

Introduction:

The Ventura Unified School District benefits from a very supportive community to provide excellent learning opportunities for a diverse student enrollment at all grade levels. The Local Control Accountability Plan affords us an opportunity to work together to identify priority areas, collaborate on goals, develop programs, and review our outcomes on an annual basis.

For the next three years, beginning in 2016-17, the LCAP for VUSD addresses all state priorities through the following goal areas:

1. California State Standards and Next Generation Science Standards,
2. Student Achievement,
3. Student Connections to School,
4. Family Involvement,
5. School Facilities.

Through these goals, we seek to fully implement the most current standards for student learning, improve student learning outcomes, accelerate student learning among students in target subgroups, increase the sense of connectedness and high expectations among students, engage families as partners in education, and ensure excellent school facilities.

Actions and Services are described in each goal area to ensure twenty-first century learning experiences for all students in Language Arts, Mathematics, Science, Social Studies and all content areas. Specific actions and services are designed to close identified achievement and opportunity gaps that currently exist for specific student groups including English Learner students, low-income students, Hispanic students, students with disabilities and foster youth.

These targeted activities build upon existing VUSD plans and programs designed to meet the needs of English Learner students such as the board-adopted *VUSD English Learner Master Plan*, K-12 Dual Language Program Model currently serving 1300 students, VUSD Multilingual Recognition Seals for graduating seniors, and Plaza Comunitaria adult literacy program offered in partnership with the Mexican Consulate.

Resources are budgeted to support actions and services at both the district and school site levels. Expected annual measurable outcomes are spelled out for each goal area to maintain focus on the impact of this plan. The Annual Update from 2015-16 reports the progress toward the expected annual outcomes from the prior year LCAP along with changes in the current plan resulting from this analysis.

LEA: Ventura Unified

Contact: Dr Michael Babb, Superintendent, michael.babb@venturausd.org, (805)641-5000

LCAP Year: 2016-17

Local Control and Accountability plan and Annual Update Template

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process	Impact on LCAP

District Advisory Groups:

A. VUSD LCAP Advisory Committee including parent representatives for English Learners, low-income foster youth, and students with disabilities; secondary students; representatives of local bargaining units district personnel (classified and certificated staff); and community representatives met to review goals, actions and initial outcomes (10/14/15, 1/20/16, 3/16/16).

B. Superintendent's Parent Advisory Committee (9/1/15 & 4/5/16 to review goals and initial outcomes)

C. K-12 Principals' Collaboration and Support Meetings with Superintendent and District Support Staff on 9/21/15, 10/12/15, 11/16/15, 1/11/16, 2/8/16, 3/14/16, 4/18/16 and 5/15/16 to review goals, discuss implementation, monitor metrics and recommend adjustments.

D. District English Learner Advisory Committee - Meeting to review goals, discuss implementation, monitor progress and recommend adjustments on 10/8/15, 11/12/15, 12/10/15, 1/14/16, 2/4/16, 3/10/16, 4/14/16 and Advisory Report to Board of Education on 4/26/16.

E. Foster Parent Advisory Committee - 2/17/16, 2/18/16, 2/24/16, 2/25/16 at various convenient district sites.

F. Migrant Education Parent Advisory Committee - Quarterly meetings to review progress and advise on services.

G. English Learner Coordinating Council - 9/15/15, 10/13/15, 1/19/16, and 3/15/16 to review English Learner outcomes, review progress towards LCAP goals and recommend modifications.

H. Other groups involved who reviewed progress data and provided input are the community, students and union representatives.

Written responses from the superintendent - There were no requests for written responses on comments from stakeholder groups.

School Site Stakeholder Groups:

All major groups were noticed of LCAP work and given opportunities to participate in the review of progress and LCAP update. Notice was provided via U.S. mail, e-mail, district website, principal's invitations to student representatives, auto-dialer invites, staff meetings, ELAC and DELAC meetings, staff meetings, meetings with union representatives, Superintendent's Parent Advisory committee and other site/district meetings. Childcare and translation support were provided whenever appropriate.

Stakeholders reviewed progress towards LCAP implementation and available metrics.

Input from the stakeholders and community highlighted specific needs and guided the revision of the LCAP. Our goals were reduced from a total of six to five by including the activities from Goal 3 (Increase graduation rates and decrease dropout rates) in Goal 2 (Increase Student Achievement). Some activities have also been modified to reflect stakeholder input and other factors..

Goal #1 –California State Standards and Next Generation Science Standards (NGSS)

- Teacher and administrator state conference attendance to improve instructional strategies in English Language Arts, English Language Development, Mathematics and Science (Activity 1.3)
- Collaboration network for secondary Physical Education teachers to implement California PE standards. (Activity 1.5)
- Bilingual classified staff support for DELAC, home school communication, summer intervention support and district translation needs.(Activity 1.21)

Goal #2-Increase Student Achievement

- Teacher Liaison network for general education and special education teachers (Activity 2.3)
- Transportation for summer school to provide equitable access (Activity 2.8)
- Intervention support for K-5 students needing additional assistance in English Language Arts and Mathematics (Activities 2.13 and 2.14)
- Progress monitoring and instructional support for English Language Development (Activity 2.15)
- Garden-based learning in NGSS and California State Standards (Activity 2.19)

<ul style="list-style-type: none"> • School Site Council - Regular meetings scheduled at each site to review implementation and metrics and coordinate LCAP with school site plans. • English Learner Advisory Committees - Six meetings each year to coordinate with DELAC schedule to review student progress and advise on modifications and align VUSD EL Master Plan with LCAP. <p>Other Stakeholder Groups:</p> <ul style="list-style-type: none"> • VUSD Board of Education – Ongoing communication between superintendent and Board of Education via “Friday Letter to the Board”. Public Hearing and budget review/adoption - June 14 and 28, 2016 • Executive Cabinet –Weekly updates on implementation and review of metrics. • Educational Services Division Leaders – Monthly director/coordinator meetings and individual department discussions for implementation, development/review of metrics. 	<ul style="list-style-type: none"> • Additional administrative support for low-income student success at continuation high school (Activity 2.20) <p>Goal #3-Increase Graduation Rates/Decrease Dropout Rate - incorporated into Goal 2</p> <p>Goal #4-Increase Student Connectedness</p> <ul style="list-style-type: none"> • Professional development opportunities for VUSD Counselors' Foundation Committee (Activity 3.4) • Indian Education cultural awareness and college/career activities for eligible Indian Education students (Activity 3.8) • Teen parent support for childcare to provide equitable access to high school education (Activity 3.9) <p>Goal #5-Increase Family Involvement</p> <ul style="list-style-type: none"> • Childcare and translation support to reduce barriers for English Learner parent/family involvement in district and site activities (Activities 4.3 and 4.4) • Sheridan Way Family Center services for westside Ventura community low-income, Hispanic, English Learner families (Activity 4.10) • Family liaisons and supplemental office staff support for English Learner and low-income families (Activity 4.11) <p>Goal #6– Provide Appropriate School Facilities to Enhance and Maximize Learning Opportunities</p> <ul style="list-style-type: none"> • New facility inspection tool needed that works best for VUSD.
<p>Annual Update:</p> <p>High school students served as members on the LCAP Advisory committee along with representative parents, staff, community members and union representatives in 2015-16.</p> <ul style="list-style-type: none"> • Available current data related to LCAP metrics were shared with the LCAP Advisory Committee and other stakeholder groups starting in October, 2015. • A coordinated schedule of stakeholder meetings (LCAP Advisory, English Learner Coordinating Council, DELAC/ELAC, K-12 Principals, Superintendent’s Parent Advisory Committee, Board of Education) was implemented in 2015-16 to promote more 	<p>Annual Update:</p> <p>Data collected, classroom observations and inventories of available curriculum indicate that VUSD schools are at the early stages of implementation of state standards in most content areas. Additional standards-based materials and professional development are needed in all content areas at most grade levels.</p> <ul style="list-style-type: none"> • Baseline CAASPP Results from the 2015 administration of the SBAC at grades 3,4,5,6, 7 8 and 11 in ELA and Mathematics indicate stronger performance in ELA than Mathematics overall and specifically at the secondary level. Also, persistent achievement gaps exist between White and most other student

consistent and coordinated opportunities for data review and involvement.

- A district schedule for data collection on metrics reported for student groups (English Learners, Low Income, Foster Youth) was utilized.
- Translation support and childcare is provided for all LCAP Advisory Committee meetings and other stakeholder groups (as needed).

groups except the RFEP group at some grades. Scores for low-income students are usually consistent with Hispanic group scores.

- EL results on 2014-15 CELDT indicate progress in the percentage of students making annual progress in learning English and in attaining the English proficient level on the CELDT
- 2014 Four-Year Cohort High School Graduation Rates for ALL students remain strong (92%) with gaps for Hispanic (89%), EL (72%), low-income (85%) and students with disabilities (77%).
- Attendance rates are strong at all grade spans with increases at K-5, and 6-8.
- Suspension and Expulsion rates continued to go down in 2015. However, Hispanic males continue to be overrepresented in suspensions.
- California Healthy Kids Survey (CHKS) responses from 2013/14 students in grades 7,9, and 11 indicate a continued need to focus on student connectedness and specifically Hispanic students' experiences of school connectedness, caring relationships with adults and high expectations by adults.
- All sites passed their site inspections to guarantee appropriate school facilities.
- The stakeholder groups confirmed that our LCAP goals are still appropriate with the consolidation of original goals 3 and 4.
- Modifications in actions reflect improvements to increase positive outcomes for students.
- Recently-adopted standards-based curriculum for ELA at grades K-5 and Mathematics at grades 6-8 will provide essential materials for teachers to implement standards-based instruction for all students in these content areas.
- New emphasis is placed on implementing a consistent intervention program at grades K-5 to promote elementary-level academic success as a foundation for future grades.
- Resources are committed to increasing communication and family involvement through translation support and childcare.
- VUSD LCAP Public Hearing - June 14, 2016
- VUSD Board of Education meeting - request for adoption of LCAP - June 28, 2016

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

Instructions:

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

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

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

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

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

Goal: Describe the goal:

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

Related State and/or Local Priorities: Identify the state and/or local priorities addressed by the goal by placing a check mark next to the

applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

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

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

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

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

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

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

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

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

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the

additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

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

Guiding Questions:

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

GOAL:	Goal 1: Implementation of California State Standards- Fully support the implementation of the California State Standards in all classrooms.	Related State and/or Local Priorities: X 1 X 2 _3 X 4 _5 _6 _7 _8 Local: N/A
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Identified Need:	California State Standards are not equally implemented across the district in every classroom. Not all classrooms have standards-aligned instructional materials. The district needs to maintain well-trained credentialed teachers, well-prepared to teach English Learners, Low Income, Foster and Homeless Youth.		
Goal Applies to:	Schools:	All	
		Grades: All	
	Applicable Pupil Subgroups:	All	
LCAP Year 1			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> Professional development will be provided at least 2 times a year to provide strategies on implementing K-12 California State Standards. Specific Professional development will be provided at least 2 times a year to address the needs of English Learners. Teacher assignments will ensure appropriate credentials K-12. 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Professional development in all State Content Standards and Next Generation Science Standards</p> <p>1.1 At grades K - 5, two district collaboration meetings to support Language Arts/English Language Development and Mathematics per grade level for general education and SAI teachers.</p> <p>1.2 At grades 6 - 12, at least two facilitated collaboration meetings for <u>all</u> general education and SAI teachers to improve teacher effectiveness in State Content Standards and NGSS.</p> <p>1.3 Teacher and administrator attendance at local and state conferences - registration fees, travel expenses and release/substitute time to improve instructional strategies in ELA/ELD, Math and NGSS.</p> <p>1.4 Continue .5 BTSA Special Education Support provider</p> <p>1.5 PE Network for Secondary Teachers - Two</p>	<p>Local Education Agency (LEA)-wide</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>1.1 Provide grade level district collaboration meetings Educator Effectiveness Block Grant Est. Cost: \$179,800 subs</p> <p>1.2 Quarterly facilitated collaboration time Educator Effectiveness Block Grant Est. Cost: \$84,000</p>

professional development days each school year for secondary PE teachers in addition to regular inservice days to collaborate regarding implementation of California PE standards and receive support from district PE expert.

1.3 Conference Costs

Educator Effectiveness Block Grant

Est. Cost: \$20,500

1.4 Cont. 5 BTSA Special Ed.

Support provider Unrestricted

Est. Cost: \$51,600

1.5 PE Network Substitutes and Facilitator Stipend

Unrestricted General Fund

Est. Cost: \$6,000

<p>Provide instructional materials and equipment that support California State Standards and NGSS.</p> <p>1.6 Implement 3-year plan for NGSS materials, equipment and consumables that corresponds to NGSS implementation at all grade levels.</p> <p>1.7 Provide standards-aligned K-5 core curriculum for English and Spanish Language Arts and English Language Development (K-5)</p> <p>1.8 Provide standards-aligned core curriculum for Mathematics (grades 6 - 8)</p>	<p>LEA-wide</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>1.6 NGSS Materials</p> <p>Instructional Materials</p> <p>Est. Cost: \$25,000</p> <p>1.7 K-5 Core curriculum</p> <p>One Time Funds</p> <p>Est. Cost: \$2,500,000</p> <p>1.7 K-5 Spanish Language Arts core</p> <p>Est. Cost: \$168,830</p> <p>1.8 Gr. 6 - 8 Core Curriculum</p> <p>Instructional Materials</p> <p>Unrestricted Lottery</p> <p>Est. Cost: \$500,000</p>
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<p>Promote bilingualism for English Learners and Reclassified students at all grade levels.</p> <p>1.9 Provide one release day for the Site Leadership Teams to explore resources, visit model schools and develop VUSD recognition program to honor 8th grade students who are bilingual and biliterate.</p>	<p>Elementary Schools</p> <p>Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>1.9 One release day for the Site Leadership Team Unrestricted Est. Cost: \$9,700 for subs</p>
<p>Continue to implement VUSD Technology Implementation Plan to ensure that every classroom has the technology available to integrate technology in instruction as identified in the California State Standards and NGSS</p> <p>1.10 Decrease student to electronic device ratio from 13:1 to 8: 1 in general education classes and from 8:1 to 4:1 for special education classrooms.</p> <p>1.11 Computer repair technician at De Anza Academy of Technology and the Arts</p>	<p>LEA-wide</p> <p>Grades: All</p>	<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>1.10 Technology Restricted Parcel Tax Est. Cost: \$200,000</p> <p>Unrestricted One Time Funds</p> <p>Est. Cost: \$250,000</p> <p>1.11 Computer Tech Unrestricted Est. Cost: \$68,800</p>

<p>Provide professional development in the area of technology integration into instruction 1.12 Continue funding two district-wide Technology Integration Teachers on Special Assignment 1.13 Site Technology Mentors train staff at all sites to integrate technology with instruction 1.14 SAMRai – Professional Development model to train 60 teachers in technology tools for lesson Planning</p>	<p>LEA-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>1.12 2.0 FTE Technology CCSS Integration Specialists Unrestricted/Title I/Title II Est. Cost: \$195,000 1.13 Technology Mentors Unrestricted Est. Cost: \$500 per tech mentor x 33 = \$19,250 1.14 Professional Dev. SAMRai Unrestricted Est. Cost: \$24,100 (subs)</p>
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<p>1.15 Implement Ventura County (VC) Innovates to maximize available resources, expand career pathway opportunities for all students. Maintain district-wide CTE Coordinator and support staff and utilize the expertise of the Director of Multilingual and Multicultural Education and the Foster Youth Coordinator to identify and recruit English Learners and Foster Youth for CTE pathways. 1.16 Implement district plan to provide necessary consumable materials for CTE Courses.</p>	<p>LEA-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>1.15 CTE Coordinator Salary, clerical support, supplies, professional development Unrestricted Est. Cost: \$182,000 VACE Scholarships for CTE program Est. Cost: \$16,000 1.16 CTE consumables Unrestricted general fund Est. Cost: \$57,000</p>
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<p>Resources for Secondary Libraries</p> <p>1.17 GALE or EBSCO Library Resources Data base license for all secondary students</p> <p>1.18 On-line and web-based resources to support and improve student writing.</p>	<p>Secondary Level</p> <p>Grades: 6th, 7th, 8th, 9th, 10th, 11th, 12th</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>1.17 One year license</p> <p>Unrestricted</p> <p>Est. Cost: \$25,000</p> <p>1.18 On-line resources</p> <p>Unrestricted</p> <p>Est. Cost: \$15,000</p>
<p>VUSD Multiingual and Multicultural Education Department</p> <p>1.20 VUSD Director of Multilingual and Multicultural Education and support staff provide direction to Pre-K through grade 12 administrators, teachers and paraeducators to implement the VUSD board-adopted Master Plan for English Learners. Services include support for English Learner Advisory Committees, ELD curriculum implementation, use of student data to guide instructional services, staffing, multilingual recognition, best practices including dual language program design, managing resources, parent education, and Pre-K through twelve English Learner program articulation,</p> <p>1.21 Classified staff provide support for DELAC, home school communication, summer intervention support and district translation services.</p>	<p>All</p> <p>Grades: All</p>	<p>_ All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>1.19 Multilingual/Multicultural Department</p> <p>Unrestricted funds</p> <p>Est. Cost: \$455,100</p> <p>1.20 Translation Support (3 FTE)</p> <p>Unrestricted funds</p> <p>Est. Cost: \$182,950</p>

<p>Professional Development Opportunities to Support English Learner Instruction</p> <p>1.21 Support for teacher and administrator attendance at local and state conferences, including Ventura and State CAFE, with registration fees, travel expenses and release/substitute time specifically to improve instructional strategies and program design for English Learners.</p> <p>1.22 Stipends for K-12 teacher liaisons from all schools to participate in monthly district-wide English Learner Liaison Network meetings with Director of Multilingual/Multicultural Education and district support staff.</p> <p>1.23 Quarterly facilitated paraeducator meetings for K-12 staff serving English Learner students with focus on California content standards in ELA/ELD and mathematics.</p>	<p>All Grades: All</p>	<p>_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>1.21 EL conference attendance Unrestricted Est. Cost: \$25,000</p> <p>1.22 EL Liaison stipends Unrestricted Est. Cost: \$4,660</p>
<p>1.24 COGAT instrument to be purchased to better identify gifted English Learner and low-income students.</p>	<p>All Grades: All</p>	<p>_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>1.24 COGAT Unrestricted funds Est. Cost: \$12,000</p>
<p>LCAP Year 2</p>			
<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> Professional development will be provided at least 2 times a year to provide strategies on implementing K-12 California State Standards. Specific Professional development will be provided at least 2 times a year to address the needs of English Learners. Teacher assignments will ensure appropriate credentials K-12. 		

