

VACAVILLE UNIFIED SCHOOL DISTRICT



Local Control Accountability Plan 2015 – 2018

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Introduction:

LEA: **Vacaville Unified School District**

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LCAP Year: **2015-2016**

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 2015-2016	Impact on LCAP 2015-2016
<p>The LCAP must focus on the subgroups: English Language Learners, Low Income, and Foster Youth through the lens of closing the historical achievement gap.</p> <p>All stakeholders from the following subgroups: parents, students, and community members, were engaged throughout the LCAP process. These subgroups include English Language Learners; Low Income and Foster Youth. Members from all significant subgroups, those subgroups that represent more than 30 students enrolled within the Vacaville Unified School District, were also engaged in the LCAP process through community meetings, site meetings (SSC, PTA’s/PTO’S, ELAC, and booster clubs), and DELAC meetings. A survey process was also used to garner input from VUSD families and the Vacaville community. Hard copies (in English and Spanish) were sent out to families of Foster Youth, Low Income, and ELL students. Hard copies of the survey were also available in the school site offices. The survey</p>	<p><u>Input Disaggregation Process</u></p> <ol style="list-style-type: none"> 1. Organize input data onto a document by State Priority <ol style="list-style-type: none"> a. Site input – Site SPSA/LCAP documents b. Community input – posted online c. EL input- posted online d. Survey data-posted online e. DELAC/Parent Advisory Group f. SEIU input g. VTA input h. Budget Advisory Committee input

was online and made available to staff, parents, students and the community.

Feedback Response Process

In an effort to increase stakeholder engagement the VUSD combined the annual update progress report with stakeholder feedback and input meetings. A district template PowerPoint presentation was created that was given to the sites and various district departments that showed the data from the required metrics and gave the presenters a script with the specifics regarding the district’s progress on the 14 LCAP goals. The sites then added their goals and data to the presentation and shared it with their stakeholder groups. This presentation was also shared with all district departments and community organizations. Feedback forms for all meetings were available both in paper form at each of the meetings held, as well as online. LCAP draft posted on district website with a form and procedure for stakeholder feedback and input

Timeline Breakdown:

Site Meetings	February – April, 2015
Department Meetings	March- April, 2015
Consultation with VTA	2/4/15 and 3/20/15
Consultation with SEIU	3/19/15
Budget Advisory Committee	5/21/15
Parent Advisory Meeting, including DELAC	3/4/15 and 4/12/15
Community Meeting	4/21/15
Public Hearings	5/28/15 and 6/11/15
Approval	6/25/15

Stakeholder input was reviewed, translated in to goals and incorporated into the LCAP Draft #1 for presentation at the Community/Parent Advisory group, including DELAC Meetings

From the Input Meetings the following LCAP priorities emerged:

- Class size reduction
- Enrichment Opportunities
- Middle school Dual Immersion opportunities
- Technology
- Professional Development
- Student behavior programs
- Academic supports
- Attendance supports and intervention
- Social-emotional learning/Character education
- CTE, Science, STEM
- College and Career Readiness
- Common Core aligned instructional materials
- Response to Intervention
- Increasing parent involvement and communication
- The need for wrap around services and case management
- Preschool
- English translation availability
- Support for teachers

