Continue PE/Health instruction at middle school, and where feasible at elementary sites.

Provide translated copies (in Spanish) of basic school registration and informational paperwork, or live translation to parent of such documents. Update school and district websites. Provide school/district brochures/flier to HOA's, service groups, retirement organizations, church groups, businesses, to promote volunteering, subbing and working in VUSD schools.

Funded professional development summary:

- Subs for teacher collaboration time for student intervention cycles (5 x's per year per teacher) included in actions.

- Subs for teachers and other staff to attend *MTSS-related professional development or collaborative activities (Substitutes; travel) included in actions.

- Trauma-informed strategies and self-regulation PD for counselors and admin/designees (2 counselors, 3 admin 1 x per year @ $300 each = $1,500).

- Training/PD in core curriculum ($6,000) included in actions.

- Training for targeted staff in school safety and security practices ($600) included in actions.

- NGSS PD ($600) included in actions.

- Technology PD ($8,000) included in actions.

- MTSS support (SUMS Grant-funded at Hazel Fischer - $25,000).
Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Vallecito Union School District is a community-funded district, and our property tax revenues exceed the target. The District will receive no additional funds from the Local Control Funding Formula. Estimated Supplemental and Concentration Grant funding in the amount of $368,100 will be used to attract and retain high quality teachers, provide professional development, reduce class sizes, reduce combination classes, provide enrichment opportunities and align instruction with CCSS. Because the District has an unduplicated pupil count that is at 41%, it was determined by the stakeholders and District's educational experience that the most effective use of funds is to support our small population of students with small class sizes. The Minimum Proportionality Percentage of 8.75% will be used to fund a full time ELL teacher and one part time bilingual instructional aides at Albert Michelson Elementary. This aides focuses her instructional support on English Language Learners and provides one on one and small group instructional support. These students are given pre-lessons to scaffold instruction and develop vocabulary and ensure access to the core curriculum. Other ELL support comes from the use of library and computer aides at each site at a cost of $48,150 per employee. Title I and EIA funds are combined to provide support services to students with a priority given to low income, foster youth and English learners. These services are provided school-wide at all three sites and include tutoring (one on one and in small groups) as well as the use of instructional software with preferential placement given to low income, foster youth and English learners. Counseling services are also provided using Title 1 funds at all three sites at a cost of $135,000. These one on one and small group sessions include counseling and training in both social and study skills development with priority given to low income, foster youth and English learners. The LCAP process also resulted in the lowering of class sizes and in reducing the number of combination classes in the District. Low income, foster youth and English learners will benefit from the staffing most directly as they are in the classes most impacted by this additional staffing.
Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies’ (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school’s budget, typically one year, which is submitted to the school’s authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) 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 funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity’s budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, 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 EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school’s charter petition.
Plan Summary

The LCAP is intended to reflect an LEA’s annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the California School Dashboard data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to California School Dashboard means the California School Dashboard adopted by the State Board of Education under EC Section 52064.5.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools**: Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.
Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year’s* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the actual actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

Using actual annual measurable outcome data, including data from the California School Dashboard, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. EC identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. EC requires
charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, EC Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student 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 specific goals.

**Instructions**: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

**School districts and county offices of education**: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA’s local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

**Charter schools**: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

**Goals, Actions, and Services**

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

**School districts and county offices of education**: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

**Charter schools**: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school’s authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

**New, Modified, Unchanged**

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year’s LCAP; or, specify if the goal is new.
Goal

State the goal. LEAs may number the goals using the “Goal #” box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. (Link to State Priorities)

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the California School Dashboard, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the LCAP Template Appendix, sections (a) through (d).

Planned Actions/Services

For each action/service, the LEA must complete either the section “For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is entered, identify the specific student group(s) as appropriate.
Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA’s overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating “LEA-wide”, “Schoolwide”, or “Limited to Unduplicated Student Group(s)”. The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, enter "Limited to Unduplicated Student Group(s)".