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Professional development in all State Content Standards and Next Generation Science Standards</p> <p>1.1 At grades K - 5, two district collaboration meetings to support Language Arts/English Language Development and Mathematics per grade level for general education and SAI teachers.</p> <p>1.2 At grades 6 - 12, at least two facilitated collaboration meetings for <u>all</u> general education and SAI teachers to improve teacher effectiveness in State Content Standards and NGSS.</p> <p>1.3 Teacher and administrator attendance at local and state conferences - registration fees, travel expenses and release/substitute time to improve instructional strategies in ELA/ELD, Math and NGSS.</p> <p>1.4 Continue .5 BTSA Special Education Support provider</p> <p>1.5 PE Network for Secondary Teachers - Two professional development days each school year for secondary PE teachers in addition to regular inservice days to collaborate regarding implementation of California PE standards and receive support from district PE expert.</p>	<p>Local Education Agency (LEA)-wide</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>1.1 Provide grade level district collaboration meetings</p> <p>Educator Effectiveness Block Grant</p> <p>Est. Cost: \$179,800 subs</p> <p>1.2 Quarterly facilitated collaboration time</p> <p>Educator Effectiveness Block Grant</p> <p>Est. Cost: \$84,000</p> <p>1.3 Conference Costs</p> <p>Educator Effectiveness Block Grant</p> <p>Est. Cost: \$20,500</p> <p>1.4 Cont. 5 BTSA Special Ed. Support provider</p> <p>Unrestricted</p> <p>Est. Cost: \$51,600</p>

			1.5 PE Network Substitutes and Facilitator Stipend Unrestricted General Fund Est. Cost: \$6,000
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<p>Provide instructional materials and equipment that support California State Standards and NGSS.</p> <p>1.6 Implement 3-year plan for NGSS materials, equipment and consumables that corresponds to NGSS implementation at all grade levels.</p> <p>1.7 Provide standards-aligned K-5 core curriculum for English and Spanish Language Arts and English Language Development (K-5)</p> <p>1.8 Provide standards-aligned core curriculum for Mathematics (grades 6 - 8)</p>	<p>LEA-wide Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>1.6 NGSS Materials</p> <p>Instructional Materials</p> <p>Est. Cost: \$25,000</p> <p>1.7 K-5 Core curriculum</p> <p>One Time Funds</p> <p>Est. Cost: \$2,500,000</p> <p>1.7 K-5 Spanish Language Arts core</p> <p>Est. Cost: \$168,830</p> <p>1.8 Gr. 6 - 8 Core Curriculum</p> <p>Instructional Materials</p> <p>Unrestricted Lottery</p> <p>Est. Cost: \$500,000</p>
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<p>Promote bilingualism for English Learners and Reclassified students at all grade levels.</p> <p>1.9 Provide one release day for the Site Leadership Teams to explore resources, visit model schools and develop VUSD recognition program to honor 8th grade students who are bilingual and biliterate.</p>	<p>Elementary Schools</p> <p>Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>1.9 One release day for the Site Leadership Team</p> <p>Unrestricted</p> <p>Est. Cost: \$9,700 for subs</p>
<p>Continue to implement VUSD Technology Implementation Plan to ensure that every classroom has the technology available to integrate technology in instruction as identified in the California State Standards and NGSS</p> <p>1.10 Decrease student to electronic device ratio from 13:1 to 8: 1 in general education classes and from 8:1 to 4:1 for special education classrooms.</p> <p>1.11 Computer repair technician at De Anza Academy of Technology and the Arts</p>	<p>LEA-wide</p> <p>Grades: All</p>	<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>1.10 Technology</p> <p>Restricted Parcel Tax</p> <p>Est. Cost: \$200,000</p> <p>Unrestricted One Time Funds</p> <p>Est. Cost: \$250,000</p> <p>1.11 Computer Tech</p> <p>Unrestricted</p> <p>Est. Cost: \$68,800</p>

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<p>LCAP Year 3</p>			
<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> Professional development will be provided at least 2 times a year to provide strategies on implementing K-12 California State Standards. Specific Professional development will be provided at least 2 times a year to address the needs of English Learners. Teacher assignments will ensure appropriate credentials K-12. 		

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Professional development in all State Content Standards and Next Generation Science Standards</p> <p>1.1 At grades K - 5, two district collaboration meetings to support Language Arts/English Language Development and Mathematics per grade level for general education and SAI teachers.</p> <p>1.2 At grades 6 - 12, at least two facilitated collaboration meetings for <u>all</u> general education and SAI teachers to improve teacher effectiveness in State Content Standards and NGSS.</p> <p>1.3 Teacher and administrator attendance at local and state conferences - registration fees, travel expenses and release/substitute time to improve instructional strategies in ELA/ELD, Math and NGSS.</p> <p>1.4 Continue .5 BTSA Special Education Support provider</p> <p>1.5 PE Network for Secondary Teachers - Two professional development days each school year for secondary PE teachers in addition to regular inservice days to collaborate regarding implementation of California PE standards and receive support from district PE expert.</p>	<p>Local Education Agency (LEA)-wide</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>1.1 Provide grade level district collaboration meetings</p> <p>Educator Effectiveness Block Grant</p> <p>Est. Cost: \$179,800 subs</p> <p>1.2 Quarterly facilitated collaboration time</p> <p>Educator Effectiveness Block Grant</p> <p>Est. Cost: \$84,000</p> <p>1.3 Conference Costs</p> <p>Educator Effectiveness Block Grant</p> <p>Est. Cost: \$20,500</p> <p>1.4 Cont. 5 BTSA Special Ed. Support provider Unrestricted</p> <p>Est. Cost: \$51,600</p>

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<p>Provide instructional materials and equipment that support California State Standards and NGSS.</p> <p>1.6 Implement 3-year plan for NGSS materials, equipment and consumables that corresponds to NGSS implementation at all grade levels.</p> <p>1.7 Provide standards-aligned K-5 core curriculum for English and Spanish Language Arts and English Language Development (K-5)</p> <p>1.8 Provide standards-aligned core curriculum for Mathematics (grades 6 - 8)</p>	<p>LEA-wide</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>1.6 NGSS Materials</p> <p>Instructional Materials</p> <p>Est. Cost: \$25,000</p> <p>1.7 K-5 Core curriculum</p> <p>One Time Funds</p> <p>Est. Cost: \$2,500,000</p> <p>1.7 K-5 Spanish Language Arts core</p> <p>Est. Cost: \$168,830</p> <p>1.8 Gr. 6 - 8 Core Curriculum</p> <p>Instructional Materials</p> <p>Unrestricted Lottery</p> <p>Est. Cost: \$500,000</p>
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<p>Promote bilingualism for English Learners and Reclassified students at all grade levels.</p> <p>1.9 Provide one release day for the Site Leadership Teams to explore resources, visit model schools and develop VUSD recognition program to honor 8th grade students who are bilingual and biliterate.</p>	<p>Elementary Schools</p> <p>Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>1.9 One release day for the Site Leadership Team</p> <p>Unrestricted</p> <p>Est. Cost: \$9,700 for subs</p>
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<p>1.15 Implement Ventura County (VC) Innovates to maximize available resources, expand career pathway opportunities for all students. Maintain district-wide CTE Coordinator and support staff and utilize the expertise of the Director of Multilingual and Multicultural Education and the Foster Youth Coordinator to identify and recruit English Learners and Foster Youth for CTE pathways. 1.16 Implement district plan to provide necessary consumable materials for CTE Courses.</p>	<p>LEA-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>1.15 CTE Coordinator Salary, clerical support, supplies, professional development Unrestricted Est. Cost: \$182,000 VACE Scholarships for CTE program Est. Cost: \$16,000 1.16 CTE consumables Unrestricted general fund Est. Cost: \$57,000</p>
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<p>Resources for Secondary Libraries</p> <p>1.17 GALE or EBSCO Library Resources Data base license for all secondary students</p> <p>1.18 On-line and web-based resources to support and improve student writing.</p>	<p>Secondary Level</p> <p>Grades: 6th, 7th, 8th, 9th, 10th, 11th, 12th</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>1.17 One year license</p> <p>Unrestricted</p> <p>Est. Cost: \$25,000</p> <p>1.18 On-line resources</p> <p>Unrestricted</p> <p>Est. Cost: \$15,000</p>
<p>VUSD Multiingual and Multicultural Education Department</p> <p>1.20 VUSD Director of Multilingual and Multicultural Education and support staff provide direction to Pre-K through grade 12 administrators, teachers and paraeducators to implement the VUSD board-adopted Master Plan for English Learners. Services include support for English Learner Advisory Committees, ELD curriculum implementation, use of student data to guide instructional services, staffing, multilingual recognition, best practices including dual language program design, managing resources, parent education, and Pre-K through twelve English Learner program articulation,</p> <p>1.21 Classified staff provide support for DELAC, home school communication, summer intervention support and district translation services.</p>	<p>All</p> <p>Grades: All</p>	<p>_ All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>1.19 Multilingual/Multicultural Department</p> <p>Unrestricted funds</p> <p>Est. Cost: \$455,100</p> <p>1.20 Translation Support (3 FTE)</p> <p>Unrestricted funds</p> <p>Est. Cost: \$182,950</p>

<p>Professional Development Opportunities to Support English Learner Instruction</p> <p>1.21 Support for teacher and administrator attendance at local and state conferences, including Ventura and State CAFE, with registration fees, travel expenses and release/substitute time specifically to improve instructional strategies and program design for English Learners.</p> <p>1.22 Stipends for K-12 teacher liaisons from all schools to participate in monthly district-wide English Learner Liaison Network meetings with Director of Multilingual/Multicultural Education and district support staff.</p> <p>1.23 Quarterly facilitated paraeducator meetings for K-12 staff serving English Learner students with focus on California content standards in ELA/ELD and mathematics.</p>	<p>All Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>1.21 EL conference attendance</p> <p>Unrestricted</p> <p>Est. Cost: \$25,000</p> <p>1.22 EL Liaison stipends</p> <p>Unrestricted</p> <p>Est. Cost: \$4,660</p>
<p>1.24 COGAT instrument to be purchased to better identify gifted English Learner and low-income students.</p>	<p>All Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>1.24 COGAT</p> <p>Unrestricted funds</p> <p>Est. Cost: \$12,000</p>

GOAL:	Goal 2: Student Achievement - Increase student achievement for all students, while reducing the achievement gaps for English Learners, Hispanic, Foster Youth, low-income and students with disabilities.		Related State and/or Local Priorities: _1 _2 _3 X4 X5 X6 X7 X8 Local: N/A
Identified Need:	<p>Significant gaps in student achievement exist for district English Learners, low-income, Hispanic and students with disabilities. There is a need to address these gaps through professional development, collaboration, intervention programs and equitable access to learning opportunities and resources.</p> <p>Metrics: Standardized testing, course access and passage rates with C or higher, A-G enrollment and passage rates, English learners who become English proficient, English Learner (EL) reclassification rate, share of pupils passing Advanced Placement (AP) exam with score of 3 or higher, California High School Exit Exam (CAHSEE), graduation rate, dropout rate, EAP. API not applicable.</p>		
Goal Applies to:	Schools:	All	
	Grades:	All	
	Applicable Pupil Subgroups:	All	
LCAP Year 1			
Expected Annual Measurable Outcomes:	<p>English Language Arts:</p> <ul style="list-style-type: none"> Percentage of students Meeting and/or Exceeding Standards in English Language Arts will show following increases for each group: ALL will increase by 3% from 50% to at least 53%; Hispanic will increase 5% from 34% to at least 39%; English Learner will increase 9% from 11% to at least 20%; low-income will increase 5% from 33% to at least 38%; students with disabilities will increase by 5% from 7% to at least 12%; as compared to CAASPP results from 2015. <p>Mathematics:</p> <ul style="list-style-type: none"> Percentage of students Meeting and/or Exceeding Standards in Mathematics will show following increases for each group: ALL will increase by 5% from 39% to at least 44%; Hispanic will increase by 7% from 26% to at least 33%; English Learner will increase by 9% from 11% to at least 20%; low-income will increase by 7% from 24% to at least 31%; students with disabilities will increase by 7% from 5% to at least 12%; as compared to CAASPP results from 2015. <p>Meeting "a-g" Requirements:</p>		

- Percentage of 4-Year Cohort that completed "a-g" requirements will show following increases for each group: ALL will increase by 3% from 35% to at least 38%; Hispanic will increase by 9% from 21% to at least 30%; Black or African American will increase by 9% from 29% to at least 38%; English Learner will increase by 8% from 2% to at least 10%; low-income will increase by 11% from 19% to at least 30%; students with disabilities will increase by 7% from 8% to at least 15%.

English Proficiency for English Learners:

- English Learners in the "Less than 5 Years Cohort" who become proficient in English as measured by the CELDT will increase by 3% from 21% to 24%.
- English Learners in the "5 Years or More Cohort" who become proficient in English as measured by the CELDT will increase by 3% from 50.2% to 53.2%.

English Learners Redesignated as Fluent English Proficient:

- English Learners redesignated as FEP will increase by 4% from 8% to 12%.

Percent of Students Who Passed an AP Exam with a Score of 3 or Higher:

- The percentage of VUSD students that Passed the AP Exam with a Score of 3 or Higher will show the following increases for student groups: ALL will increase by 6% from 74% to at least 80%; Hispanic will increase by 10% from 70% to at least 80%; Black or African American will increase by 17% from 63% to at least 80%; Asian will increase by 9% from 71% to at least 80%; English Learner will increase by 2% from 78% to at least 80%; low-income will increase by 12% from 68% to at least 80%; students with disabilities will increase by 13% from 67% to at least 80%.

Dropout Rates

- Maintain or decrease .3% Middle School Dropout rate
- Decrease High School Dropout rate from 6.3 to 5.3, by at least 1% each year

Graduation Rates

- Increase overall High School Graduation rate each year by 2%, 2014-15 most recent report indicates 90.7%
- Increase English Learner Graduation rate each year by 5%, 2014-15 most recent report indicates 74.3%
- Increase Special Education Graduation rate each year by 5%, 2014-15 most recent report indicates 77.7%
- Increase Socio-Economically Disadvantage rate each year by 5%, 2014-15 most recent report indicates 84.9%

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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<p>Implement assessment plan for Language Arts/ELD and Math</p> <p>2.1 Teachers on Special Assignment for ELA/ELD and Math meet with site teacher leaders to implement district diagnostic assessments, grades K – 2 2.2 Teachers on Special Assignment for ELA/ELD and Math meet with site teacher leaders to implement interim assessments, grades 3 – 11.</p>	<p>LEA-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>2.1, 2.2 Release time or stipends for teachers Unrestricted Est. Cost: \$11,660</p>
<p>Teacher liaison network to improve identification and services for special education students</p> <p>2.3 General Education and Special Education teachers representing all schools meet on a quarterly basis with Special Education Directors and support staff to review effective classroom practices/resources and reduce overidentification of students for special education.</p>	<p>LEA-wide Grades: All</p>	<p>_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other</p>	<p>2.3 Provide collaboration time for general education and SAI teachers Unrestricted funds Est. Cost: \$10,000</p>

<p>Summer school K-12 for students who are not performing in the proficient range on local and state assessments in Language Arts/ELD and/or Math</p> <p>2.4 Continue funding staff for summer school for grades K-12 for basic and below students in Language Arts/ELD and/or math, including .3 FTE administrative support for district-level summer school director.</p> <p>2.5 Provide staff and planning time for curriculum development, student enrollment, program preparation and evaluation.</p> <p>2.6 Incorporate AVID strategies for incoming 6th and 9th grade students</p> <p>2.7 Target enrollment outreach activities to English Learner and low-income students.</p> <p>2.8 Provide summer school transportation to remove barriers for low-income students.</p>	<p>All Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>2.4 - 2.7 Summer school for grades K-12 for Language Arts/ELD/Math, credit recovery and acceleration.</p> <p>Unrestricted funds Est. Cost: \$754,500</p> <p>2.8 Transportation</p> <p>Unrestricted funds Est. Cost: \$38,720</p>
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<p>Provide Advancement via Individual Determination (AVID) at all middle schools and Buena, Foothill and Ventura high schools to increase 4-year college going rate for low-income, English Learner, and redesignated students</p> <p>2.9 Provide summer AVID training for site staff.</p> <p>2.10 Provide district AVID coordinator support.</p> <p>2.11 Provide tutors for secondary AVID classes.</p>	<p>All Middle Schools, Buena, Foothill and Ventura H.S.</p> <p>Grades: 6th, 7th, 8th, 9th, 10th, 11th, 12th</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>2.9 Summer training for AVID teachers Unrestricted Est. Cost: \$50,000</p> <p>2.10 AVID Contract Unrestricted Est. Cost: \$22,000</p> <p>2.11 AVID tutors Unrestricted Est. Cost: \$67,000</p>
<p>Provide additional access to technology and library resources before, after school and during afterschool programs to meet the needs of low-income students and foster youth.</p> <p>2.12 Maintain extended library hours at all middle and high schools for student use three days per week</p>	<p>All Middle and High Schools</p> <p>Grades: 6th, 7th, 8th, 9th, 10th, 11th, 12th</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>2.12 Extend library hours at all middle and high schools Unrestricted Est. Cost: \$3,500 per year for each school=\$28,000</p>
<p>Intervention Support to close achievement gaps for EL and low income pupils</p> <p>2.13 K-5 intervention model for English Language Arts and Mathematics supported by consistent base-level district-wide staffing expanded by site-level funds, as needed.</p> <p>2.14 Bilingual educators who are trained in cultural</p>	<p>All schools</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>2.13 Contract & hourly intervention teachers K-5 Unrestricted Est. Cost: \$324,950</p>

proficiency to provide individual and small group classroom support to English Learners and low-performing students in language arts and mathematics.

2.15 Provide hourly teacher and paraeducator support for English Language Development progress monitoring and instruction.

2.16 Maintain staffing for intervention support periods in Mathematics, ELA/ELD and/or TWI at Anacapa, Balboa, Cabrillo, and DATA

2.17 Maintain additional intervention staffing for ELA/ELD and Mathematics at BHS, FTSH and VHS and staff support for VACE concurrent enrollment students.

(district funds) +

Est. Cost:
\$310,000
(site funds)

2.14
Paraeducators
K-12

Unrestricted

Est. Cost:
\$460,000

2.15 ELD
Progress
Monitoring

Unrestricted

Est. Cost:
\$29,000

Est. Cost:
\$52,000

2.16 Middle
School
Intervention
periods (ELA,
ELD, Math)

Unrestricted

1 per site for
TWI/ELA/ELD
intervention

Est. Cost:
\$61,000

3 per site for
Math

			Intervention
			Est. Cost: \$195,000
			2.17 High School Intervention staffing
			Unrestricted
			3 per HS for TWI/Interventio n- Est. Cost: \$125,000
			3 per HS for ESR- Est. Cost: \$125,000
			5 per HS for Math- Est. Cost: \$252,000
			VACE - Concurrent Enrollment
			Teacher Salaries- Est. Cost: \$66,150
			Counselor- Est. Cost: \$25,570
			Office Support- Est. Cost: \$14,500
			Administration- Est. Cost: \$2,380.

<p>On-line credit recovery program licenses for high school students to increase numbers of low-income students who are on-track for graduation in grades 10 - 12.</p> <p>2.18 Maintain licenses for district-wide online Credit Recovery program such as APEX at all high schools for students in grades 10 through 12 who are credit-deficient.</p>	<p>All high schools.</p> <p>Grades: 10th, 11th, 12th</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>2.18 On-line credit recovery (APEX)</p> <p>Unrestricted</p> <p>Est Cost: \$65,000</p>
<p>Emphasis on standards through garden-based learning for low-income students</p> <p>2.19 Professional development and student garden-based learning activities linked to California State Standards and NGSS offered at Title I elementary, middle and high schools.</p>	<p>ATLAS, Blanche Reynolds, Elmhurst, E.P . Foster, Lincoln, Montalvo, Portola, Sheridan Way, Sunset, Will Rogers, DATA and Pacific Continuation High School.</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>2.19 Garden-based learning</p> <p>Unrestricted</p> <p>Est. Cost: \$170,000</p>

<p>Supplemental Administrative Support at Pacific Continuation High School</p> <p>2.20 Maintain supplemental assistant principal (.25FTE) at Pacific Continuation High School</p>	<p>Pacific Continuation High School</p> <p>Grades: 9th, 10th, 11th, 12th</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input checked="" type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>2.20 .25 FTE AP at Pacific CHS</p> <p>Unrestricted</p> <p>Est. Cost: \$33,000</p>
<p>Implement 9th Grade College and Career Seminar to increase college-readiness for ELs and low-income high school students and increase college/career awareness for all 9th grade students.</p> <p>2.21 Professional Development support for summer and school year staff</p> <p>2.22 Consumable materials for <i>Career Choices and Changes</i> curriculum.</p> <p>2.23 Student, family and staff awareness activities.</p>	<p>Buena, El Camino, Foothill, Ventura High Schools</p> <p>Grades: 9th</p>	<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>2.21 Prof. Development</p> <p>Unrestricted</p> <p>Est. Cost: \$10,000 15 teachers 4 days/school year</p> <p>2.22 Funds for Student Workbooks</p> <p>Unrestricted</p> <p>Est. Cost: \$13,000</p>
<p>TWI Middle School Support</p> <p>2.24 Supplemental periods for Anacapa Middle School to support implementation of Two-Way Immersion program through teacher coordinator (1 period) and expanded elective (1 period).</p>	<p>Anacapa Middle School</p> <p>Grades: 6th, 7th, 8th</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>2.24 Anacapa Two Way Immersion Support Staff</p> <p>Unrestricted</p> <p>Est. Cost: \$27,000</p>

LCAP Year 2

Expected Annual Measurable Outcomes:

English Language Arts:

- Percentage of students Meeting and/or Exceeding Standards in English Language Arts will show following increases for each group: Overall by 3%, Hispanic by 5%, English Learners 9%, Low income by 5%, students with disabilities by 5%.

Mathematics:

- Percentage of students Meeting and/or Exceeding Standards in Mathematics will show following increases for each group: Overall by 5%, Hispanic by 7%, English Learners 9%, Low income by 7%, students with disabilities by 7%.