<p>Annual Update 2014-2015</p> <p>In order to increase stakeholder involvement and enhance the collaboration process for the Annual Update, the school sites shared the LCAP progress report and current data presentation with individual stakeholder groups. These presentations stated what the Vacaville Unified School District said was going to be done through the 2014-15 LCAP. These presentations also shared site data regarding: Attendance data, benchmark scores, CELDT scores, Reclassification data, Advanced Placement, Honors and A-G requirement data, Social-Emotional intervention data, and implementation data regarding Common Core State Standards, Formative Assessments, and Response to Intervention. The Vacaville Unified School District secondary schools presented to the School Board and community on their Student Achievement and Intervention (StAIR) data specific to the district LCAP. (See Appendix for dates.) These presentations served as a beginning for the discussions of the needs and priorities for the LCAP update.</p> <p>The district held stakeholder meetings with all district departments targeting input on the progress of LCAP goals and practices on the 2014-15 LCAP, as well as input for priorities in the coming year’s LCAP 2015-16.</p> <p>The district surveyed families, staff and students to determine their thoughts and opinions on the district’s progress on the 2014-15 LCAP goals and student achievement practices. Surveys were done online. Kiosks were set up at the sites for parents to access the surveys. Student focus groups were created at each of the sites to garner input and feedback from the students K-12.</p> <p>The team met in consultation with the both the CSEA and VTA local bargaining units on various occasions- SEIU: 3-19-15 VTA: 2/4/15 and 3/20/15.</p> <p>All feedback, both qualitative and quantitative, was gathered and broken into themes under each of the goals and used to create the 2015-16 Local Control Accountability Plan.</p>	<p>Annual Update 2014-2015</p> <p>Vacaville Unified School District created a very ambitious and detailed LCAP for the 2014-15 school year. The first year of the LCAP included 14 individual goals. For 2015-16, it was decided to collapse the 14 original goals into 5 more encompassing goals, while maintaining all of the actions and services of the original 14 goals.</p> <p>The VUSD made staff compensation a major priority in the 2014-15 school year, settling contracts for both the 2014-15 and 2015-16 school years with 4% salary increases to all employees in each of the two years. These salary increases are in direct response to employee stakeholder feedback, as well as the new requirements, responsibilities and services that staff is asked to provide for the students of Vacaville, in the overall effort to increase student achievement. Only LCFF base funds were used for the salary increase.</p> <p>Much of the feedback was in regard to refining the actions and services as outlined in the 2014-15 LCAP. The stakeholder priorities were incorporated as the budget allowed and plans were made to either pilot on a smaller scale, or plans created to prioritize the specific actions and services in the subsequent year. All feedback was posted on the district website.</p>
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VUSD Significant Subgroups Data (CA Dept of Ed. 2013- retrieved 6-8-15):

Subgroup	Enrollment
African American	805
American Indian/Alaskan Native	85
Asian	309
Filipino	380
Hispanic/Latino	4462
Native Hawaiian/Pacific Islander	101
White	5796
Two or More Races	743
Socioeconomically Disadvantaged	5040
English Learners	1238
Students with Disabilities	1309

VUSD LCAP Stakeholder Engagement Department Meetings

DEPARTMENT	MEETING DATE
Maintenance	Friday, March 6
Special Education - Psychologists	Wednesday, March 11
Child Nutrition - Elementary	Thursday, March 19
Consultation with SEIU Cabinet	Thursday, March 19
Consultation with VTA	Wednesday, February 4
Consultation with VTA	Friday, March 20
Transportation	Friday, March 20
Nursing	Friday, March 20
Special Education - EST Meeting	Tuesday, March 24
Educational Services	Tuesday, March 24
Business Services	Thursday, March 26
Facilities	Thursday, March 26
Human Resources	Thursday, March 26
Technology	Thursday, March 26
Child Nutrition - Secondary	Thursday, April 16

VUSD LCAP Stakeholder Engagement Site Meetings		
SCHOOL SITE	MEETING DATE	TARGET GROUP
Alamo	March 19, 2015	Coffee with the Principal
Alamo	March 22, 2015	Students
Alamo	March 24, 2015	Leadership (Staff)
Alamo	March 25, 2015	Staff
Alamo	April 2, 2015	ELAC Parents
Alamo	April 2, 2015	School Site Council
Browns Valley	March 4, 2015	PTO
Browns Valley	March 4, 2015	School Site Council
Browns Valley	April 1, 2015	Staff
Buckingham	March 3, 2015	SHIELD (Parent Group)
Buckingham	March 26, 2015	Staff
Callison	February 9, 2015	ELAC Parents
Callison	February 11, 2015	Student Council
Callison	February 16, 2015	School Site Council
Callison	February 18, 2015	Coffee with the Principal
Callison	March 10, 2015	Parent Night
Callison	March 18, 2015	Staff
Callison	March 23, 2015	All staff input
Cooper	February 13, 2015	Parents-Ice Cream Social
Cooper	February 17, 2015	Parents-Parent University
Cooper	February 17, 2015	PTO
Cooper	February 18, 2015	Staff
Cooper	February 19, 2015	School Site Council/ELAC
Cooper	March 13, 2015	Students
Cooper	March 26, 2015	School Site Council
CHS	March 11, 2015	Staff
CHS	April 15, 2015	Staff
Fairmont	March 2, 2015	School Site Council
Fairmont	March 3, 2015	PTC
Fairmont	March 3, 2015	Students
Fairmont	March 18, 2015	Staff