For charter schools and single-school school districts, “LEA-wide” and “Schoolwide” may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use “LEA-wide” to refer to all schools under the charter and use “Schoolwide” to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use “LEA-wide” or “Schoolwide” provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
**Charter schools** operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

**Actions/Services**

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

**New/Modified/Unchanged:**

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter “Unchanged Action” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
  - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter “Unchanged Action” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

  **Note:** The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

**Charter schools** may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the “Goals, Actions, and Services” section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

**Budgeted Expenditures**

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

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.
If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity’s budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

**Demonstration of Increased or Improved Services for Unduplicated Students**

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the “Demonstration of Increased or Improved Services for Unduplicated Students” table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

**Estimated Supplemental and Concentration Grant Funds**

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to California Code of Regulations, Title 5 (5 CCR) Section 15496(a)(5).

**Percentage to Increase or Improve Services**

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.

- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.
For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.

- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.
State Priorities

Priority 1: Basic Services addresses the degree to which:

A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

A. The implementation of state board adopted academic content and performance standards for all students, which are:
   a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
   b. Mathematics – CCSS for Mathematics
   c. English Language Development (ELD)
   d. Career Technical Education
   e. Health Education Content Standards
   f. History-Social Science
   g. Model School Library Standards
   h. Physical Education Model Content Standards
   i. Next Generation Science Standards
   j. Visual and Performing Arts
   k. World Language; and

B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
B. How the school district will promote parental participation in programs for unduplicated pupils; and
C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

A. Statewide assessments;
B. The Academic Performance Index;
C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
E. The English learner reclassification rate;
F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

A. School attendance rates;
B. Chronic absenteeism rates;
C. Middle school dropout rates;
D. High school dropout rates; and
E. High school graduation rates;
Priority 6: School Climate as measured by all of the following, as applicable:
   A. Pupil suspension rates;
   B. Pupil expulsion rates; and
   C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:
   A. A broad course of study including courses described under EC sections 51210 and 51220(a)-(i), as applicable;
   B. Programs and services developed and provided to unduplicated pupils; and
   C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under EC sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:
   A. Working with the county child welfare agency to minimize changes in school placement
   B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
   C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
   D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:
   A. Local priority goals; and
   B. Methods for measuring progress toward local goals.
APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under EC sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) “Chronic absenteeism rate” shall be calculated as follows:
   (1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:
      (A) enrolled less than 31 days
      (B) enrolled at least 31 days but did not attend at least one day
      (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:
         (i) are enrolled in a Non-Public School
         (ii) receive instruction through a home or hospital instructional setting
         (iii) are attending a community college full-time.
      (2) The number of students who meet the enrollment requirements.
   (3) Divide (1) by (2).

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

(c) “High school graduation rate” shall be calculated as follows:
   (1) For a 4-Year Cohort Graduation Rate:
      (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.
      (B) The total number of students in the cohort.
      (C) Divide (1) by (2).
   (2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:
      (A) The number of students who either graduated as grade 11 students or who earned any of the following:
         (i) a regular high school diploma
         (ii) a High School Equivalency Certificate
         (iii) an adult education diploma
         (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.
      (B) The number of students in the DASS graduation cohort.
      (C) Divide (1) by (2).

(d) “Suspension rate” shall be calculated as follows:
   (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
   (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
   (3) Divide (1) by (2).

(e) “Expulsion rate” shall be calculated as follows:
   (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
   (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
(3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001; 20 U.S.C. Sections 6312 and 6314.
APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?

2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to EC Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?

3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?

4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?

5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?

6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in EC Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?

2) How have stakeholders been included in the LEA’s process in a timely manner to allow for engagement in the development of the LCAP?

3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?

4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA’s engagement processes?

5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to EC sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in EC Section 42238.01?

6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR Section 15495(a)?
7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

**Guiding Questions: Goals, Actions, and Services**

1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”: Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?

2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”: Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?

3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement”: Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?

4) What are the LEA’s goal(s) to address any 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 unduplicated pupils as defined in EC Section 42238.01 and groups as defined in EC Section 52052 that are different from the LEA’s goals for all pupils?

7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?

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

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

10) What information was considered/reviewed for subgroups identified in EC Section 52052?

11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to EC 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?

12) How do these actions/services link to identified goals and expected measurable outcomes?

13) What expenditures support changes to actions/services as a result of the goal identified?

Where can these expenditures be found in the LEA’s budget?

*Prepared by the California Department of Education, January 2019*
## LCAP Expenditure Summary

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