Meeting "a-g" Requirements:

- Percentage of 4-Year Cohort that completed "a-g" requirements will show following increases for each group: Overall by 3%, Hispanic by 9%, Black or African American 9%, English Learners 8%, Low income by 11%, students with disabilities by 7%.

English Proficiency for English Learners:

- English Learners in the "Less than 5 Years Cohort" who become proficient in English as measured by the CELDT will increase by 3%.
- English Learners in the "5 Years or More Cohort" who become proficient in English as measured by the CELDT will increase by 3%.

English Learners Redesignated as Fluent English Proficient:

- English Learners redesignated as FEP will increase by 4%.

Percent of Students Who Passed an AP Exam with a Score of 3 or Higher:

- The percentage of VUSD students that Passed the AP Exam with a Score of 3 or Higher will increase by 3% each year.

Dropout Rates

- Maintain or decrease .3% Middle School Dropout rate
- Decrease High School Dropout rate by at least 1% each year

Graduation Rates

- Increase overall High School Graduation rate each year by 2%

- Increase English Learner Graduation rate each year by 5%
- Increase Special Education Graduation rate each year by 5%
- Increase Socio-Economically Disadvantage rate each year by 5%

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Implement assessment plan for Language Arts/ELD and Math</p> <p>2.1 Teachers on Special Assignment for ELA/ELD and Math meet with site teacher leaders to implement district diagnostic assessments, grades K – 2</p> <p>2.2 Teachers on Special Assignment for ELA/ELD and Math meet with site teacher leaders to implement interim assessments, grades 3 – 11.</p>	<p>LEA-wide</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>2.1, 2.2</p> <p>Release time or stipends for teachers</p> <p>Unrestricted</p> <p>Est. Cost: \$11,660</p>
<p>Teacher liaison network to improve identification and services for special education students</p> <p>2.3 General Education and Special Education teachers representing all schools meet on a quarterly basis with Special Education Directors and support staff to review effective classroom practices/resources and reduce overidentification of students for special education.</p>	<p>LEA-wide</p> <p>Grades: All</p>	<p>_ All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>2.3 Provide collaboration time for general education and SAI teachers</p> <p>Unrestricted funds</p> <p>Est. Cost: \$10,000</p>

<p>Summer school K-12 for students who are not performing in the proficient range on local and state assessments in Language Arts/ELD and/or Math</p> <p>2.4 Continue funding staff for summer school for grades K-12 for basic and below students in Language Arts/ELD and/or math, including .3 FTE administrative support for district-level summer school director.</p> <p>2.5 Provide staff and planning time for curriculum development, student enrollment, program preparation and evaluation.</p> <p>2.6 Incorporate AVID strategies for incoming 6th and 9th grade students</p> <p>2.7 Target enrollment outreach activities to English Learner and low-income students.</p> <p>2.8 Provide summer school transportation to remove barriers for low-income students.</p>	<p>All Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>2.4 - 2.7 Summer school for grades K-12 for Language Arts/ELD/Math, credit recovery and acceleration.</p> <p>Unrestricted funds Est. Cost: \$754,500</p> <p>2.8 Transportation</p> <p>Unrestricted funds Est. Cost: \$38,720</p>
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<p>Provide Advancement via Individual Determination (AVID) at all middle schools and Buena, Foothill and Ventura high schools to increase 4-year college going rate for low-income, English Learner, and redesignated students</p> <p>2.9 Provide summer AVID training for site staff.</p> <p>2.10 Provide district AVID coordinator support.</p> <p>2.11 Provide tutors for secondary AVID classes.</p>	<p>All Middle Schools, Buena, Foothill and Ventura H.S.</p> <p>Grades: 6th, 7th, 8th, 9th, 10th, 11th, 12th</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>2.9 Summer training for AVID teachers Unrestricted Est. Cost: \$50,000</p> <p>2.10 AVID Contract Unrestricted Est. Cost: \$22,000</p> <p>2.11 AVID tutors Unrestricted Est. Cost: \$67,000</p>
<p>Provide additional access to technology and library resources before, after school and during afterschool programs to meet the needs of low-income students and foster youth.</p> <p>2.12 Maintain extended library hours at all middle and high schools for student use three days per week</p>	<p>All Middle and High Schools</p> <p>Grades: 6th, 7th, 8th, 9th, 10th, 11th, 12th</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>2.12 Extend library hours at all middle and high schools Unrestricted Est. Cost: \$3,500 per year for each school=\$28,000</p>
<p>Intervention Support to close achievement gaps for EL and low income pupils</p> <p>2.13 K-5 intervention model for English Language Arts and Mathematics supported by consistent base-level district-wide staffing expanded by site-level funds, as needed.</p> <p>2.14 Bilingual educators who are trained in cultural</p>	<p>All schools</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>2.13 Contract & hourly intervention teachers K-5 Unrestricted Est. Cost: \$324,950</p>

proficiency to provide individual and small group classroom support to English Learners and low-performing students in language arts and mathematics.

2.15 Provide hourly teacher and paraeducator support for English Language Development progress monitoring and instruction.

2.16 Maintain staffing for intervention support periods in Mathematics, ELA/ELD and/or TWI at Anacapa, Balboa, Cabrillo, and DATA

2.17 Maintain additional intervention staffing for ELA/ELD and Mathematics at BHS, FTSH and VHS and staff support for VACE concurrent enrollment students.

(district funds) +

Est. Cost:
\$310,000
(site funds)

2.14
Paraeducators
K-12

Unrestricted

Est. Cost:
\$460,000

2.15 ELD
Progress
Monitoring

Unrestricted

Est. Cost:
\$29,000

Est. Cost:
\$52,000

2.16 Middle
School
Intervention
periods (ELA,
ELD, Math)

Unrestricted

1 per site for
TWI/ELA/ELD
intervention

Est. Cost:
\$61,000

3 per site for
Math

			Intervention
			Est. Cost: \$195,000
			2.17 High School Intervention staffing
			Unrestricted
			3 per HS for TWI/Interventio n- Est. Cost: \$125,000
			3 per HS for ESR- Est. Cost: \$125,000
			5 per HS for Math- Est. Cost: \$252,000
			VACE - Concurrent Enrollment
			Teacher Salaries- Est. Cost: \$66,150
			Counselor- Est. Cost: \$25,570
			Office Support- Est. Cost: \$14,500
			Administration- Est. Cost: \$2,380.

<p>On-line credit recovery program licenses for high school students to increase numbers of low-income students who are on-track for graduation in grades 10 - 12.</p> <p>2.18 Maintain licenses for district-wide online Credit Recovery program such as APEX at all high schools for students in grades 10 through 12 who are credit-deficient.</p>	<p>All high schools.</p> <p>Grades: 10th, 11th, 12th</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>2.18 On-line credit recovery (APEX)</p> <p>Unrestricted</p> <p>Est Cost: \$65,000</p>
<p>Emphasis on standards through garden-based learning for low-income students</p> <p>2.19 Professional development and student garden-based learning activities linked to California State Standards and NGSS offered at Title I elementary, middle and high schools.</p>	<p>ATLAS, Blanche Reynolds, Elmhurst, E.P . Foster, Lincoln, Montalvo, Portola, Sheridan Way, Sunset, Will Rogers, DATA and Pacific Continuation High School.</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>2.19 Garden-based learning</p> <p>Unrestricted</p> <p>Est. Cost: \$170,000</p>
<p>Supplemental Administrative Support at Pacific Continuation High School</p> <p>2.20 Maintain supplemental assistant principal (.25FTE) at Pacific Continuation High School</p>	<p>Pacific Continuation High School</p> <p>Grades: 9th, 10th, 11th, 12th</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input checked="" type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>2.20 .25 FTE AP at Pacific CHS</p> <p>Unrestricted</p> <p>Est. Cost: \$33,000</p>

<p>Implement 9th Grade College and Career Seminar to increase college-readiness for ELs and low-income high school students and increase college/career awareness for all 9th grade students.</p> <p>2.21 Professional Development support for summer and school year staff</p> <p>2.22 Consumable materials for <i>Career Choices and Changes</i> curriculum.</p> <p>2.23 Student, family and staff awareness activities.</p>	<p>Buena, El Camino, Foothill, Ventura High Schools</p> <p>Grades: 9th</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>2.21 Prof. Development</p> <p>Unrestricted</p> <p>Est. Cost: \$10,000 15 teachers 4 days/school year</p> <p>2.22 Funds for Student Workbooks</p> <p>Unrestricted</p> <p>Est. Cost: \$13,000</p>
<p>TWI Middle School Support</p> <p>2.24 Supplemental periods for Anacapa Middle School to support implementation of Two-Way Immersion program through teacher coordinator (1 period) and expanded elective (1 period).</p>	<p>Anacapa Middle School</p> <p>Grades: 6th, 7th, 8th</p>	<p>_ All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>2.24 Anacapa Two Way Immersion Support Staff</p> <p>Unrestricted</p> <p>Est. Cost: \$27,000</p>

LCAP Year 3

<p>Expected Annual Measurable Outcomes:</p>	<p>English Language Arts:</p> <ul style="list-style-type: none"> Percentage of students Meeting and/or Exceeding Standards in English Language Arts will show following increases for each group: Overall by 3%, Hispanic by 5%, English Learners 9%, Low income by 5%, students with disabilities by 5%. <p>Mathematics:</p> <ul style="list-style-type: none"> Percentage of students Meeting and/or Exceeding Standards in Mathematics will show following increases for each
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group: Overall by 5%, Hispanic by 7%, English Learners 9%, Low income by 7%, students with disabilities by 7%.

Meeting "a-g" Requirements:

- Percentage of 4-Year Cohort that completed "a-g" requirements will show following increases for each group: Overall by 3%, Hispanic by 9%, Black or African American 9%, English Learners 8%, Low income by 11%, students with disabilities by 7%.

English Proficiency for English Learners:

- English Learners in the "Less than 5 Years Cohort" who become proficient in English as measured by the CELDT will increase by 3%.
- English Learners in the "5 Years or More Cohort" who become proficient in English as measured by the CELDT will increase by 3%.

English Learners Redesignated as Fluent English Proficient:

- English Learners redesignated as FEP will increase by 4%.

Percent of Students Who Passed an AP Exam with a Score of 3 or Higher:

- The percentage of VUSD students that Passed the AP Exam with a Score of 3 or Higher will increase by 3% each year.

Dropout Rates

- Maintain or decrease .3% Middle School Dropout rate
- Decrease High School Dropout rate by at least 1% each year

Graduation Rates

- Increase overall High School Graduation rate each year by 2%
- Increase English Learner Graduation rate each year by 5%
- Increase Special Education Graduation rate each year by 5%
- Increase Socio-Economically Disadvantage rate each year by 5%

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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<p>Implement assessment plan for Language Arts/ELD and Math</p> <p>2.1 Teachers on Special Assignment for ELA/ELD and Math meet with site teacher leaders to implement district diagnostic assessments, grades K – 2 2.2 Teachers on Special Assignment for ELA/ELD and Math meet with site teacher leaders to implement interim assessments, grades 3 – 11.</p>	<p>LEA-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>2.1, 2.2 Release time or stipends for teachers Unrestricted Est. Cost: \$11,660</p>
<p>Teacher liaison network to improve identification and services for special education students</p> <p>2.3 General Education and Special Education teachers representing all schools meet on a quarterly basis with Special Education Directors and support staff to review effective classroom practices/resources and reduce overidentification of students for special education.</p>	<p>LEA-wide Grades: All</p>	<p>_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other</p>	<p>2.3 Provide collaboration time for general education and SAI teachers Unrestricted funds Est. Cost: \$10,000</p>

<p>Summer school K-12 for students who are not performing in the proficient range on local and state assessments in Language Arts/ELD and/or Math</p> <p>2.4 Continue funding staff for summer school for grades K-12 for basic and below students in Language Arts/ELD and/or math, including .3 FTE administrative support for district-level summer school director.</p> <p>2.5 Provide staff and planning time for curriculum development, student enrollment, program preparation and evaluation.</p> <p>2.6 Incorporate AVID strategies for incoming 6th and 9th grade students</p> <p>2.7 Target enrollment outreach activities to English Learner and low-income students.</p> <p>2.8 Provide summer school transportation to remove barriers for low-income students.</p>	<p>All</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>2.4 - 2.7</p> <p>Summer school for grades K-12 for Language Arts/ELD/Math, credit recovery and acceleration.</p> <p>Unrestricted funds</p> <p>Est. Cost: \$754,500</p> <p>2.8</p> <p>Transportation</p> <p>Unrestricted funds</p> <p>Est. Cost: \$38,720</p>
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<p>Provide Advancement via Individual Determination (AVID) at all middle schools and Buena, Foothill and Ventura high schools to increase 4-year college going rate for low-income, English Learner, and redesignated students</p> <p>2.9 Provide summer AVID training for site staff.</p> <p>2.10 Provide district AVID coordinator support.</p> <p>2.11 Provide tutors for secondary AVID classes.</p>	<p>All Middle Schools, Buena, Foothill and Ventura H.S.</p> <p>Grades: 6th, 7th, 8th, 9th, 10th, 11th, 12th</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>2.9 Summer training for AVID teachers Unrestricted Est. Cost: \$50,000</p> <p>2.10 AVID Contract Unrestricted Est. Cost: \$22,000</p> <p>2.11 AVID tutors Unrestricted Est. Cost: \$67,000</p>
<p>Provide additional access to technology and library resources before, after school and during afterschool programs to meet the needs of low-income students and foster youth.</p> <p>2.12 Maintain extended library hours at all middle and high schools for student use three days per week</p>	<p>All Middle and High Schools</p> <p>Grades: 6th, 7th, 8th, 9th, 10th, 11th, 12th</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>2.12 Extend library hours at all middle and high schools Unrestricted Est. Cost: \$3,500 per year for each school=\$28,000</p>
<p>Intervention Support to close achievement gaps for EL and low income pupils</p> <p>2.13 K-5 intervention model for English Language Arts and Mathematics supported by consistent base-level district-wide staffing expanded by site-level funds, as needed.</p> <p>2.14 Bilingual educators who are trained in cultural</p>	<p>All schools</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>2.13 Contract & hourly intervention teachers K-5 Unrestricted Est. Cost: \$324,950</p>

proficiency to provide individual and small group classroom support to English Learners and low-performing students in language arts and mathematics.

2.15 Provide hourly teacher and paraeducator support for English Language Development progress monitoring and instruction.

2.16 Maintain staffing for intervention support periods in Mathematics, ELA/ELD and/or TWI at Anacapa, Balboa, Cabrillo, and DATA

2.17 Maintain additional intervention staffing for ELA/ELD and Mathematics at BHS, FTTHS and VHS and staff support for VACE concurrent enrollment students.

(district funds) +

Est. Cost:
\$310,000
(site funds)

2.14
Paraeducators
K-12

Unrestricted

Est. Cost:
\$460,000

2.15 ELD
Progress
Monitoring

Unrestricted

Est. Cost:
\$29,000

Est. Cost:
\$52,000

2.16 Middle
School
Intervention
periods (ELA,
ELD, Math)

Unrestricted

1 per site for
TWI/ELA/ELD
intervention

Est. Cost:
\$61,000

3 per site for
Math

Intervention

Est. Cost:
\$195,000

2.17 High
School
Intervention
staffing

Unrestricted

3 per HS for
TWI/Interventio
n- Est. Cost:
\$125,000

3 per HS for
ESR- Est. Cost:
\$125,000

5 per HS for
Math- Est. Cost:
\$252,000

VACE -
Concurrent
Enrollment

Teacher
Salaries- Est.
Cost: \$66,150

Counselor- Est.
Cost: \$25,570

Office Support-
Est. Cost:
\$14,500

Administration-
Est. Cost:
\$2,380.

<p>On-line credit recovery program licenses for high school students to increase numbers of low-income students who are on-track for graduation in grades 10 - 12.</p> <p>2.18 Maintain licenses for district-wide online Credit Recovery program such as APEX at all high schools for students in grades 10 through 12 who are credit-deficient.</p>	<p>All high schools.</p> <p>Grades: 10th, 11th, 12th</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>2.18 On-line credit recovery (APEX)</p> <p>Unrestricted</p> <p>Est Cost: \$65,000</p>
<p>Emphasis on standards through garden-based learning for low-income students</p> <p>2.19 Professional development and student garden-based learning activities linked to California State Standards and NGSS offered at Title I elementary, middle and high schools.</p>	<p>ATLAS, Blanche Reynolds, Elmhurst, E.P . Foster, Lincoln, Montalvo, Portola, Sheridan Way, Sunset, Will Rogers, DATA and Pacific Continuation High School.</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>2.19 Garden-based learning</p> <p>Unrestricted</p> <p>Est. Cost: \$170,000</p>

<p>Supplemental Administrative Support at Pacific Continuation High School</p> <p>2.20 Maintain supplemental assistant principal (.25FTE) at Pacific Continuation High School</p>	<p>Pacific Continuation High School</p> <p>Grades: 9th, 10th, 11th, 12th</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input checked="" type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>2.20 .25 FTE AP at Pacific CHS</p> <p>Unrestricted</p> <p>Est. Cost: \$33,000</p>
<p>Implement 9th Grade College and Career Seminar to increase college-readiness for ELs and low-income high school students and increase college/career awareness for all 9th grade students.</p> <p>2.21 Professional Development support for summer and school year staff</p> <p>2.22 Consumable materials for <i>Career Choices and Changes</i> curriculum.</p> <p>2.23 Student, family and staff awareness activities.</p>	<p>Buena, El Camino, Foothill, Ventura High Schools</p> <p>Grades: 9th</p>	<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>2.21 Prof. Development</p> <p>Unrestricted</p> <p>Est. Cost: \$10,000 15 teachers 4 days/school year</p> <p>2.22 Funds for Student Workbooks</p> <p>Unrestricted</p> <p>Est. Cost: \$13,000</p>
<p>TWI Middle School Support</p> <p>2.24 Supplemental periods for Anacapa Middle School to support implementation of Two-Way Immersion program through teacher coordinator (1 period) and expanded elective (1 period).</p>	<p>Anacapa Middle School</p> <p>Grades: 6th, 7th, 8th</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>2.24 Anacapa Two Way Immersion Support Staff</p> <p>Unrestricted</p> <p>Est. Cost: \$27,000</p>

GOAL:	Goal 3: Student Connections to School -Create positive school connections among students through meaningful participation, positive school climate, and caring relationships with adults.	Related State and/or Local Priorities: _1 _2 X 3 _4 X 5 X 6 X 7 _8 Local: N/A
Identified Need:	There is a need to increase the numbers of students who report positive school connections, caring relationships with adults at school and meaningful participation in school. The needs for higher levels of school connectedness, caring relationships with adults and high expectations by adults is greater for Hispanic students than for White students.	
Goal Applies to:	Schools:	All
	Grades:	All
	Applicable Pupil Subgroups:	All
LCAP Year 1		
Expected Annual Measurable Outcomes:	<p>The Percent of 4-Year Cohort that Completes At Least 1 Career Technical Education (CTE) Pathway will increase for ALL students reach at least 30% for all students and subgroups by 2016-17. Current status below</p> <ul style="list-style-type: none"> • 23% for all • 22% for Hispanic or Latino students • 25% for White students • 21% for Black or African American students • 24% for Asian students • 28% for English Learners • 23% for SED students • 27% for SWD group <p>• California Healthy Kids Survey, each area will increase by 5% in the 2017/2018 administration of CHKS for all students including all subgroups.</p> <p>Meaningful Participation in School</p> <ul style="list-style-type: none"> • All Students - 2015/16 from 14% to 19% -2017/18 • Hispanic Students - 2015/16 from - 14% to 19% in 2017/18 • White Students - 2015/16 from - 21% to 26% in 2017/18 	

School Connectedness

- Hispanic Students - 2015/16 - 53% to 58% in 2017/18
- White Students - 2015/16 - 64% To 69% in 2017/18

Caring Relationships with Adults in School

- Hispanic Students - 2015/16 - 35% to 40% in 2017/18
- White Students - 2015/16 - 47% to 52% in 2017/18

High Expectations from Adults in School

- Hispanic Students - 2015/16 - 48% to 53% in 2017/18
- White Students - 2015/16 - 58% to 63% in 2017/18
- Chronic Absenteeism, decrease Chronic Absenteeism from 4.8% to 3.8%
- Attendance, increase attendance rate from 95.88% to 96.88%
- Suspension – Maintain or decrease suspension rate of 2.9, which is lower than state and county average
- Expulsion – Maintain or decrease expulsion rate of .1, which is the same as state and county average