Fairmont	March 20, 2015	Coffee with the Principal
Fairmont	March 24, 2015	ELAC Parents
Hemlock/ACE	March 18, 2015	Coffee with the Principal
Hemlock/ACE	March 23, 2015	Parent Community-English
Hemlock/ACE	March 24, 2015	Parent Community-Spanish
Hemlock/ACE	March 25, 2015	ACE Site Council
Hemlock/ACE	March 26, 2015	School Site Council
Hemlock/ACE	April 1, 2015	ACE Parent Board
Jepson	February 17, 2015	ELAC Parents
Jepson	March 2, 2015	PTC
Jepson	March 16, 2015	School Site Council
Jepson	March 26, 2015	Students
Markham	March 5, 2015	ELAC Parents
Markham	March 9, 2015	Students
Markham	March 19, 2015	PTO
Markham	March 26, 2015	Parent (English/Spanish)
Markham	March 30, 2015	School Site Council
Orchard	March 6, 2015	Parents
Orchard	March 18, 2015	Staff
Orchard	March 24, 2015	Students
Orchard	March 25, 2015	Community/Parents
Orchard	March 30, 2015	School Site Council
Padan	March 4, 2015	Staff
Padan	March 23, 2015	Students
Padan	March 26, 2015	Parents, Community
Padan	April 14, 2015	Parents
Vaca Pena	March 3, 2015	PTO
Vaca Pena	March 5, 2015	School Site Council
Vaca Pena	March 23, 2015	Staff
Vaca Pena	April 1, 2015	Students
Vaca Pena	April 16, 2015	School Site Council
VHS	December 10, 2014	ELAC Parents
VHS	March 16, 2015	Staff

VHS	March 18, 2015	Students	
VHS	March 19, 2015	School Site Council	
VHS	March 23, 2015	General Meeting	
WCW	March 16, 2015	PTC	
WCW	March 18, 2015	Community/Parents	
WCW	March 18, 2015	Staff	
WCW	March 19, 2015	Student Focus Group	
WCW	March 23, 2015	Department Chairs	
WCW	March 25, 2015	ELAC Parents	
WCW	March 25, 2015	School Site Council	
WCW	March 30, 2015	Department Chairs	

Parent Advisory Meetings, including DELAC

Listed are the dates for stakeholder engagement meetings for both the LCAP Annual Update (progress report) and input/feedback for the 2015-16 LCAP - 3/4/15 and 4/12/15

VUSD LCAP Stakeholder Engagement Community Meeting (televised)

4/21/15

Vacaville Unified School District LCAP Public Hearing

5/28/15 and 6/11/15- Public Hearings for feedback and input

6/25/15 – For Board Approval

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 school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or 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 school sites 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 school sites 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 school sites 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 school sites 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 school sites?
- 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 school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

GOAL: 1	Further develop a systematic Response to Intervention district-wide program that determines and provides what students need before they fail.	Related State and/or Local Priorities: 1__ 2__ 3__ 4_x 5_x 6_x 7__ 8_x COE only: 9__ 10__ Local : Specify <u>Response to Intervention</u>
Identified Need :	There is a need to continue to implement a systematic Response to Intervention to address academic, behavioral and attendance needs of students as determined by district benchmark scores in ELA and Math, district discipline data and attendance data.	
Goal Applies to:	Schools: LEA Wide Applicable Pupil Subgroups:	All student groups, including unduplicated students and students with disabilities.
LCAP Year 1: 2015-16		
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Increase reading achievement in 1st, 3rd and 5th grades by 5%, as measured by district benchmark assessment and SBAC scores (Priority 4) • Increase math achievement scores in 4th, 7th and 9th grades by 5% as measured by district benchmark assessment and SBAC scores (Priority 4) • Set SBAC baseline for ELA and math as measured by the SBAC 2014-2015 results (Priority 4) • Increase district attendance rate by 1% as measured by annual district attendance data, chronic absentee data, middle school and high school drop-out and high school graduation rates (Priority 5) • Decrease classroom referrals in PBIS schools by 5% as measured by School Wide Information System (SWIS) Program data (Priority 6 & 8) • Decrease school suspensions and expulsions in PBIS schools by 5% as measured by Aeries/CalPADS student suspension rates, student expulsion rates (Priority 6) • Academic Performance Index scores and growth measures are not available at this time (Priority 4) • Increase English Language Achievement rates by 5% as measured by English Language Learner proficiency and reclassification rate (Priority 4) • Increase students meeting the entrance requirements to UC and CSU by 5% as measured by student A-G requirement data (Priority 4) • Increase the number of students passing the Advanced Placement Exams with a 3 or higher by 5% as measured by the Annual Advanced Placement Exam data (Priority 4) • Increase the number of students deemed college ready by 2% as measured by the Early Assessment program data (Priority 4) 	