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Continue to implement programs such as CHAMPS, Lesson One, Leader in Me, Council and others that address anti-bullying 3.1 Continue professional development to fully implement existing models for anti-bullying education</p>	<p>LEA-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>3.1 Professional development Unrestricted Est. Cost: \$13,300</p>

<p>Remove barriers to low-income student participation in athletic events</p> <p>3.2 Multi-fund transportation for athletic events and ensure low-income student participation by publicizing transportation support for unduplicated students through DELAC, Foster Youth Advisory Committee, Superintendents' Parent Advisory Committee, Migant PAC, ASSETS after-school programs, high school websites/newspapers and district website.</p>	<p>Buena, Foothill and Ventura H. S.</p> <p>Grades: 9th, 10th, 11th, 12th</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>Transportation Costs for high school athletic events</p> <p>Unrestricted</p> <p>Est. Cost: \$428,000</p>
<p>Increase opportunities for visual and performing arts</p> <p>3.3 Continue to provide yearly material/supply budget for Visual and Performing Arts classes</p> <p>3.4 Provide support for Harmony Project with New West Symphony at Sheridan Way and DATA.</p>	<p>Sheridan Way Elementary and Middle and High Schools</p> <p>Grades: 3rd, 4th, 5th, 6th, 7th, 8th, 9th, 10th, 11th, 12th</p>	<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>3.3 Material/supply budget for Visual and Performing Arts</p> <p>Restricted Measure Q</p> <p>Est. Cost: \$35,000</p> <p>3.4 Harmony Project/New West Symphony</p> <p>Est. Cost: \$40,000</p>

<p>Increase college-readiness rate of EL and low-income students through comprehensive K-12 counseling program</p> <p>3.4 Implement year three of pre K – 12 VUSD Comprehensive Counseling Plan with consultant support to guide plan implementation</p> <p>3.5 Maintain Counselors' Foundation Committee to represent all levels and support implementation.</p> <p>3.6 Support professional development opportunities, such as CASCA Conference, for counselors' foundation committee.</p> <p>3.7 Fund supplemental counselors at K-5 schools assigned to provide additional support based on low-income and EL enrollment</p>	<p>LEA-wide</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>3.4 Consultant Contract</p> <p>Unrestricted</p> <p>Est. Cost \$75,000</p> <p>3.5 Supplies for Foundation Committee</p> <p>Unrestricted</p> <p>Est. Cost: \$3,000</p> <p>3.6 Professional Development for Foundation Committee</p> <p>Unrestricted</p> <p>Est. Cost \$20,000</p> <p>3.7 Counselors (4.9 FTE) for elementary schools and 2.0 FTE for Pacific High School</p> <p>Unrestricted</p> <p>Est. Cost: \$627,720.</p>
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<p>Implement ASSETs program at Pacific Continuation and Ventura High Schools to support students from low-income families' academic achievement and personal development.</p> <p>3.8 Continue to support after-school activities for high school students with transportation to remove barriers for low income youth.</p>	<p>PHS and VHS</p> <p>Grades: 9th, 10th, 11th, 12th</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>3.8 After-school activities Restricted/Unrestricted</p> <p>Est. Cost: \$20,000</p>
<p>Provide cultural awareness and college/career readiness activities to eligible Indian Education students</p> <p>3.9 Provide Indian Education to eligible students through Ventura Indian Education Consortium hourly teachers and counselors.</p>	<p>All Schools</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>3.9 Indian Education TOSA</p> <p>Unrestricted</p> <p>Est. Cost: \$27,700</p>
<p>Teen parents who attend VUSD high schools have the opportunity to continue their education with childcare for their infants at Pacific High School through the First Steps Program coordinated through the VUSD Early Childhood Education Office.</p> <p>3.10 Hourly classified staff to maintain 1:4 recommended ratio for infant program, based on enrollment.</p>	<p>All high schools.</p> <p>Grades: 9th, 10th, 11th, 12th</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>3.10 Unrestricted funds</p> <p>Est. Cost: \$141,000</p>
<p>Supplemental Bilingual Psychologist</p> <p>3.11 Supplemental biilingual psychologist support at Sheridan Way Elementary School (.4 FTE)</p>	<p>Sheridan Way Elementary School</p> <p>Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>3.11 Bilingual Psychologist</p> <p>Unrestricted funds</p> <p>Est. Cost: \$47,500</p>
<p>LCAP Year 2</p>			

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • The Percent of 4-Year Cohort that Completes At Least 1 Career Technical Education (CTE) Pathway will increase for ALL students by 2%. Each year it will increase by 5% for Hispanic, Black or African American and students with disabilities. • California Healthy Kids Survey, each area will increase by 5% in the 2017/18 administration of CHKS • Chronic Absenteeism, decrease Chronic Absenteeism rate by at least .5% each year • Attendance, increase attendance rate by at least .5% each year • Suspension – Maintain or decrease suspension rate of 2.9, which is lower than state and county average • Expulsion – Maintain or decrease expulsion rate of .1, which is the same as state and county average
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Continue to implement programs such as CHAMPS, Lesson One, Leader in Me, Council and others that address anti-bullying</p> <p>3.1 Continue professional development to fully implement existing models for anti-bullying education</p>	<p>LEA-wide</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>3.1 Professional development Unrestricted</p> <p>Est. Cost: \$13,300</p>
<p>Remove barriers to low-income student participation in athletic events</p> <p>3.2 Multi-fund transportation for athletic events and ensure low-income student participation by publicizing transportation support for unduplicated students through DELAC, Foster Youth Advisory Committee, Superintendents' Parent Advisory Committee, Migant PAC, ASSETS after-school programs, high school websites/newspapers and district website.</p>	<p>Buena, Foothill and Ventura H. S.</p> <p>Grades: 9th, 10th, 11th, 12th</p>	<p>_ All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>Transportation Costs for high school athletic events Unrestricted</p> <p>Est. Cost: \$428,000</p>

<p>Increase opportunities for visual and performing arts 3.3 Continue to provide yearly material/supply budget for Visual and Performing Arts classes 3.4 Provide support for Harmony Project with New West Symphony at Sheridan Way and DATA.</p>	<p>Sheridan Way Elementary and Middle and High Schools Grades: 3rd, 4th, 5th, 6th, 7th, 8th, 9th, 10th, 11th, 12th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>3.3 Material/supply budget for Visual and Performing Arts Restricted Measure Q Est. Cost: \$35,000 3.4 Harmony Project/New West Symphony Est. Cost: \$40,000</p>
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<p>Increase college-readiness rate of EL and low-income students through comprehensive K-12 counseling program</p> <p>3.4 Implement year three of pre K – 12 VUSD Comprehensive Counseling Plan with consultant support to guide plan implementation</p> <p>3.5 Maintain Counselors' Foundation Committee to represent all levels and support implementation.</p> <p>3.6 Support professional development opportunities, such as CASCA Conference, for counselors' foundation committee.</p> <p>3.7 Fund supplemental counselors at K-5 schools assigned to provide additional support based on low-income and EL enrollment</p>	<p>LEA-wide Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>3.4 Consultant Contract Unrestricted Est. Cost \$75,000</p> <p>3.5 Supplies for Foundation Committee Unrestricted Est. Cost: \$3,000</p> <p>3.6 Professional Development for Foundation Committee Unrestricted Est. Cost: \$20,000</p> <p>3.7 Counselors (4.9 FTE) for elementary schools and 2.0 FTE for Pacific High School Unrestricted Est. Cost: \$627,720.</p>
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<p>Implement ASSETs program at Pacific Continuation and Ventura High Schools to support students from low-income families' academic achievement and personal development.</p> <p>3.8 Continue to support after-school activities for high school students with transportation to remove barriers for low income youth.</p>	<p>PHS and VHS</p> <p>Grades: 9th, 10th, 11th, 12th</p>	<p>_ All</p> <p>-----</p> <p>X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>3.8 After-school activities Restricted/Unrestricted</p> <p>Est. Cost: \$20,000</p>
<p>Provide cultural awareness and college/career readiness activities to eligible Indian Education students</p> <p>3.9 Provide Indian Education to eligible students through Ventura Indian Education Consortium hourly teachers and counselors.</p>	<p>All Schools</p> <p>Grades: All</p>	<p>_ All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>3.9 Indian Education TOSA</p> <p>Unrestricted</p> <p>Est. Cost: \$27,700</p>
<p>Teen parents who attend VUSD high schools have the opportunity to continue their education with childcare for their infants at Pacific High School through the First Steps Program coordinated through the VUSD Early Childhood Education Office.</p> <p>3.10 Hourly classified staff to maintain 1:4 recommended ratio for infant program, based on enrollment.</p>	<p>All high schools.</p> <p>Grades: 9th, 10th, 11th, 12th</p>	<p>_ All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>3.10 Unrestricted funds</p> <p>Est. Cost: \$141,000</p>
<p>Supplemental Bilingual Psychologist</p> <p>3.11 Supplemental biilingual psychologist support at Sheridan Way Elementary School (.4 FTE)</p>	<p>Sheridan Way Elementary School</p> <p>Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th</p>	<p>_ All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities X Homeless</p> <p>_ Other</p>	<p>3.11 Bilingual Psychologist</p> <p>Unrestricted funds</p> <p>Est. Cost: \$47,500</p>
<p>LCAP Year 3</p>			

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • The Percent of 4-Year Cohort that Completes At Least 1 Career Technical Education (CTE) Pathway will increase for ALL students by 2%. Each year it will increase by 5% for Hispanic, Black or African American and students with disabilities. • California Healthy Kids Survey - California Healthy Kids Survey, each area will increase by 5% in the 2019/20 administration of CHKS • Chronic Absenteeism, decrease Chronic Absenteeism by at least .5% each year • Attendance, increase attendance rate by at least .5% each year • Suspension – Maintain or decrease suspension rate of 2.9, which is lower than state and county average • Expulsion – Maintain or decrease expulsion rate of .1, which is the same as state and county average
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Continue to implement programs such as CHAMPS, Lesson One, Leader in Me, Council and others that address anti-bullying</p> <p>3.1 Continue professional development to fully implement existing models for anti-bullying education</p>	<p>LEA-wide</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>3.1 Professional development Unrestricted</p> <p>Est. Cost: \$13,300</p>
<p>Remove barriers to low-income student participation in athletic events</p> <p>3.2 Multi-fund transportation for athletic events and ensure low-income student participation by publicizing transportation support for unduplicated students through DELAC, Foster Youth Advisory Committee, Superintendents' Parent Advisory Committee, Migant PAC, ASSETS after-school programs, high school websites/newspapers and district website.</p>	<p>Buena, Foothill and Ventura H. S.</p> <p>Grades: 9th, 10th, 11th, 12th</p>	<p>_ All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>Transportation Costs for high school athletic events Unrestricted</p> <p>Est. Cost: \$428,000</p>

<p>Increase opportunities for visual and performing arts 3.3 Continue to provide yearly material/supply budget for Visual and Performing Arts classes 3.4 Provide support for Harmony Project with New West Symphony at Sheridan Way and DATA.</p>	<p>Sheridan Way Elementary and Middle and High Schools Grades: 3rd, 4th, 5th, 6th, 7th, 8th, 9th, 10th, 11th, 12th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>3.3 Material/supply budget for Visual and Performing Arts Restricted Measure Q Est. Cost: \$35,000 3.4 Harmony Project/New West Symphony Est. Cost: \$40,000</p>
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<p>Increase college-readiness rate of EL and low-income students through comprehensive K-12 counseling program</p> <p>3.4 Implement year three of pre K – 12 VUSD Comprehensive Counseling Plan with consultant support to guide plan implementation</p> <p>3.5 Maintain Counselors' Foundation Committee to represent all levels and support implementation.</p> <p>3.6 Support professional development opportunities, such as CASCA Conference, for counselors' foundation committee.</p> <p>3.7 Fund supplemental counselors at K-5 schools assigned to provide additional support based on low-income and EL enrollment</p>	<p>LEA-wide Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>3.4 Consultant Contract Unrestricted Est. Cost: \$75,000</p> <p>3.5 Supplies for Foundation Committee Unrestricted Est. Cost: \$3,000</p> <p>3.6 Professional Development for Foundation Committee Unrestricted Est. Cost: \$20,000</p> <p>3.7 Counselors (4.9 FTE) for elementary schools and 2.0 FTE for Pacific High School Unrestricted Est. Cost: \$627,720.</p>
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<p>Implement ASSETs program at Pacific Continuation and Ventura High Schools to support students from low-income families' academic achievement and personal development.</p> <p>3.8 Continue to support after-school activities for high school students with transportation to remove barriers for low income youth.</p>	<p>PHS and VHS</p> <p>Grades: 9th, 10th, 11th, 12th</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>3.8 After-school activities Restricted/Unrestricted</p> <p>Est. Cost: \$20,000</p>
<p>Provide cultural awareness and college/career readiness activities to eligible Indian Education students</p> <p>3.9 Provide Indian Education to eligible students through Ventura Indian Education Consortium hourly teachers and counselors.</p>	<p>All Schools</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>3.9 Indian Education TOSA</p> <p>Unrestricted</p> <p>Est. Cost: \$27,700</p>
<p>Teen parents who attend VUSD high schools have the opportunity to continue their education with childcare for their infants at Pacific High School through the First Steps Program coordinated through the VUSD Early Childhood Education Office.</p> <p>3.10 Hourly classified staff to maintain 1:4 recommended ratio for infant program, based on enrollment.</p>	<p>All high schools.</p> <p>Grades: 9th, 10th, 11th, 12th</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>3.10 Unrestricted funds</p> <p>Est. Cost: \$141,000</p>
<p>Supplemental Bilingual Psychologist</p> <p>3.11 Supplemental biilingual psychologist support at Sheridan Way Elementary School (.4 FTE)</p>	<p>Sheridan Way Elementary School</p> <p>Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>3.11 Bilingual Psychologist</p> <p>Unrestricted funds</p> <p>Est. Cost: \$47,500</p>

GOAL:	Goal 4: Family Involvement -Increase family involvement and connections with the schools and district by providing training and resources for families and guardians of students.		Related State and/or Local Priorities: _1 _2 X 3 _4 _5 _6 _7 _8 Local: N/A
Identified Need:	There is a need to increase the participation of English Learner, low-income and Foster Youth care providers in district-provided programs for parent/family involvement.		
Goal Applies to:	Schools:	All	
	Grades:	All	
	Applicable Pupil Subgroups:	All	
LCAP Year 1			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> Attendance records for DELAC, ELAC, Latino Family Literacy, Superintendent's PAC, PIQE, Parent Connect Training and Foster Youth Advisory Council will indicate consistent participation by parents of English Learner, low-income, and Foster Youth care providers. Baseline of attendance will be established by using sign-in sheets from meetings. Each year increase attendance by at least 5%, thereafter. Participant surveys- a survey will be completed in the spring of 2017 to establish practices that increase parent/family participation and involvement, such as having childcare and translation support. Baseline of survey results of parents feeling that there are not barriers to participate in events will increase each by at least 5 %, thereafter. 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

<p>Actions to increase awareness and involvement of unduplicated families regarding California State Standards and Next Generation Science Standards.</p> <p>4.1 School sites will provide parent education opportunities including support and resources for implementation of California State Standards in ELA/ELD and Mathematics and NGSS at least two times per year, including parent information nights and back-to-school events. These opportunities will be documented in Single Plans for Student Achievement (SPSA).</p> <p>4.2 District and site staff will utilize Superintendent's Parent Advisory Committee, English Learner Advisory Committees, Foster Youth Advisory Committee, GATE Parent Committee, Family School Community Partnership, district/school websites and other opportunities to provide families with current information.</p> <p>4.3 Translation to families' home languages at school events will be provided, as appropriate for English Learner families.</p> <p>4.4 Childcare, will be provided to remove barriers to participation for low-income families, as needed.</p>	<p>LEA-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>4.3 and 4.4 Translation and childcare Unrestricted Est. Cost: \$20,000</p>
<p>Parent Institute for Quality Education (PIQE) support for EL and low-income students and their families</p> <p>4.5 Nine-week PIQE series will be offered in English and Spanish at grades K-12 on routine basis at Title I K-8 and high schools to inform English Learner and low-income families about how to support students through high school graduation and college enrollment. Support includes facilitators, childcare, translation, refreshment and supplies.</p>	<p>LEA-wide Grades: All</p>	<p>_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>4.5 Offer Parent Institute (PIQE) sessions Unrestricted Est. Cost: \$40,000</p>

<p>4.6 Parent Connect Classes for Parents/Family Members and Foster Youth Caregivers</p> <p>4.6 Offer quarterly computer classes for English Learner, RFEP, and Title I parents.family members and FY caregivers district-wide to train them in use of Parent Connect to monitor student progress.</p>	<p>LEA-wide Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Parent Connect classes</p> <p>Unrestricted Est. Cost: \$5,000</p>
<p>Latino Family Literacy Project</p> <p>4.7 Provide staff, materials and workshop support at six or more Title I elementary and middle school sites per year to involve families of English Learners/redesignated students in after-school literacy series with a focus on preparation for college.</p>	<p>Elementary and Middle Schools Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>4.7 Hold LFL training at 6 sites</p> <p>Unrestricted Est. Cost: \$49,000</p>

<p>Provide support groups for Foster Youth caregivers to inform services and raise awareness regarding district and community resources</p> <p>4.8 Continue the Foster Youth Advisory Council to support caregivers of Foster Youth in VUSD. Provide childcare, staff support and supplies for FY Council.</p> <p>4.9 Increase Foster Youth Coordinator to a full-time classified position to provide distric services and community referrals to Foster and Homeless Youth throughout the school year. .</p>	<p>LEA-wide Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>4.8 Provide staff support, supplies, childcare and translation. Unrestricted Est. Cost: \$3,000</p> <p>4.9 Assignment increase for Foster Youth Coordinator from .2 FTE to 1.0 FTE</p> <p>Unrestricted</p> <p>Est. cost for 1FTE: \$64,000 (Title I 75%)</p>
<p>Provide essential social and educational services to low-income families in westside Ventura community at Sheridan Way Family Center.</p> <p>4.10 Sheridan Way Family Center services include school-based bilingual social worker, family center bilingual secretary, and childcare for women's domestic violence support group and <i>Plaza Comunitaria</i>.</p>	<p>Sheridan Way, DATA, VHS, PHS, E.P. Foster, Will Rogers, Portola, Sunset, Montalvo, Lincoln and others as needed. Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>4.10 Sheridan Way Family Center</p> <p>Unrestricted (40% district, 60% Sheridan Way)</p> <p>Est. Cost: \$88,000</p>

<p>School support for low-income and non-English-speaking families</p> <p>4.11 Family liaisons and supplemental office staff provide bilingual culturally appropriate support to English Learner and low-income families at high impact school sites.</p>	<p>Ventura High, Portola, E.P. Foster, Sheridan Way</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>4.11 - Family Liaisons</p> <p>Unrestricted</p> <p>Est. Cost: \$81,000</p> <p>Training for Paraeducators and Volunteers</p> <p>Est. Cost: \$2,300</p>
<p>LCAP Year 2</p>			
<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> Attendance records for DELAC, ELAC, Latino Family Literacy, Superintendent's PAC, PIQE, Parent Connect Training and Foster Youth Advisory Council will indicate consistent participation by parents of English Learner, low-income, and Foster Youth care providers. Each year increase attendance by at least 5%. Participant surveys- Survey results of parents feeling that there are not barriers to participate in events will increase each by at least 5 %. 		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>

<p>Actions to increase awareness and involvement of unduplicated families regarding California State Standards and Next Generation Science Standards.</p> <p>4.1 School sites will provide parent education opportunities including support and resources for implementation of California State Standards in ELA/ELD and Mathematics and NGSS at least two times per year, including parent information nights and back-to-school events. These opportunities will be documented in Single Plans for Student Achievement (SPSA).</p> <p>4.2 District and site staff will utilize Superintendent's Parent Advisory Committee, English Learner Advisory Committees, Foster Youth Advisory Committee, GATE Parent Committee, Family School Community Partnership, district/school websites and other opportunities to provide families with current information.</p> <p>4.3 Translation to families' home languages at school events will be provided, as appropriate for English Learner families.</p> <p>4.4 Childcare, will be provided to remove barriers to participation for low-income families, as needed.</p>	<p>LEA-wide Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>4.3 and 4.4</p> <p>Translation and childcare Unrestricted Est. Cost: \$20,000</p>
<p>Parent Institute for Quality Education (PIQE) support for EL and low-income students and their families</p> <p>4.5 Nine-week PIQE series will be offered in English and Spanish at grades K-12 on routine basis at Title I K-8 and high schools to inform English Learner and low-income families about how to support students through high school graduation and college enrollment. Support includes facilitators, childcare, translation, refreshment and supplies.</p>	<p>LEA-wide Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>4.5 Offer Parent Institute (PIQE) sessions Unrestricted Est. Cost: \$40,000</p>

<p>4.6 Parent Connect Classes for Parents/Family Members and Foster Youth Caregivers</p> <p>4.6 Offer quarterly computer classes for English Learner, RFEP, and Title I parents.family members and FY caregivers district-wide to train them in use of Parent Connect to monitor student progress.</p>	<p>LEA-wide Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Parent Connect classes</p> <p>Unrestricted Est. Cost: \$5,000</p>
<p>Latino Family Literacy Project</p> <p>4.7 Provide staff, materials and workshop support at six or more Title I elementary and middle school sites per year to involve families of English Learners/redesignated students in after-school literacy series with a focus on preparation for college.</p>	<p>Elementary and Middle Schools Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>4.7 Hold LFL training at 6 sites</p> <p>Unrestricted Est. Cost: \$49,000</p>

<p>Provide support groups for Foster Youth caregivers to inform services and raise awareness regarding district and community resources</p> <p>4.8 Continue the Foster Youth Advisory Council to support caregivers of Foster Youth in VUSD. Provide childcare, staff support and supplies for FY Council.</p> <p>4.9 Increase Foster Youth Coordinator to a full-time classified position to provide distric services and community referrals to Foster and Homeless Youth throughout the school year. .</p>	<p>LEA-wide</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>4.8 Provide staff support, supplies, childcare and translation. Unrestricted Est. Cost: \$3,000</p> <p>4.9 Assignment increase for Foster Youth Coordinator from .2 FTE to 1.0 FTE</p> <p>Unrestricted</p> <p>Est.cost for 1FTE: \$64,000 (Title I 75%)</p>
<p>Provide essential social and educational services to low-income families in westside Ventura community at Sheridan Way Family Center.</p> <p>4.10 Sheridan Way Family Center services include school-based bilingual social worker, family center bilingual secretary, and childcare for women's domestic violence support group and <i>Plaza Comunitaria</i>.</p>	<p>Sheridan Way, DATA, VHS, PHS, E.P. Foster, Will Rogers, Portola, Sunset, Montalvo, Lincoln and others as needed.</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>4.10 Sheridan Way Family Center</p> <p>Unrestricted (40% district, 60% Sheridan Way)</p> <p>Est. Cost: \$88,000</p>

<p>School support for low-income and non-English-speaking families</p> <p>4.11 Family liaisons and supplemental office staff provide bilingual culturally appropriate support to English Learner and low-income families at high impact school sites.</p>	<p>Ventura High, Portola, E.P. Foster, Sheridan Way</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>4.11 - Family Liaisons</p> <p>Unrestricted</p> <p>Est. Cost: \$81,000</p> <p>Training for Paraeducators and Volunteers</p> <p>Est. Cost: \$2,300</p>
<p>LCAP Year 3</p>			
<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> Attendance records for DELAC, ELAC, Latino Family Literacy, Superintendent's PAC, PIQE, Parent Connect Training and Foster Youth Advisory Council will indicate consistent participation by parents of English Learner, low-income, and Foster Youth care providers. Each year increase attendance by at least 5% Participant surveys- Survey results of parents feeling that there are not barriers to participate in events will increase each by at least 5 %. 		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>

<p>Actions to increase awareness and involvement of unduplicated families regarding California State Standards and Next Generation Science Standards.</p> <p>4.1 School sites will provide parent education opportunities including support and resources for implementation of California State Standards in ELA/ELD and Mathematics and NGSS at least two times per year, including parent information nights and back-to-school events. These opportunities will be documented in Single Plans for Student Achievement (SPSA).</p> <p>4.2 District and site staff will utilize Superintendent's Parent Advisory Committee, English Learner Advisory Committees, Foster Youth Advisory Committee, GATE Parent Committee, Family School Community Partnership, district/school websites and other opportunities to provide families with current information.</p> <p>4.3 Translation to families' home languages at school events will be provided, as appropriate for English Learner families.</p> <p>4.4 Childcare, will be provided to remove barriers to participation for low-income families, as needed.</p>	<p>LEA-wide Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>4.3 and 4.4</p> <p>Translation and childcare Unrestricted Est. Cost: \$20,000</p>
<p>Parent Institute for Quality Education (PIQE) support for EL and low-income students and their families</p> <p>4.5 Nine-week PIQE series will be offered in English and Spanish at grades K-12 on routine basis at Title I K-8 and high schools to inform English Learner and low-income families about how to support students through high school graduation and college enrollment. Support includes facilitators, childcare, translation, refreshment and supplies.</p>	<p>LEA-wide Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>4.5 Offer Parent Institute (PIQE) sessions Unrestricted Est. Cost: \$40,000</p>

<p>4.6 Parent Connect Classes for Parents/Family Members and Foster Youth Caregivers</p> <p>4.6 Offer quarterly computer classes for English Learner, RFEP, and Title I parents.family members and FY caregivers district-wide to train them in use of Parent Connect to monitor student progress.</p>	<p>LEA-wide Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Parent Connect classes Unrestricted Est. Cost: \$5,000</p>
<p>Latino Family Literacy Project</p> <p>4.7 Provide staff, materials and workshop support at six or more Title I elementary and middle school sites per year to involve families of English Learners/redesignated students in after-school literacy series with a focus on preparation for college.</p>	<p>Elementary and Middle Schools Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>4.7 Hold LFL training at 6 sites Unrestricted Est. Cost: \$49,000</p>

<p>Provide support groups for Foster Youth caregivers to inform services and raise awareness regarding district and community resources</p> <p>4.8 Continue the Foster Youth Advisory Council to support caregivers of Foster Youth in VUSD. Provide childcare, staff support and supplies for FY Council.</p> <p>4.9 Increase Foster Youth Coordinator to a full-time classified position to provide distric services and community referrals to Foster and Homeless Youth throughout the school year. .</p>	<p>LEA-wide Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>4.8 Provide staff support, supplies, childcare and translation. Unrestricted Est. Cost: \$3,000</p> <p>4.9 Assignment increase for Foster Youth Coordinator from .2 FTE to 1.0 FTE Unrestricted Est. cost for 1FTE: \$64,000 (Title I 75%)</p>
<p>Provide essential social and educational services to low-income families in westside Ventura community at Sheridan Way Family Center.</p> <p>4.10 Sheridan Way Family Center services include school-based bilingual social worker, family center bilingual secretary, and childcare for women's domestic violence support group and <i>Plaza Comunitaria</i>.</p>	<p>Sheridan Way, DATA, VHS, PHS, E.P. Foster, Will Rogers, Portola, Sunset, Montalvo, Lincoln and others as needed. Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>4.10 Sheridan Way Family Center Unrestricted (40% district, 60% Sheridan Way) Est. Cost: \$88,000</p>

<p>School support for low-income and non-English-speaking families</p> <p>4.11 Family liaisons and supplemental office staff provide bilingual culturally appropriate support to English Learner and low-income families at high impact school sites.</p>	<p>Ventura High, Portola, E.P. Foster, Sheridan Way</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>4.11 - Family Liaisons</p> <p>Unrestricted</p> <p>Est. Cost: \$81,000</p> <p>Training for Paraeducators and Volunteers</p> <p>Est. Cost: \$2,300</p>
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GOAL:	Goal 5: School Facilities -Provide appropriate school facilities to enhance and maximize learning opportunities that are: welcoming, safe, maintained, and in good repair			Related State and/or Local Priorities: X 1 _2 _3 _4 _5 _6 _7 _8 Local: N/A
Identified Need:	Need: Maintain school facilities on a scheduled basis Metrics: State School Facility Guidelines, Deferred Maintenance Plan, Williams Inspection Reports			
Goal Applies to:	Schools:	All		
	Grades:	All		
	Applicable Pupil Subgroups:	All		
LCAP Year 1				
Expected Annual Measurable Outcomes:	Maintain or exceed a 96.26 District average rating on the Office of Public School Construction Facilities Inspection Tool (FIT) protocols.			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
School Facilities 5.1 Create a comprehensive plan for maintaining school facilities 5.2 Develop an inspection tool for sites	LEA-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Facilities Maintenance Plan Unrestricted Est. Cost: \$50,000 Inspection tool Est. Cost: \$25,000	
LCAP Year 2				
Expected Annual Measurable Outcomes:	Maintain or exceed a 96.26 District average rating on the Office of Public School Construction Facilities Inspection Tool (FIT) protocols.			

Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
School Facilities 5.1 Create a comprehensive plan for maintaining school facilities 5.2 Develop an inspection tool for sites		LEA-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Facilities Maintenance Plan Unrestricted Est. Cost: \$50,000 Inspection tool Est. Cost: \$25,000
LCAP Year 3				
Expected Annual Measurable Outcomes:	Maintain or exceed a 96.26 District average rating on the Office of Public School Construction Facilities Inspection Tool (FIT) protocols.			
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
School Facilities 5.1 Create a comprehensive plan for maintaining school facilities 5.2 Develop an inspection tool for sites		LEA-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Facilities Maintenance Plan Unrestricted Est. Cost: \$50,000 Inspection tool Est. Cost: \$25,000

Annual Update

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

Guiding Questions:

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

Original Goal from prior year LCAP:	Implement CCSS in all classrooms		Related State and/or Local Priorities: X 1 X 2 _3 _4 _5 _6 _7 _8 Local:	
Goal Applies to:	Schools:	All		
	Grades:	All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • 95% of instruction in English Language Arts (ELA) and Math classrooms will be aligned with the CCSS • 85% of instruction in secondary History, SS, Science will be aligned with the CCSS technical literacy standards 		Actual Annual Measurable Outcomes:	<ul style="list-style-type: none"> • 95% of instruction in ELA and Math classrooms will be aligned with the CCSS. As currently configured, not measureable. We are addressing it differently in 2016-17. • 85% of instruction in History, Social Science and Science will be aligned with the CCSS technical literacy standards. As currently

		<p>configured, not measureable. We are addressing it differently in 2016-17.</p> <p>Training and curriculum adoption activities are prerequisites to measuring the alignment of instruction with state content standards. Therefore, no percentages are reported in this goal area. Instead, essential actions have occurred:</p> <p>All VUSD principals have participated in training to develop skills in the Instructional Rounds approach to classroom observation. Instructional Rounds will continue in 2016-17. Principals report increased awareness of instructional practices to deliver standards-based instruction through Instructional Rounds classroom visits and debriefing.</p> <p>A district curriculum adoption schedule for 2015-16, 2016-17, 2017-18 and 2018-19 is now in place to guide completion of our Language Arts/ELD adoption at grades 6 -12 and Mathamatics at grades K-5 and 9 - 12. History, Social Science and Science adoptions are scheduled to follow after ELA and Mathematics. This curriculum is the essential foundation for standards-aligned instruction in all content areas.</p> <p>Standards-aligned curriculum will be available for classroom use in Language Arts/ELD (K-5) and Mathematics (6-8) beginning in August, 2016. Professional development to support implementation begins in summer, 2016.</p>
LCAP Year: 2015-16		
Planned Actions/Services	Actual Actions/Services	

	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>1. Provide professional development in CCSS and the instructional strategies to fully implement CCSS.</p> <p>1.1 Expand Secondary English Language Arts Teacher Specialist support</p> <p>1.2 Continue .5 BTSA Special Education Support provider</p> <p>1.3 Provide quarterly facilitated collaboration time for ELA, math, history/social science, science regular education and SAI teachers 6-12</p> <p>1.4 Provide two grade level district collaboration meetings for each grade level K-5 and SAI in ELA and Math.</p>	<p>Secondary Teacher Specialist Unrestricted Object 1XXX-3XXX Est. Cost: \$95,000</p> <p>Cont. 5 BTSA Special Ed. Support provider Unrestricted Object 1XXX-3XXX Est. Cost: \$40,900</p> <p>Quarterly facilitated collaboration time Unrestricted Object 1XXX-3XXX Est. Cost: \$113,800</p> <p>Sub Provide grade level district collaboration meetings Unrestricted Object 1XXX-3XXX Est. Cost: \$95,800 subs</p>	<p>Secondary ELA TOSA support was expanded to increase service.</p> <p>All K-5 teachers attended two full days of professional development focused on ELA/ELD during the school year.</p> <p>Grade level ELA/ELD and math meetings included SAI Specialists and SDC teachers with common core engagement strategies embedded into the training</p> <p>SAI/SDC K-5 teachers were provided additional training and support on the supplemental and progress monitoring components of the newly adopted Language Arts curriculum on May 12, 2016</p> <p>Middle School ELA/ELD TOSA was expanded resulting in opportunity for TOSA to provide professional development during the school day as well as provide observation and support to teachers in the classrooms.</p> <p>Quarterly facilitated collaboration time for grades 6 - 12: Secondary school sites provided all ELA/ELD, math, history/social science and science teachers time for collaboration quarterly to develop lessons, rubrics, and common assessments. TOSAs and teacher leaders facilitated the sessions.</p> <p>On April 27, 2016, 14 high school ELA teachers were trained with strategies for using the ELA/ELD standards in their classrooms.</p> <p>High school ELA teacher groups met with TOSA to align grading practices on March 10, 2016, April 22, 2016, April 29, 2016, and May 11, 2016.</p> <p>On January 25, 2016, a Common Core Speaking and Listening workshop was offered and middle and</p>	<p>1.1 Unrestricted Certificated Teacher Salary \$79,800</p> <p>1.2 Unrestricted Certificated Teacher Salary \$63,194</p> <p>1.3 One Time Funds 1103 Hourly \$13,716; 1106 Subs \$40,234; 1107 Stipends \$688</p> <p>1.4 ELA/Math 1103, Hourly Teacher \$542; 1106, Subs \$57,883; 1107 Stipend \$115</p> <p>1.4 SPARK PE 1106, Subs \$837</p>

		<p>high school ELA teachers attended.</p> <p>On November 18, 2015, high school ELA Honors and A.P. teachers met to collaborate on planning curriculum and to establish new procedures for identifying students for Honors English.</p> <p>On October 30 and 31, 2015, 13 high school ELA teachers attended ERWC training with the ELA TOSA at CSUCI. Nine of those 13 teachers also attended on March 17 and 18, 2016.</p> <p>VACE has funded staff development time to attend all district and many county CCSS trainings, with additional hours dedicated to staff collaboration regarding implementation strategies.</p> <p>Total expenditures for this action were significantly under budget because fewer collaboration meetings took place than planned.</p>		
Scope of service:	Local Education Agency (LEA)-wide Grades: All		Scope of service: LEA-wide. Grades: All	
<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	

<p>2. Begin process for training teachers and para-educators in the Next Generation Science Standards (NGSS) 2.1 Hire 1 Full Time Equivalent (FTE) Secondary Science Teacher Specialist 2.2 Science Teacher on Special Assignment will meet with secondary science teachers to train on the NGSS.</p>	<p>Hire 1 Full Time Equivalent (FTE) K-12 Science Teacher Specialist Unrestricted Object 1XXX-3XXX Est. Cost: \$95,800 Train secondary science teachers on the NGSS. Unrestricted Object 4XXX Est. Cost: \$3,400</p>	<p>2.1 One FTE Secondary Science Teacher Specialist hired. 2.2 Secondary Science Teacher Specialist provided training on NGSS for secondary teachers: Teacher Training <ul style="list-style-type: none"> • HS: 29 science teachers received 3 full days of PD • MS: 36 science teachers received 2 half days of PD • 6th Grade: 16 science teachers received 1 full day Leadership Team Training (District Collaboration) <ul style="list-style-type: none"> • HS: 6 teachers 4 meetings • MS: 9 teachers 4 meeting • 6th Grade: 15 teachers 2 meetings Teacher District Wide Collaboration Meetings <ul style="list-style-type: none"> • HS: 29 teachers 1 full day • MS: 36 teachers 2 full days Benchmark Meetings to Develop District Wide Assessments <ul style="list-style-type: none"> • HS: 4 teachers two days • MS: 8 teachers three days Actual expenditures for this action were significantly over budget because additional secondary science training took place.</p>	<p>2.1 & 2.2 Title I, Title II Certified Teacher Salary \$97,300 2.2 One Time Funds 1103, Hourly Teachers & Benefits \$1641 Subs & Benefits 1106, \$16,742 Stipends and Benefits 1107, \$3,327</p>	
<p>Scope of service:</p>	<p>Middle and High Schools Grades: 6th, 7th, 8th, 9th, 10th, 11th, 12th</p>	<p>Scope of service:</p>	<p>Middle and High Schools Grades: 6th, 7th, 8th, 9th, 10th, 11th</p>	

<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>
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<p>3. Provide instructional materials and equipment that support CCSS and NGSS. 3.1 Purchase supplemental math materials K-5 for SAI. 3.2 Pilot and purchase ELA instructional materials K-8 and SAI 3.3 Purchase ELA supplemental instructional materials 9-12 and SAI. 3.4 Develop and implement 3-year plan for NGSS materials, equipment and consumables that correspond to NGSS implementation at all grade levels.</p>		<p>Purchase supplemental math materials K-5 for SAI/Purchase ELA instructional materials K-8 and SAI Unrestricted Object 4XXX Est. Cost: \$1,500,000 Purchase ELA supplemental instructional materials Unrestricted Object 5XXX Cost: \$25,000</p>	<p>A K-5 Language Arts Instructional Materials Committee was formed to review and pilot instructional materials for ELA and SLA. A pilot was completed and Language Arts instructional materials (<i>Benchmark</i>) were recommended to the school board for purchase and implementation for the following school year (2016-2017)</p> <p>A 6-8 Mathematics Instructional Materials Committee was formed to review and pilot middle school math materials. The pilots were completed and two materials were approved by the board for use beginning in 2016-17 (<i>California Math</i> and <i>Core Connections</i>)</p> <p>A 6-8 and 9-12 Language Arts Instructional Materials Committee was formed in Spring 2016. Pilot materials were selected and will be piloted in classroom in fall 2016 for anticipated purchase and use in 2017-18.</p> <p>SAI/SDC K-5 teachers were provided additional training and support on the supplemental and progress monitoring components of the newly adopted Language Arts curriculum on May 12, 2016.</p> <p>A draft 3-year plan was developed for NGSS materials, equipment and consumables. Educational services department and business department will work on funding sources.</p> <p>Actual expenditures for this action were significantly under budget because ELA materials will be purchased in 2016-17 instead of 2015-16.</p>	<p>3.1 & 3.2 Unrestricted One Time Funds, Textbooks \$13,800</p> <p>3.4 Unrestricted One Time Funds, \$25,500</p> <p>3.2 One Time Funds Hourly Teacher & Benefits 1103, \$28,779</p> <p>Substitutes & Benefits 1106, \$11,242</p> <p>Stipends & Benefits 1107, \$1,434</p>	
<p>Scope of service:</p>	<p>LEA-wide Grades: All</p>		<p>Scope of service:</p>	<p>LEA-wide Grades: All</p>	

<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	
<p>4. Expand world language learning opportunities in all elementary schools. 4.1 Elementary schools utilize one release day for the Site Leadership Teams to explore resources and/or visit other schools to identify a world language learning option for each site.</p>		<p>One release day for the Site Leadership Team Unrestricted Object 1XXX-3XXX EST. Cost: \$9,700 for subs</p>	<p>Middle schools expanded world language learning opportunities by offering Spanish 1 at all four sites. District-wide elementary focus on world languages did not take place. Emphasis was placed on support for English Learner bilingualism in VUSD Pre K - 5 dual language programs. Expenditures for this action are significantly over budget because TWI Spanish teachers for middle school program are reported.</p>	<p>4.0 1.0 FTE Spanish (TWI) Unrestricted Certificated Teacher Salary & Benefits, \$58,717</p>
<p>Scope of service:</p>	<p>Elementary Schools Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th</p>		<p>Scope of service:</p>	<p>Elementary and Middle Schools Grades: TK, K, 1st, 2nd, 3rd, 4th, 6th, 7th, 8th, Preschool</p>
<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	

<p>5. Continue to implement VUSD Technology Implementation Plan to ensure that every classroom has the technology available to integrate technology in instruction as identified in the CCSS/NGSS. 5.1 Decrease student to electronic device ratio from 13:1 to 8: 1 and from 8:1 to 4:1 for special education 5.2 Provide classroom sets of electronic devices and professional development support for teachers providing Freshman Seminar model at high school</p>		<p>Restricted Parcel Tax Object 4XXX Est. Cost: \$250,000</p>	<p>Ongoing work in progress to meet the 4:1 ratio of electronic devises to special education classes. Interactive white boards are in all special education classes. Chromebooks were piloted in 9th grade seminar classes at three high schools with a 2:1 classroom ratio. Interactive white boards have been installed in all VUSD classrooms. Expenditures for this action are significantly over budget because additional technology equipment was purchased for use districtwide.</p>		<p>5.0 Restricted - Parcel Tax VT16-000091, \$97,600 (252 Chromebooks); \$1,090,698 (Interactive Projectors) Unrestricted One Time Funds, \$17,500 (Student PC); \$447,700 (Jumper Switches) Unrestricted One-Time Funds, \$254,130 (Student PC); Travelmate Computer \$184,634; Restricted Lottery, DATA PC VT16-00036, \$117,500</p>
<p>Scope of service:</p>	<p>LEA-wide Grades: All</p>		<p>Scope of service:</p>	<p>LEA-wide Grades: All</p>	

<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>			<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	
<p>6. Provide professional development in the area of technology integration into instruction</p> <p>6.1 Continue funding additional 1 FTE Technology Integration Specialist</p> <p>6.2 Technology Mentors train staff at all sites to integrate technology with instruction</p> <p>6.3 SAMRai – Professional Development model to train 60 teachers in technology tools for lesson Planning</p>		<p>1 FTE Technology CCSS Integration Specialist Unrestricted Object 1XXX-3XXX Est. Cost: \$95,800 Technology Mentors Unrestricted Object 1XXX-3XXX Est. Cost: \$500 per tech mentor =\$16,500 Professional Dev. SAMRai Unrestricted Object 1XXX-3XXX Est. Cost \$21,000</p>	<p>Technology Integration Specialist provided services to district students and staff.</p> <p>Technology mentors provided professional development in the area of technology integration into instruction:</p> <ul style="list-style-type: none"> • One on one training and support by appointment • Grade level team meetings by request • Tech-Time with Tracie classes open to all VUSD • After school Summer Series classes open to all VUSD • Video tutorials <p>SAMRai technology-pedagogy-curriculum trainings took place for elementary, middle, and high school cohorts of ELA, Science, Social Science, Math, and PE. 60 people trained.</p> <p>During FY 2015-16, VACE provided all staff with access to Lynda.com, as well as, many conference and PLC opportunities.</p>	<p>6.1 Unrestricted, Certificated Teachers Salary & Benefits, \$94,650</p> <p>6.2 One Time Funds, Substitutes 1106, \$259, Stipends 1107, \$12,500</p> <p>6.3 Unrestricted One Time Funds, 1107 Stipends, \$17,610</p>
Scope of service:	<p>LEA-wide</p> <p>Grades: All</p>		Scope of service:	<p>LEA-wide</p> <p>Grades: All</p>

<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	
<p>7. Develop students' keyboarding skills</p> <p>7.1 Promote use of "Typing Training" keyboarding program</p> <p>7.2 Maintain subscription to keyboarding program for district wide use</p>		<p>Subscription to keyboarding program for district wide use</p> <p>Unrestricted Object 5XXX</p> <p>Est. Cost: \$5700</p>	<p>Subscription to keyboarding program was maintained for district-wide use.</p> <p>District keyboarding license for Typing Training was made available to all students via VUSD website.</p> <p>VACE provided opportunities for students to develop keyboarding skills and computer literacy training.</p> <p>Expenditures for this action are significantly over budget because a multi-year license was purchased instead of a one-year license.</p>	<p>7.2 Restricted CommonCore, \$15,189 (Pd in 14-15)</p>
<p>Scope of service:</p>	<p>LEA-wide</p> <p>Grades: All</p>		<p>Scope of service:</p>	<p>LEA-wide</p> <p>Grades: All</p>
<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	

<p>8. Provide teacher and para-educator training specifically to review SBAC results and address needs of Low Income, English Learners, Foster Youth, RFEP students in the integration of the CCSS into lesson design. 8.1 Maintain grade level teams of teachers to receive training and have time for collaboration on lesson design in CCSS/ELD and review of student outcomes.</p>		<p>Maintain teacher training and collaboration Unrestricted Object 1XXX-3XXX Est. Cost: Stipends for teachers to participate @\$50 per 75 teachers quarterly= \$17,600</p>	<p>At grades K-5, grade-level teams of teachers met twice during the year with TOSAS to collaborate on lesson design in CCSS/ELD and review student outcomes. Paraeducators serving English Learners met quarterly to review student outcomes and address the needs of low-income, EL, FY and RFEP students through integration of CCSS into lesson designs. Expenditures for this action are lower than planned because some of the work was completed in other collaboration meetings.</p>	<p>Unrestricted - EL Liaison stipends \$3,770</p>
<p>Scope of service:</p>	<p>LEA-wide Grades: All</p>		<p>Scope of service:</p>	<p>LEA-wide with emphasis on K-5 Grades: All</p>
<p>_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other</p>			<p>_ All ----- X Foster Youth _ American Indian or Alaska Native X Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	
<p>9. Provide English and Spanish supplemental CCSS instructional and classroom library materials at K-12 for EL instruction in language arts. 9.1 Allocate funds to sites based on EL enrollments</p>		<p>Unrestricted Object 5XXX Est. Cost: =\$25,000</p>	<p>All sites were allocated funding to purchase supplemental materials for EL instruction in Language Arts. Additional books were ordered to support CCSS instruction in Reading. Centralized funds were used to provide support for EL instruction and home-school communication. VUSD Director of Multilingual and Multicultural Education and support staff provide direction to Pre-K through grade 12 administrators, teachers and</p>	<p>9.0 Restricted Parcel Tax, \$10,886 9.1b Unrestricted Certificated Administrator, \$224,757; Classified</p>

			<p>paraeducators to implement the VUSD board-adopted Master Plan for English Learners. Services include support for English Learner Advisory Committees, ELD curriculum implementation, use of student data to guide instructional services, staffing, multilingual recognition, best practices including dual language program design, managing resources, TWI transportation, parent education, and Pre-K through twelve English Learner program articulation,</p> <p>Classified staff provide support for DELAC, home school communication, summer intervention support and district translation services.</p> <p>Support for teacher and administrator attendance at local and state conferences, including Ventura and State CABE, with registration fees, travel expenses and release/substitute time specifically to improve instructional strategies and program design for English Learners.</p> <p>Expenditures reported for this activity are significantly higher than budgeted because school site allocations and related activities are added and reported here.</p>		<p>Support, \$97,282; Certificated Hourly & Substitutes, \$23,277; Classified Paraeducator, \$47,189; Department Supplies, \$11,537; Instructional Materials, \$10,137; Travel and Conference Site Support, \$32,814, Aprenda, \$6,989</p> <p>9.1c Unrestricted, 3 Classified Support - Translation \$64,272; 2203 Childcare & Translation, Hourly \$13,951; Transportation - TWI Anacapa, \$24,600.</p>
<p>Scope of service:</p>	<p>LEA-wide Grades: All</p>		<p>Scope of service:</p>	<p>LEA-wide Grades: All</p>	

_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
10. Train teachers and para-educators in the use of new supplemental materials through English Learner Teacher Liaison network and paraeducator workshops.		Restricted Object 1XXX-3XXX Est. Cost: \$50 Stipend for 27 EL Liaisons for 8 meetings= \$12,300	Approximately 40 Paraeducators and 25 EL liaisons were provided 4 trainings where they reviewed site data including demographics and academic achievement of specific sub-groups. Training was provided in how to best meet the needs of the students they serve at their site, given their role in the classroom. Approximately 40 Paraeducators and 25 EL liaison teachers were provided four trainings throughout the year to learn and share instructional strategies to support EL success with CCSS. Our district bilingual ELD teacher specialist worked closely with our ELA teacher specialist in providing on-going professional development for grade level collaborative groups to design lessons to meet the needs of ELs. Expenses reported here are significantly lower than budget plans because the costs were less than anticipated.	Unrestricted EL Liaison stipends \$3,770
Scope of service:	LEA-wide Grades: All		Scope of service:	LEA-wide Grades: All

_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other	
11. Develop VUSD Career Technical Education Plan to maximize available resources, expand career pathway opportunities for all students and provide real-world applications for CCSS. 11.1 Hire district-wide CTE Coordinator 11.2 Develop and implement plan to provide necessary consumable materials for CTE Courses.		Unrestricted Object 1XXX-5XXX CTE Coordinator Salary, clerical support, supplies, professional development, etc. Est. Cost \$150,000	District-wide CTE Coordinator and support staff were hired. VUSD is implementing the Ventura County Innovates Grant to support CTE and provide a foundation for VUSD CTE plan at both middle and high schools. Expanded career pathways have been identified and implemented at Buena, Foothill Technology and Ventura High Schools with plans in place for additional pathways in 2016-17 andn 2017-18. VUSD high schools will implement a 9th grade College and Career Seminar course as a graduation requirement starting with the class of 2020. This course serves as the first course in all CTE pathways. VACE provided postsecondary scholarship opportunities for graduating seniors to attend CTE training and certification opportunities.	11.1 Unrestricted Loc 428 \$156,920 VACE CTE program scholarships - \$16,000.00
Scope of service:	LEA-wide Grades: All		Scope of service:	LEA-wide Grades: 6th, 7th, 8th, 9th, 10th, 11th, 12th, Adult

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
12. Provide on-line reference/research materials for middle and high school students 12.1 GALE or EBSCO Library Resources Data base license for all secondary students		One year license Unrestricted Object 5XXX Est. Cost \$24,290	All middle and high school libraries are utilizing GALE on line reference/research data base for school reports and projects. Librarians received professional development on the new data base and provided training for interested teachers (1-26-16) The expenditures reported for this activity are less than budgeted because the cost of the GALE license was less than anticipated.	12.1 Unrestricted License \$12,000; Substitute 1106, (3) \$530
Scope of service:	Secondary level Grades: 6th, 7th, 8th, 9th, 10th, 11th, 12th		Scope of service:	Secondary level. Grades: 6th, 7th, 8th, 9th, 10th, 11th, 12th
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	

<p>13. Provide high school students and teachers with access to on-line and web-based resources 13.1 Turn-It-In License</p>		<p>Unrestricted Object 5XXX Est. Cost \$15,000</p>	<p>Turn-it-in license was purchased. 52 high school ELA and Social Science teachers were trained on Sept. 28, 2015 in its use. Unfortunately, Turn It In license was not renewed due to lack of adherence to the student privacy policy. Alternate web-based resources are being investigated.</p> <p>The expenditures for Turn-It-In license are more than anticipated because of the cost of the license and training.</p>	<p>13.1 Unrestricted, License \$17,660; One Time Funds - Training Substitutes and Benefits 1106, \$2511</p>	
<p>Scope of service:</p>	<p>High Schools Grades: 9th, 10th, 11th, 12th</p>		<p>Scope of service:</p>	<p>High schools Grades: 9th, 10th, 11th, 12th</p>	
<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>			<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>		
<p>What changes in actions, servivces, and expenditures</p>		<p>Few changes are planned in this goal area. However, in accordance with our new district curriculum adoption schedule, the district has modified the date for ELA adoption at grades 6 - 8. In order to maintain the focus on EL and FEP students, stakeholders recommended changing the focus from multilingualism to bilingualism. District-wide emphasis on standards-implementation requires the participation of all teachers, therefore PE teachers are now included with support for a collabortion network.</p> <ul style="list-style-type: none"> • ELA adoption for grades 6 - 8 moved to 2016-17 school year. • Multilingual focus redefined as focus on bilingualism for English Leaner and redesignated students. • Collaboration network for PE teachers included along with all content areas. • Turn-It In licenses removed due to privacy compliance issues. • Secondary collaboration time has been built into the Educator Effectiveness plan to maintain this focus on development teacher capacity and site leadership • K-8 school will continue to develop language learningn opportunities for all students and identify recognition model for 8th grade bilingual/biliterate students. 			

Original Goal from prior year LCAP:	Improve student achievement		Related State and/or Local Priorities: _1 X 2 _3 X 4 _5 _6 X 7 X 8 Local:
Goal Applies to:	Schools:	All Grades: All	
	Applicable Pupil Subgroups:	All	
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Number of all students and for each significant subgroup of students scoring proficient and above will increase by 5% as measured by CAASPP • Student performance for all students will increase by an additional 2% and EI and LI will increase by an additional 5% in each area as measured by the following indicators :course access and passage rates with C or higher, A-G enrollment and passage rates, English learners who become English proficient, EL reclassification rate, share of pupils passing AP exam with score of 3 or higher, CAHSEE passage rates in 10th grade, graduation rates 		Actual Annual Measurable Outcomes: <p>1 - Baseline CAASPP Results from the 2015 administration of the SBAC at grades 3, 4, 5, 6, 7, 8 and 11 in ELA and Mathematics indicate stronger performance in ELA than Mathematics overall and specifically at the secondary level. Also, persistent achievement gaps exist between White and most other student groups except the RFEP group at some grades. Scores for low-income students are usually consistent with Hispanic group scores.</p> <p>CAASPP Standard Exceeded and Standard Met - ELA/Literacy- Overall Performance - DISTRICTWIDE</p> <ul style="list-style-type: none"> • All students - 50% • R-FEP - 52% • EL - 11% • SocDisadv - 33% • Sp Ed - 7% • Hispanic -34% • White - 65% <p>CAASPP Standard Exceeded and Standard Met - Mathematics - Overall Performance - DISTRICTWIDE</p> <ul style="list-style-type: none"> • All students - 39% • R-FEP - 36% • EL - 11% • SocDisadv - 24%

- Sp Ed - 5%
- Hispanic - 26%
- White - 54%

2 - Percent of 4-Year Cohort that Completed "a-g" Requirements - District at 38.7% in 2014/15 per most recent data on Data Quest. For VUSD student groups:

- 27% for Hispanic or Latino students
- 43.5% for White students
- 44% for Black or African American students
- 69.2% for Asian students
- 2% for English Learners
- 19% for SED students
- Not available for SWD group

3 - English Learners who become English proficient (AMAO 2) - Improved performance reported for both EL groups, however CDE target only met for "5 years or more" group in 2014-15, 51.1%.

- 2013-14: Less than 5 years 19%, 5 years or more 48.6%
- 2014-15: Less than 5 years 21%, 5 years or more 51.1%

This reflects time required to acquire English proficiency. In addition, overall district EL performance on AMAO 1 increased but fell short of CDE target in 2015 (58% compared to target of 60.5%). District matched overall state average.

4 - English Learner Reclassification Rate - 2015 district percentage of EL students who were reclassified went down to 8% from 14% in 2014. This is largely due to changes in reclassification criteria associated with implementation of SBAC. Preliminary results for 2016 indicate an increase in reclassification rate.

5 - Percent of Students Who Passed an

Advanced Placement (AP) Exam with a Score of 3 or Higher

The percentage of VUSD students taking at least one AP exam grew by 2% to 19.7% in 2015 and the percent passing with a score of 3 or higher also increased from 73% to 74% in 2015. This compares to the state passing rate of 62%. For VUSD student groups the AP passing rates with a score of 3 or higher in 2015:

- 70% for Hispanic or Latino students
- 76% for White students
- 63% for Black or African American students
- 71% for Asian students
- 78% for English Learners
- 68% for SED students
- 67% for SWD group

6 - CAHSEE passage rates - Not applicable due to new state policy, new State policy suspended the CAHSEE

7 - Course passage rates with C or higher - unable to collect this data, metric to be changed for future reporting.

8 - 2015 Four Year graduation rates

- Hispanic went from 88.8% to 85.6%
- White went from 95.3% to 94.7%
- Afr. Am. went from 96.4% to 89.3%
- Asian went from 91.9% to 97.6%
- English Learners went from 72.2% to 74.3%
- SED went from 85.3% to 84.9%
- SWD went from 77.4% to 77.7%

9. 2015 Four Year dropout rate

- Hispanic went from 7.6% to 8.6%
- White remained at 4.1%
- Afr. Am. went from 3.6% to 10.7%
- Asian went from 2.7% to 2.4%
- English Learners went from 17.3% to 15.1%

- SED went from 10.7% to 9.6%
- SWD went from 12.9% to 12.4%

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures

<p>1. Update assessment plan for ELA and Math 1.1 TOSAs meet with site teacher leaders to identify and implement interim assessments for ELA and Math, grades 3 – 11. 1.2 TOSAs meet with site teacher leaders to identify and implement diagnostic assessments in ELA and math, grades pre-K – 2</p>		<p>Release time or stipends for teachers Unrestricted Object 1XXX-3XXX Est. Cost \$10,000</p>	<p>K-5 ELA and Math TOSAS worked with benchmark committee to update assessments and plans for ELA and Math.</p> <p>Secondary ELA and Math TOSAS worked with teacher representatives from middle and high schools to review and revise content area benchmarks.</p> <p>ELA and Math TOSA attended principal meetings to share student performance reports and provide strategies for improving student achievement.</p> <p>ELA TOSA attended K-5 Principal Meeting (4-25-16) to review PD for 2016-2017 and identify integrated diagnostic assessments in newly-adopted language arts instructional materials.</p> <p>High school ELA TOSA attended English Department meetings at each of the main high schools in winter, 2015-16 to discuss benchmark tests.</p> <p>No expenditures are reported for this action because it took place as part of other activities.</p>	<p>No additional expenditures required.</p>
<p>Scope of service:</p>	<p>LEA-wide Grades: All</p>		<p>Scope of service: LEA-wide Grades: All</p>	
<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>			<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	

<p>2. Use assessment results to guide instruction. 2.1 Provide collaboration time for general education and SAI teachers to analyze quarterly/trimester results from interim and diagnostic assessments and align curriculum for ELA and math at grades: K-11</p>		<p>Provide collaboration time for general education and SAI teachers Unrestricted Object 1XXX-3XXX Est. Cost \$10,000</p>	<p>This work was accomplished through grade-level meetings for Language Arts and Math teachers with facilitation provided by TOSAS. No expenditures are reported because no additional costs were incurred.</p>	<p>Unrestricted, \$3717.</p>
<p>Scope of service:</p>	<p>LEA-wide Grades: All</p>		<p>Scope of service:</p>	<p>LEA-wide Grades: All</p>
<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>			<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	

<p>3. Expand summer school to K-12 for students who are not performing in the proficient range on local and state assessments in ELA and/or Math</p> <p>3.1 Continue funding summer school for grades K-12 for basic and below students in ELA and math</p> <p>3.2 Provide staff and planning time for curriculum development, student enrollment, program preparation and evaluation.</p> <p>3.3 Incorporate AVID strategies for incoming 6th and 9th grade students</p>		<p>Summer school for grades K-12 for basic Unrestricted Object 1XXX-3XXX Est. Cost: \$501,000</p> <p>Summer Math Grades 6 & 9 Unrestricted Object 1XXX-3XXX Est. Cost \$100,000</p>	<p>Credit-recovery summer programs continue to be offered for high school students - 956 high school students participated in Summer, 2015. Acceleration classes are offered for 9th grade students with counselor approval - 127 high school students participated in Summer, 2015.</p> <p>Summer bridge programs are now in place for incoming 6th and 9th grade students who have not met grade-level standards in ELA and/or math. The middle school bridge program lasts for 4 weeks and takes place at Anacapa and DATA Middle Schools with transportation provided - 313 students participated in Summer, 2015. The high school bridge program focuses on mathematics readiness for lowest-performing students and takes place at Buena and Ventura High Schools - 127 students participated in Summer, 2015. Staff planning time is used for curriculum development, student enrollment program preparation and evaluation. AVID strategies are incorporated into the 6th and 9th grade bridge programs.</p> <p>91 concurrent students participated in VACE's 6-week summer school program. VACE will continue to offer a 6 week summer school session in 2015-16.</p>	<p>3.1 - 3.3 Unrestricted Funds, High School, \$439,333; Middle School Bridge, \$118,857; General Fund, Contribution to Adult Ed., \$100,000; VACE Summer Session, \$16,966</p>
<p>Scope of service:</p>	<p>Elementary and Middle Schools</p> <p>Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th</p>		<p>Scope of service:</p> <p>Middle and High Schools</p> <p>Grades: 7th, 8th, 9th, 10th, 11th, 12th</p>	

_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other			_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other	
4. Support use of grading practices to promote learning and engagement. 4.1 Provide professional development and coaching in grading practices for volunteer teachers and administrators from secondary schools 4.2 Secondary administrators and site teacher leaders meet each semester to analyze grades for student groups recommend actions to promote positive outcomes for all student groups.		Crescendo Contract Unrestricted Object 5XXX Est. Cost \$75,000 Release time for semester meetings – Unrestricted Object 1XXX-3XXX Est. Cost \$3,000	Secondary administrators analyze grade summary reports at each site to identify areas needing support and direction. Student subgroups were expanded as reported in "Actual Pupils Served" because it was determined that significant grade discrepancies also exist for Hispanic and Redesignated Fluent English Proficient students. Expenditures reported are significantly below budgeted amounts because district decided not to hire outside consultant.	No expenditures.
Scope of service:	Middle and High Schools Grades: 6th, 7th, 8th, 9th, 10th, 11th, 12th		Scope of service:	Middle and High Schools Grades: 6th, 7th, 8th, 9th, 10th, 11th, 12th
_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other			_ All ----- X Foster Youth _ American Indian or Alaska Native X Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	

<p>5. Provide district-support for Advancement via Individual Determination (AVID) at all middle schools and 3 high schools</p>		<p>Summer training for new AVID teachers Unrestricted Object 1XXX-3XXX Est. Cost: \$4,000 AVID tutoring Unrestricted Object 1XXX-3XXX Est. Cost: \$94,400</p>	<p>Seven secondary sites and one elementary site successfully implemented the AVID program. Funding allowed for students to attend college campus visits and well as fund tutors which is essential to the AVID program. District director and Human Resources Department developed website for AVID information and HR department will continue to reach out to local colleges to recruit students to become AVID tutors. Foothill Technology High School received AVID distinction. Twenty eight teachers and administrators will be attending AVID 2016 Summer Institute.</p>		<p>Unrestricted Funds, 1106 Substitutes, \$2,800; 2103 Hourly Paraeducators & Benefits, \$18,000; 2903 Student Tutors, \$5,900, Conf. costs, \$25,850; Transportation, \$11,500; AVID Center Membership, \$34,780</p>
<p>Scope of service:</p>	<p>All Middle Schools, Buena, Foothill and Ventura H.S. Grades: 6th, 7th, 8th, 9th, 10th, 11th, 12th</p>		<p>Scope of service:</p>	<p>All Middle Schools, Buena, Foothill and Ventura H.S. Grades: 6th, 7th, 8th, 9th, 10th, 11th, 12th</p>	
<p>_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>			<p>_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>		

<p>6. Provide additional access to technology before, after school and during afterschool programs 6.1 Extend library hours at all middle and high schools for student use 3 days per week</p>		<p>Extend library hours at all middle and high schools Unrestricted Object 1XXX-3XXX Est. Cost: \$3,500 per year for each school= \$27,900</p>	<p>All middle schools and high schools extended library hours before and after school. (Student sign in logs are available at each site) Expenditures exceed budgeted amount because costs to extend library hourse exceeded estimate.</p>	<p>6.1 Unrestricted, \$33,500 Hourly Teacher and Library Technician Plus Benefits</p>	
<p>Scope of service:</p>	<p>All Middle and High Schools Grades: 6th, 7th, 8th, 9th, 10th, 11th, 12th</p>		<p>Scope of service:</p>	<p>All Middle and High Schools Grades: 6th, 7th, 8th, 9th, 10th, 11th, 12th</p>	
<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		

<p>7. Increase monitoring and timely academic intervention for LI, EL's, FY, RFEP students grades 9-12 7.1 Maintain one period of certificated support for LI,EL, FY & RFEP student's achievement at each high school</p>		<p>Maintain certificated support for LI,EL, FY & RFEP student's Unrestricted Object 1XXX-3XXX Funding Source: General Est. Cost: 1 period high school= \$73,300</p>	<p>Contract and hourly intervention teachers at elementary schools for small group and individualized intervention instruction in language arts and mathematics.</p> <p>Secondary intervention classes for students who are not meeting grade-level standards in mathematics.</p> <p>Bilingual and culturally proficient paraeducators to provide individual and small group classroom support to English Learners and low-performing students in language arts and mathematics.</p> <p>Hourly teacher support for English Language Development progress monitoring and instruction.</p> <p>Actual costs exceed budgeted costs because site allocation intervention staffing and supplies are reported.</p>	<p>Unrestricted, Certificated Teacher Salaries & Benefits, \$86,897</p> <p>Site Locations:</p> <p>Certificated Teacher, \$300,245; Classified Instruction, \$486,958; Classified Support, \$155,377; Supplies, \$12,327; Services, \$26,607 (Total \$1,001,514)</p>
<p>Scope of service:</p>	<p>Buena, Ventura, Foothill, Pacific H.S.</p> <p>Grades: 9th, 10th, 11th, 12th</p>		<p>Scope of service:</p> <p>LEA-Wide</p> <p>Grades: All</p>	
<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	

8. Offer zero period at secondary schools to increase academic opportunities 8.1 Include zero period for students in intervention or TWI program		Include zero period for students in intervention or TWI program Unrestricted Object 1XXX-3XXX Est. Cost: \$109,900	Zero periods were utilized at six secondary sites to increase academic opportunities for English Learners. Reported expenditures are less than estimated due to the cost of teacher salaries.	8.1 Unrestricted General Fund, Certificated Teacher High Schools, \$88,766
Scope of service:	All Middle and High Schools Grades: 6th, 7th, 8th, 9th, 10th, 11th, 12th		Scope of service:	All Middle and comprehensive high schools. Grades: 6th, 7th, 8th, 9th, 10th, 11th, 12th
<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	
9. Provide release time for teacher representatives from schools to analyze data for LI and FY students with district coordinators and directors and make recommendations for school plans that provide learning targets and adjust instruction to close achievement gaps for LI and FY students.		Release Time leadership team Est. Cost: \$13,700 Unrestricted Object 1XXX-3XXX	This activity became part of grade level meetings with content area TOSAS. Expenditures are significantly lower than estimated because the activity was incorporated into grade level meetings.	No additional expenditures required.
Scope of service:	All Schools Grades: All		Scope of service:	All Schools Grades: All

_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other	
10.1 Implement AVID at 4th & 5th grades at Elmhurst Elementary School 10.2 Summer AVID training for site staff 10.3 Ongoing support from district AVID coordinator		Implement AVID at Elmhurst for 4th and 5th grade Funding Source: Title I Unrestricted Object 1XXX-3XXX Est. Cost: \$105,900	Elmhurst elementary school successfully implemented the AVID program. District director and HR developed website for AVID information and HR department will continue to reach out to local colleges to recruit students to become AVID tutors. Twenty-eight teachers and administrators districtwide will be attending AVID 2016 Summer Institute. Expenditures reported are significantly lower than estimated because costs were reported in district AVID activities and were lower than anticipated.	10.1 Unrestricted, Travel & Conference, \$3,873
Scope of service:	Elmhurst Grades: 4th, 5th		Scope of service:	Elmhurst Grades: 4th, 5th
_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other	

What changes in actions, services, and expenditures	<p>The review of 2015 CAASP data on student achievement in ELA and Math reveals significant academic achievement gaps between student groups. CELDT results show an ongoing need to increase the English language acquisition rate for ELs, especially those attending school for less than 5 years. In order to improve the achievement of EL, low-income, and students with disabilities, the following changes in actions and services are planned</p> <ul style="list-style-type: none"> • Teacher liaison network formed for general education and special education teachers facilitated by special education program directors. • Transportation included for all summer school programs starting in 2017 to remove barriers for low-income students and increase participation of English Learner and low-income students. • K-5 district-wide RtI intervention model developed to increase language arts achievement by low-income and English Learner students • Garden-based learning program included to teach NGSS at Title I schools for low-income students • Professional development materials and awareness activities planned to support implementation of College and Career Seminar for all 9th grade students.
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Original Goal from prior year LCAP:	Increase graduation rates and decrease dropout rates		Related State and/or Local Priorities: _1 _2 _3 X 4 X 5 X 6 X 7 X 8 Local:
Goal Applies to:	Schools:	All High Schools	
		Grades: 9th, 10th, 11th, 12th	
	Applicable Pupil Subgroups:	All	

<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> • Graduation rates will increase for all students and significant subgroups by 2% from the previous school year • Dropout rates for all students and significant subgroups will decrease by 2% from the previous year 	<p>Actual Annual Measurable Outcomes:</p>	<p>1 - Four-Year Cohort High School Graduation Rate - Graduation rates for VUSD students increased from 90% to 92% for the ALL group in a comparison of 2013 and 2014 results. Most significant subgroups also increased in this time period as summarized below:</p> <ul style="list-style-type: none"> • Hispanic went from 88.8% to 85.6% • White went from 95.3% to 94.7% • Afr. Am. went from 96.4% to 89.3% • Asian went from 91.9% to 97.6% • English Learners went from 72.2% to 74.3% • SED went from 85.3% to 84.9% • SWD went from 77.4% to 77.7% <p>2 - Four-Year Cohort High School Dropout Rate - Dropout rates for VUSD students remained the same at 6% for the ALL group in a comparison of 2013 and 2014 results. Significant subgroup results for this same time period as summarized below:</p> <ul style="list-style-type: none"> • Hispanic went from 7.6% to 8.6% • White remained at 4.1% • Afr. Am. went from 3.6% to 10.7% • Asian went from 2.7% to 2.4% • English Learners went from 17.3% to 15.1% • SED went from 10.7% to 9.6% • SWD went from 12.9% to 12.4%
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LCAP Year: 2015-16					
Planned Actions/Services			Actual Actions/Services		
		Budgeted Expenditures			Estimated Actual Annual Expenditures
1.1 Provide additional periods (FTEs) intervention math classes for 9th grade students who are below grade level. 1.2 Provide curriculum guidance for 9th grade intervention classes 1.3 Monitor student progress in 9th grade intervention classes		FTEs for high school intervention in math Unrestricted Object 1XXX-3XXX Est. Cost: \$256,500	BHS, FTHS and VHA all utilized additional intervention periods for 9th grade students enrolled in Math 1 Readiness course. Secondary Math TOSA met with high school representatives to identify and recommend <i>Engage New York</i> as curriculum for Math 1 Readiness course. VACE provided credit recovery classes to 495 concurrent students at VHS, and BHS, in addition to their site classes. In addition, six high school student/parents enrolled in the First Steps Program at Pacific High School so their infants could receive care while they attended continuation high school. The majority of the student participants in the intervention programs were low-income students, many Hispanic and English Learners.		1.1 Unrestricted, Certificated Teacher Salaries & Benefits, \$233,150 General Fund Contribution to VACE for Adult Education, \$100,000 1st Steps Program, \$141,000
Scope of service:	Buena, Ventura, Foothill, Pacific, El Camino High Schools Grades: 9th		Scope of service:	Buena, El Camino, Foothill, Pacific, Ventura High Schools Grades: 9th, 10th, 11th, 12th	

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- _ Foster Youth _ American Indian or Alaska Native X Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American X Filipino _ White _ Students with Disabilities _ Homeless _ Other	
2.1 Provide math intervention classes for grades 6-8 2.2 Increase middle school staffing for math instruction by 1 period at each grade level to be used to offer additional math support beyond core instruction 2.3 Monitor student placement in 9th grade math to ensure articulation between levels		3 periods for math intervention at each middle school Unrestricted Object 1XXX-3XXX Est. Cost: \$183,200	Middle Schools utilized 1 period at each grade level to offer additional math support beyond core instruction. 9th grade student mathematics placement was summarized and reported to middle and high school administrators. New board policy (BP 6152.1) was adopted in June, 2016 to monitor 9th grade mathematics placement.	2.2 Unrestricted, Certificated Teacher Salaries & Benefits, \$176,675
Scope of service:	Anacapa, Balboa, Cabrillo, DATA Middle Schools Grades: All		Scope of service:	Middle and high schools. Grades: 6th, 7th, 8th, 9th
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	

3. Continue district-wide online Credit Recovery program such as APEX at all high schools.		Continue funding Credit recovery program Unrestricted Object 1XXX-3XXX Est. Cost: \$9000	High schools have collaborated with Ventura Adult and Continuing Education (VACE) and the ASSETS after-school programs at Pacific and Ventura High Schools to expand credit recovery opportunities using the APEX program. VACE significantly increased the number of students graduating from their home schools through credit recovery programs. Expenditures are significantly higher than estimated because VACE purchased additional APEX licenses.	Funding Source - Adult Education, \$24,455, ASSETS, \$4050 - APEX Software On-line Licenses VACE Teacher Salaries, \$66,145; VACE Counselor Salary, \$25,572; VACE Office Support, \$14,500; VACE Admin., \$2,380
Scope of service:	High Schools Grades: 9th, 10th, 11th, 12th		Scope of service:	High Schools and VACE Grades: 9th, 10th, 11th, 12th, Adult
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	

<p>4.1 Provide “guaranteed guidance” for students from grades 6-12 4.2 Develop implementation plan for Naviance Program at grades 6 – 12. 4.3 Pilot Get Focused/Stay Focused curriculum with 9th grade students at one or more school sites 4.4 Provide Get Focused/Stay Focused training to volunteer teachers, counselors and administrators</p>		<p>Purchase subscription to “Naviance” Unrestricted Object 5XXX Est. Cost: \$90,000 VC Innovates?</p>	<p>VUSD Comprehensive Counseling plan under development by counseling leadership team with expert support following the ASCA model. The second-year draft of the plan was presented to the board of education in May, 2016.</p> <p>The Naviance program has been purchased and installed for use with all students and families at grades 9 - 12. A district implementation plan has been drafted.</p> <p>High school teachers at three schools piloted the Get Focused/Stay Focused curriculum (Career Choices and Changes) with 9th grade students. It was board adopted for district-wide use in 2016-17.</p> <p>Teachers, counselors and administrators have participated in multiple and varied training opportunities offered through VC Innovates and Academic Innovations to prepare for district-wide implementation of Career Choices and Changes in 9th grade seminar course.</p> <p>Supplemental counselors at Pacific High School provide intensive support to continuation high school students.</p> <p>Reported expenditures are over estimates because costs of training and materials were slightly more than anticipated.</p>	<p>4.2 Restricted, VC Innovates (CCPT) \$54,335</p> <p>4.3 Restricted, VC Innovates (CCPT) \$32,150</p> <p>4.4 Restricted, VC Innovates (CCPT) \$22,053</p> <p>Pacific Continuation High School Counselors, \$189,109</p>
<p>Scope of service:</p>	<p>Middle and High Schools</p> <p>Grades: All</p>		<p>Scope of service:</p> <p>High Schools</p> <p>Grades: 9th, 10th, 11th, 12th</p>	

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
5. On-line Bilingual Credit Recovery Programs for high school students		Maintain bilingual credit recovery programs Unrestricted Object 5XXX Est. Cost: \$27,000	Migrant Program Teacher Specialist and the migrant family liaison work with eligible high school students in the migrant program on a weekly basis using the on-line bilingual credit recovery program (PASS). Expenditures reported are lower than estimate because cost of PASS program has been lower than anticipated.	Migrant Program, \$29,000 MESRP, \$6,100
Scope of service:	All secondary schools Grades: All		Scope of service:	High schools Grades: 9th, 10th, 11th, 12th
_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
What changes in actions, services, and expenditures	Activities from this goal have been incorporated into Goal 2 - Student Achievement beginning in 2016-17.			

Original Goal from prior year LCAP:	Increase student connections to school		Related State and/or Local Priorities: _1 _2 X3 _4 X5 X6 X7 _8 Local:
Goal Applies to:	Schools:	All Grades: All	
Expected Annual Measurable Outcomes:	Applicable Pupil Subgroups:	Foster Youth, Low Income Pupils, Redesignated fluent English proficient, English Learners, Students with Disabilities	
	The gap between all students and those in significant subgroups enrolled in visual and performing arts, clubs, CTE and athletics will decrease by an additional 5%.	Actual Annual Measurable Outcomes:	<p>Student enrollment data in VAPA, clubs, CTE and athletics has not been possible to collect and in the future, the metric has changed. The district is currently relying of available outcome data to measure the accomplishment of this goal.</p> <p>1 - Percent of 4-Year Cohort that Completed At Least 1 Career Technical Education (CTE) Pathway - Student participation in CTE pathways increased from 11% to 23% in 2014 compared to the state average in 2014 of 17%. For VUSD student groups:</p> <ul style="list-style-type: none"> • 22% for Hispanic or Latino students • 25% for White students • 21% for Black or African American students • 24% for Asian students • 28% for English Learners • 23% for SED students • 27% for SWD group <p>2 - VUSD California Healthy Kids Survey (CHKS) - Responses to the School Climate and Safety Questions summarized for students at grades 7, 9, 11 and alternative school vary by ethnicity.</p> <p>Meaningful Participation in School</p> <ul style="list-style-type: none"> • All Students - - 2013/14 - 16%; 2015/16 - 14% • Hispanic Students - 2013/14 - 14%; 2015/16 - 14%

		<ul style="list-style-type: none"> White Students - 2013/14 - 18%; 2015/16 - 21% <p>School Connectedness</p> <ul style="list-style-type: none"> Hispanic Students - 2013/14 - 49%; 2015/16 - 53% White Students - 2013/14 - 63%; 2015/16 - 64% <p>Caring Relationships with Adults in School</p> <ul style="list-style-type: none"> Hispanic Students - 2013/14 - 33%; 2015/16 - 35% White Students - 2013/14 - 48%; 2015/16 - 47% <p>High Expectations from Adults in School</p> <ul style="list-style-type: none"> Hispanic Students - 2013/14 - 46%; 2015/16 - 48% White Students - 2013/14 - 58%; 2015/16 - 58% <p>3 - Number and Percent of Students Suspended - The VUSD suspension rate continues to go down, 2.9% reported in 2015 from 3.0% in 2014.</p> <p>4 - Number and Percent of Students Expelled - The VUSD expulsion rate continues to go down, 10 students were expelled in 2015 (0.06%) compared to 17 in 2014.</p>
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures

<p>1. Study-abroad Spanish language learning opportunities for certificated staff Serving Spanish-speaking students and families. Registration fees (up to \$500) to support Spanish language learning activities in Spanish-speaking countries.</p>		<p>Unrestricted Object 1XXX-3XXX \$5,000 for up to 10 course registration fees in Spanish-speaking countries</p>	<p>Five VUSD teachers enrolled in district-sponsored Spanish language learning courses that allowed for travel to Spanish speaking countries and were given the opportunity to apply for scholarships to support part of the travel costs.</p> <p>Reduced expenditures reported for this action because there were no participants in study-abroad.</p>	<p>Teacher Salary, \$2,223</p>
<p>Scope of service:</p>	<p>Middle Schools Grades: 6th, 7th, 8th</p>		<p>Scope of service:</p>	<p>ALL Grades: All</p>
<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	

<p>2. Continue to implement programs such as CHAMPS, Lesson One, Leader in Me, Council and others that address anti-bullying 2.1 Continue professional development to fully implement existing models for anti-bullying education</p>		<p>Professional development Unrestricted Object 1XXX-3XXX Est. Cost: \$11,400</p>	<p>Elementary teachers, counselors and principals attended Restorative Justice (RJ) training in Fall, 2015 offered by the Ventura County Office of Education to strengthen district RJ practices that have been found to reduce bullying behavior and the negative impacts of bullying at all grade levels.</p> <p>Elementary teachers and counselors participated in CHAMPS and The Leader in Me training to expand site positive behavior support programs that have been found to diminish bullying behavior.</p> <p>District-wide inservice day (1/25/16), keynote presentation for all staff by Dr. David Schonfeld, USC School of Social work, "Supporting Students at Times of Crisis and Loss". This session was selected because of the large number of students experiencing personal crisis and loss which often impacts social interactions and results in bullying (as victims or perpetrators) and/or depression.</p> <p>Middle school administrator and counselor participation in Restorative Justice training provided by Ventura County Office of Education.</p> <p>Expenditures reported here are lower than estimates because costs were lower than anticipated for keynote speaker.</p>		<p>Unrestricted General Fund, \$500 Title IIA, Conference, \$1500 Unrestricted, \$500 Unrestricted, \$500 MSAP Grant, \$5950</p>
<p>Scope of service:</p>	<p>LEA-wide Grades: All</p>		<p>Scope of service:</p>	<p>LEA-wide Grades: All</p>	

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
3. Multi-fund transportation for athletic events		Transportation Costs for high school athletic events Unrestricted Object 1XXX-3XXX Est. Cost: \$305,700	The district multi-funds transportation for athletic events to reduce barriers for low-income students.	Unrestricted General Fund, \$310,000	
Scope of service:	Buena, Foothill and Ventura High Schools Grades: 9th, 10th, 11th, 12th		Scope of service:	Buena, Foothill and Ventura High Schools Grades: 9th, 10th, 11th, 12th	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

<p>4. Provide district support for Visual and Performing Arts in middle and high school 4.1 Continue to provide yearly material/supply budget for Visual and Performing Arts</p>		<p>Material/supply budget for Visual and Performing Arts Restricted Measure Q Obj. 4XXX Est. Cost: \$35,000 MORE MONEY NEEDED</p>	<p>Secondary Visual and Performing Arts teachers received annual supply funds to reduce classroom costs for teachers. Harmony Project at Sheridan Way Elementary School serves 110 students in New West Symphony after-school program to develop musical skills for students in grades 3 - 12. Expenditures reported exceed estimates because additional support was provided for instruments and music at secondary schools.</p>	<p>Parcel Tax, Restricted, \$80,850 Unrestricted for Harmony Project/New West Symphony, \$35,000</p>	
<p>Scope of service:</p>	<p>Middle and high schools Grades: 6th, 7th, 8th, 9th, 10th, 11th, 12th</p>		<p>Scope of service:</p>	<p>Grades 3 - 12 due to inclusion of Harmony Project at Sheridan Way Elementary School. Grades: 3rd, 4th, 5th, 6th, 7th, 8th, 9th, 10th, 11th, 12th</p>	
<p>X All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		

<p>5. Develop and Implement pre K – 12 VUSD Comprehensive Counseling Plan 5.1 Consultant support to guide plan development (Dr. Diana Stephens) 5.2 Counselors' Foundation Committee to represent all levels, explore models, develop plan, and guide implementation.</p>		<p>Consultant Contract Unrestricted Object 5XXX Est. Cost \$75,000, Supplies and Professional Development for Foundation Committee Unrestricted Object 4XXX Est. Cost \$20,000</p>	<p>Consultant support has been provided to guide development of K-12 VUSD Comprehensive Counseling Plan. The Counselors' Foundation Committee represents all levels and has developed a draft plan that was presented to the school board in May, 2016 with expected completion by June, 2017 under the leadership of Dr. Kyunghae Schwartz.</p> <p>Expenditures exceed estimates for this action because additional funds were provided for professional development opportunities for the Counselor Foundation Committee.</p>	<p>5.1 Unrestricted, \$75,000</p>	
<p>Scope of service:</p>	<p>LEA-wide Grades: All</p>		<p>Scope of service:</p>	<p>LEA-wide Grades: All</p>	
<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>			<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>		

6. Continue to fund supplemental counselors for elementary schools		4.9 supplemental counselors for elementary schools Funding Source: Unrestricted Object 1XXX-3XXX General Est. Cost: \$338,900	Supplementary counselors (4.9 FTE) are provided to elementary schools based on student needs criteria that includes English Learner, low-income, foster youth and homeless enrollment. Expenses significantly exceed estimates because of the salary costs.	Unrestricted, \$457,300
Scope of service:	Elementary Schools Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th		Scope of service: Elementary Schools Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th	
_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other			_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities X Homeless _ Other	
7. Continue to support after-school activities for high school students		After-school activities Restricted/ Unrestricted Object 1XXX-5XXX	Pacific and Ventura High Schools implemented the second year of their ASSETs after-school programs. District funds assisted with transportation needs for PHS students. Expenses exceed estimates to reflect cost of supplemental transportation.	Anonymous Donor, \$9,750

Scope of service:	PHS and VHS Grades: 9th, 10th, 11th, 12th		Scope of service:	PHS and VHS Grades: 9th, 10th, 11th, 12th	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
8. Implement 9th Grade Freshman Seminar model to incorporate college/career awareness for all 9th grade students. 8.1 Develop plan for each high school 8.2 Support Professional Development 8.3 Modify/develop courses, as needed 8.4 Coordinate with VUSD Comprehensive Counseling Plan		Object 1XXX-3XXX EST. Cost: \$10,000 15 teachers 4 days/school year	The VUSD Board of Education approved the 9th grade freshman seminar model using the <i>Career Changes and Choices</i> curriculum as a required course for incoming freshman beginning in 2016-17. Professional development plans have begun. This course is coordinated with the VUSD Comprehensive Counseling Plan and the district expanding Career Technical Education opportunities.	EST. Cost: \$10,000 15 teachers 4 days/school year	
Scope of service:	All secondary Schools' Grades: 6th, 7th, 8th, 9th, 10th, 11th, 12th		Scope of service:	Buena, Foothill, El Camino, and Ventura High Schools. Grades: 9th	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

9. Create additional culturally relevant secondary content courses and electives for ELs/RFEPs and Latino youth that promote CCSS		Task force of to design new courses Unrestricted Object 1XXX-3XXX Est. Cost: \$2,300	The multilingual/multicultural department is working with the district High School ELA Teacher Specialist to develop Language Arts' courses that are culturally relevant. Expenditures reported are less than estimated because activity required no additional expenses.	No additional costs incurred.
Scope of service:	LEA-wide for specific unduplicated students in high school Grades: All		Scope of service: LEA-wide Grades: 9th, 10th, 11th, 12th	
_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
10. Develop VUSD pathway multilingual recognition awards at preschool, elementary and middle school levels to validate multilingualism		Taskforce to develop pathway awards Unrestricted Object 1XXX-3XXX Est. Cost: \$2000 Stipends:	The multilingual/multicultural department meets with sites on a regular basis to review site practices that honor students' bilingualism. Sites celebrate bilingualism at various recognition ceremonies, ELAC mtgs., graduations, etc. Expenditures are less than estimate because activity did not require additional costs.	Included in Multilingual/Multicultural Department activities - no additional costs here.
Scope of service:	LEA-wide Grades: All		Scope of service: LEA-wide Grades: All	

<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>
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<p>What changes in actions, services, and expenditures</p>	<p>Few changes are planned in this section. Planned activities already address the CTE pathway results. VUSD overall suspension and expulsion rates are low and improving, however Hispanic and Black students are over-represented. The CHKS data show discrepancies by ethnic group in student experiences regarding school climate and safety. Therefore, additional emphasis will be placed on increasing Hispanic and other students' experiences of school connectedness, caring relationships with adults and high expectations by adults through professional development, support for teen parents and Indian Education as listed below:</p> <ul style="list-style-type: none"> Professional development opportunities added for members of Counselors' Foundation Committee Cultural Awareness and College/Career Readiness lessons included for eligible Indian Education students Harmony Project with New West Symphony at Sheridan Way Elementary School included. Study-abroad opportunities for staff participants in language courses removed due to limited participation. Spanish courses for staff members to continue through VACE.
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<p>Original Goal from prior year LCAP:</p>	<p>Increase family involvement</p>	<p>Related State and/or Local Priorities: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 Local:</p>				
<p>Goal Applies to:</p>	<table border="1" style="width: 100%;"> <tr> <td style="width: 15%; background-color: #cccccc;">Schools:</td> <td style="padding-left: 10px;">All</td> </tr> <tr> <td style="background-color: #cccccc;">Grades:</td> <td style="padding-left: 10px;">All</td> </tr> </table>	Schools:	All	Grades:	All	
Schools:	All					
Grades:	All					
<p>Applicable Pupil Subgroups:</p>	<table border="1" style="width: 100%;"> <tr> <td style="width: 15%;"></td> <td style="padding-left: 10px;">All</td> </tr> </table>		All			
	All					

<p>Expected Annual Measurable Outcomes:</p>	<p>Principals will report increased involvement on annual survey by an additional 5%.</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>It has not been possible to obtain data on family involvement at all district and school sites through a survey approach. This metric will be changed in the future. Progress has been measured through informal principal and facilitator participation reports.</p> <p>The Superintendent's Parent Advisory Committee (PAC) met monthly in 2015-16 with translation provided for English Learner school site representatives.</p> <p>Latino Family Literacy Project Participation - Sessions were held at 6 middle schools and 2 middle schools in the 2015-16 school year with over 90 English Learner families participating.</p> <p>District English Learner Advisory Committee - DELAC leaders met with the Director of Multilingual and Multicultural Education to plan and lead each DELAC meeting. DELAC meetings were held on October 8, November 12, December 10, January 14, February 4, March 10, April 14. DELAC members presented their annual advisory report to the VUSD Board of Education on April 26, 2016</p> <p>Parent Institute for Quality Education - 80 VUSD English Learner families participated in the 9-week PIQE series hosted at De Anza Academy of Technology and the Arts</p> <p>School Community Partnership Training - took place at E.P. Foster Elementary School in May, 2016 with over 30 participants, including parents of English Learner and low-income students.</p> <p>The new Foster Youth Advisory Committee was formed and met at four different district locations with facilitation provided by the district's FY Coordinator.</p>
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LCAP Year: 2015-16					
Planned Actions/Services			Actual Actions/Services		
		Budgeted Expenditures			Estimated Actual Annual Expenditures
<p>1.1 School sites will provide parent education opportunities including support and resources for implementation of CCSS at least three times per year</p> <p>1.2 Continue to publish district brochures with latest information on CCSS/SBAC</p> <p>1.3 Continue to host site parent information nights during back-to-school and open house-like meetings</p>		<p>Publish district brochures with latest information on CCSS/SBAC</p> <p>Unrestricted Object 5XXX</p> <p>Est. Cost: \$2000</p>	<p>School sites provide information regarding CCSS and NGSS at PTA/PTO meetings and parent meetings (Back to School Nights, Open Houses) and through monthly newsletters.</p> <p>Science TOSA provided evening parent meetings for entering middle school students for new integrated science model. Thursday, May 19th; Wednesday, May 25th; Tuesday, May 31st; Monday, June 6th.</p> <p>Family liaisons and supplemental office staff provide bilingual culturally appropriate support to English Learner and low-income families at high impact school sites.</p> <p>Sheridan Way Family Center services include school-based bilingual social worker, family center bilingual secretary, and childcare for women's domestic violence support group and <i>Plaza Comunitaria</i>.</p> <p>Spanish translation support provided for special education students and families.</p> <p>Costs exceed estimate because Sheridan Way Family Center activities are reported here.</p>		<p>Unrestricted</p> <p>Sheridan Way Family Center, \$64,300,</p> <p>\$19,800</p> <p>Translator for Special Education, \$19,748</p>
Scope of service:	<p>LEA-wide</p> <p>Grades: All</p>		Scope of service:	<p>District-wide with additional focus on Sheridan Way families.</p> <p>Grades: All</p>	

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other	
2. Offer Parent Institute for Quality Education (PIQE) at grades K-12 on routine basis		Offer Parent Institute (PIQE) sessions Unrestricted Object 5XXX Est. Cost: \$15,000	In accordance with the district schedule to offer PIQE at different schools on a routine basis, DATA middle school provided PIQE for 80 parents in Spring 2016. Expenses reported are lower than estimates because estimate was high and PIQE was reported for only one site.	Unrestricted, \$4,000
Scope of service:	LEA-wide Grades: All		Scope of service: DATA Middle School. Grades: 6th, 7th, 8th	
_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	

3. Offer computer classes for English Learner, RFEP, and Title I parents and FY caregivers district-wide including use of Parent Connect		Create and implement annual parent training calendar Unrestricted Object 1XXX-3XXX Est. Cost: \$15,400	Parent representatives in DELAC and Migrant education were offered opportunities to participate in computer education around the use of Parent Connection. In addition, ELAC parents at Will Rogers participated in computer classes that provided learning around basic computer skills and utilizing Parent Connection. Expenditures are significantly below estimate because costs were lower than expected.	Costs reported in Multilingual/Multicultural Department services.
Scope of service:	LEA-wide Grades: All		Scope of service: LEA-wide Grades: All	
_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
4. Principals will utilize district resources to offer Family School Community Partnership trainings for volunteers		Expand training of volunteers through Adult Ed. FSCP program Unrestricted Object 1XXX-3XXX Est. Cost: \$4,000	VACE provided Family School Community Partnership training as a component of Volunteer/Paraeducator course offered April 26-May 19 at EP Foster. 30 currently enrolled with a waiting list. VACE produced Spanish version of FSCP training video. No expenditures were reported because costs were included in other activities.	Teacher salary FSCP \$2,302; Spanish Version of FSCP Video, Staff Salary \$2,376

Scope of service:	LEA-wide Grades: All		Scope of service:	LEA-wide Grades: All	
_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other			_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other		
5. Continue to offer Latino Family Literacy Project at pre-K and elementary levels at six sites or more.		Hold LFL training at 6 elementary sites Unrestricted Object 1XXX-3XXX Est. Cost: \$38,700	During the 2015-16 school year, The Latino Family Literacy Project was implemented at six elementary schools (<i>EP Foster, Junipero Serra, Mound, Sheridan Way, Blanche Reynolds & Will Rogers</i>) and two middle schools (<i>Anacapa & DATA</i>).	5.0 Unrestricted, \$40,200	
Scope of service:	PreK – 5 LEA-wide Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th, Preschool		Scope of service:	LEA-wide Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th, Preschool	
_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

<p>6. Provide support groups for FY caregivers 6.1 Develop a Foster Youth Advisory Council to support caregivers of Foster Youth in VUSD 6.2 Provide childcare, staff support and supplies for FY Council</p>		<p>Provide staff support, supplies, childcare and translation. Unrestricted Object 1XXX-3XXX Est. Cost \$3,000</p>	<p>VUSD Foster Youth Advisory Council was formed to support caregivers of Foster Youth. Meetings were held with childcare, translation support, staff support and supplies at convenient times and locations on February 17, 18, 24 and 25.</p>	<p>Provide Staff Support, Supplies, Childcare and Translation. Unrestricted Est. Cost \$3,000</p>
<p>Scope of service:</p>	<p>LEA-wide Grades: All</p>		<p>Scope of service:</p>	<p>LEA-wide Grades: All</p>
<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	

What changes in actions, services, and expenditures

Based on parent participation reports for district and school parent involvement events, increased efforts will be made to reduce barriers that prevent participation, specifically childcare and translation. In addition, the Foster Youth Coordinator responsibilities have increased due to student enrollment and required activities to justify the need for a full-time position. School site support for Family Liaisons and supplemental office staff is provided because English Learner parents who participate in district and site advisory committees indicate a need for better home school communication through personal contacts. These are the specific changes in services made as a result of a review of progress and stakeholder input:

- Childcare and translation for English Learner families included for site and district parent involvement activities.
- Foster Youth Coordinator position increased to full-time to meet the needs of students and families.
- Bilingual Family Liaisons and supplemental office staff included for school site connections with English Learner families.
- Family School Community Partnership training assumed by VACE

Original Goal from prior year LCAP:	Provide appropriate school facilities to enhance and maximize learning opportunities that are: welcoming, safe, maintained, and in good repair		Related State and/or Local Priorities: X 1 _2 _3 _4 _5 _6 _7 _8 Local:
Goal Applies to:	Schools:	All	
	Grades:	All	
	Applicable Pupil Subgroups:	All	
Expected Annual Measurable Outcomes:	Maintain or exceed a 96.26 District average rating on the Office of Public School Construction Facilities Inspection Tool (FIT) protocols.	Actual Annual Measurable Outcomes:	We made progress towards the goal. The District Office of Public School construction Facilities Inspection Tool (FIT) average rating increased from 92.68 in 2014 to 95.66 in 2015. 92.6% of our schools received a "Good" or better rating on the (FIT).
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>1. Create a comprehensive plan for maintaining school facilities</p> <p>2. Develop an inspection tool for sites</p>	<p>Facilities Maintenance Plan Unrestricted Object 5XXX Est. Cost \$50,000</p> <p>Inspection tool Object 5XXX Est. Cost \$25,000</p>	<p>The District implemented the Facility Inspection Tool (FIT) as the inspection tool for sites.</p> <p>All school sites were inspected during the 2015-16 school year.</p> <p>Facilities projects were planned based on the results of the FIT inspections.</p> <p>No expenditures, the district was able to create and develop an inspection tool, in-house at no cost.</p>	<p>No cost</p>

Scope of service: LEA-wide Grades: All			Scope of service: LEA-wide Grades: All		
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
What changes in actions, services, and expenditures	Plans are in place to create a comprehensive plan for maintaining school facilities and developing an inspection tool for sites.				

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	8816561
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The district is using these supplemental funds to address all state priorities for unduplicated students through five goal areas:

1. California State Standards and Next Generation Science Standards
2. Student Achievement
3. Student Connections to School
4. Family Involvement
5. School Facilities

VUSD unduplicated pupil percentage count 48.9%. The activities and services provided with supplemental funds are provided in a schoolwide or district-wide manner when appropriate to address common needs in a coordinated and efficient way. They are designed and implemented to principally address the needs of unduplicated student populations. **Examples of districtwide actions include:** English Language Development curriculum and professional development, VUSD recognition program to honor multilingualism at 8th and 12th grades, VUSD Multilingual and Multicultural Department staff guidance to implement and support VUSD English Learner Master Plan and dual language programs, district-coordinated translation services, district-facilitated English Learner teacher liaison network, district-wide paraeducator training to meet EL needs, GATE identification instrument to better identify gifted EL and low-income students, district-supported summer school programs targeting EL student needs, district-supported AVID program to increase college readiness for low-income and EL students, extended library hours at all secondary schools to increase low-income student access, district-wide ELA and Mathematics intervention models and staffing support for grades K-12 (Mattos, 2008), on-line credit recovery licenses available district-wide, supplemental counselors provided at elementary schools and continuation high school (McGravey, 2011), after-school programs at target high schools, Indian Education services for eligible students district-wide, translation and childcare support to remove barriers to parent involvement, Parent Institute for Quality Education on a district-wide schedule, Parent Connect classes offered at central district location, Latino Family Literacy Project offered on district-wide schedule, District Coordinator to support Foster Youth caregivers, bilingual family liaisons to provide schoolwide support for English Learner and low-income families, and Next Generation Science Standards instruction through district garden-based learning model at targeted elementary schools (Epstein, 2009). **Examples of schoolwide approach include:** supplemental bilingual assistant principal (.25FTE) at continuation high school, schoolwide support for Two-Way Immersion Program at Anacapa Middle School, school-wide music program at Sheridan Way Elementary School and De Anza Academy of Technology and the Arts (DATA) to engage low-income students in music education, support for teen parents at continuation high school, bilingual psychologist support for students at Sheridan Way Elementary School, and Sheridan Way Family Center with school-based bilingual social worker and *Plaza Comunitaria*.

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

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

6.73

%

This proportionality is met through a variety of increased and/or improved services principally directed to unduplicated pupils as compared to the services provided to all pupils. Examples of these services that go beyond the basic services provided to all students are listed below by relevant goal area:

California State Standards and Next Generation Science Standards

- Multilingual and Multicultural Education Department staff and services to implement state standards and NGGS in accordance with the VUSD English Learner Master Plan
- Professional development opportunities to support EL instruction such as conference attendance, monthly EL Liaison meetings, and quarterly facilitated EL paraeducator meetings

Student Achievement

- Summer school learning opportunities targeting English Learner and low-income students.
- AVID program at all middle and high schools
- Extended hours at middle and high school libraries
- Intervention periods and staffing to close achievement gaps for unduplicated students (Foster Youth, EL, Hispanic, low-income students and students with disabilities)
- On-line credit recovery programs to keep unduplicated students on track for graduation.

Student Connections to School

- Harmony Project with New West Symphony for students at Sheridan Way and De Anza Academy of Technology and the Arts (DATA)
- Supplemental counseling staff at target elementary schools and Pacific Continuation High School (PHS).
- After school programs at target high schools.
- First Steps Program for teen parents at PHS

Family Involvement

- Translation and childcare support
- Parent Institute for Quality Education (PIQE)
- Parent Connect classes
- Latino Family Literacy Project
- Plaza Comunitaria at Sheridan Way
- Coordinator to support Foster Youth caregivers
- Sheridan Way Family Center
- Bilingual family liaisons

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

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

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

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

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

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

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

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

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

during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(e) “Suspension rate” shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(f) “Expulsion rate” shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).