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>ACADEMIC INTERVENTION</p> <p>1. Enhance and continue to build response to intervention support, and increase the number of interventions for students in both English Language Arts and Mathematics through the Rtl Coordinators (9) elementary FTE</p> <p>2. Continue and build on Universal screening practices.</p>	<p>TK – 12 All sites</p> <p>All sites</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>1. 01-0000- Unrestricted- 1XXX, 3XXX= \$785,732</p>
<p>3. Increase the number of elementary snapshot days to 3 annually</p> <p>4. Para-professional support for RTI at the large elementary sites (6 part-time positions)-Cooper, Callison, & Browns Valley</p> <p>5. Additional RTI coordinator for secondary sites</p> <p>6. Continue to work with Special Ed to work towards a blended model of intervention</p>	<p>TK-6 All Elementary sites</p> <p>7-12 sites</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>3. 01-0000- Unrestricted- 1XXX, 3XXX = \$45,000</p> <p>4. 01-0000- Unrestricted- 2XXX, 3XXX = \$92,028</p> <p>5. 01-0000- Unrestricted- 1XXX, 3XXX = \$83,598 (1 FTE)</p>
<p>7. Continue to build on and support First Best Teaching</p> <p>8. ESGI for Kindergarten</p> <p>9. Learning walks to help drive professional development at sites</p> <p>10. Continue to build secondary RTI model</p>	<p>TK-12 All Sites</p> <p>7th-12th Secondary sites</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>8. 01-0000- Unrestricted- 4XXX = \$12,000</p>

<p>BEHAVIORAL INTERVENTION</p> <p>11. Continue and enhance partnership with the City of Vacaville to provide Counseling Interns TK-6 at all elementary sites</p> <p>12. Investigate restorative practices to proactively prevent bullying & violence.</p>	<p>Elementary Sites</p> <p>All sites</p>	<p><input type="checkbox"/>_x_ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>11. 01-0000- Unrestricted- 5XXX = \$80,000</p>
<p>13. Ongoing support for classroom behavior management- Behavioral Supports for all students, both formal and informal. Professional development offerings regarding classroom behavior supports.</p>	<p>TK -12</p> <p>All sites</p>	<p><input type="checkbox"/>_x_ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>ATTENDANCE INTERVENTION</p> <p>14. Continue to build supports, interventions and incentives for school sites and classroom.</p> <p>15. Continue 85% attendance support</p>	<p>All sites</p>	<p><input type="checkbox"/>_x_ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>Initiate a “Drop-Out Task Force” to intervene with students at risk of dropping out.</p>	<p>6th, 8th & 9th grades</p>	<p><input type="checkbox"/>_x_ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>16. Review and adjust as deemed appropriate, the “Super Saturday” attendance recovery program for maximum impact.</p>	<p>All sites</p>	<p><input type="checkbox"/>_x_ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	

<p>FORMATIVE ASSESSMENTS</p> <p>17. Adjust and increase the use of the Common Formative Assessment proves to drive instruction and intervention based on student outcomes and needs.</p>	All sites	<p><input checked="" type="checkbox"/>_x_ALL</p> <p>OR:</p> <p><input type="checkbox"/>_Low Income pupils <input type="checkbox"/>_English Learners <input type="checkbox"/>_Foster Youth <input type="checkbox"/>_Redesignated fluent English proficient <input type="checkbox"/>_Other Subgroups:(Specify)_____</p>	
<p>18. Evaluate School City for continued use</p>	All sites	<p><input checked="" type="checkbox"/>_x_ALL</p> <p>OR:</p> <p><input type="checkbox"/>_Low Income pupils <input type="checkbox"/>_English Learners <input type="checkbox"/>_Foster Youth <input type="checkbox"/>_Redesignated fluent English proficient <input type="checkbox"/>_Other Subgroups:(Specify)_____</p>	
<p>WRAP AROUND SERVICE MODEL</p> <p>19. Continue Social Emotional Learning Committee work.</p> <p>20. Pilot Character Education Program- Positive Action (50 classrooms)/Training Pilot Units: Suicide Prevention and Relationship Violence Prevention</p> <p>21. District wide Social Emotional Learning Standards and Performance descriptors-pilot.</p> <p>22. Continue Link Crew</p> <p>23. Hire Assistant Principal 1 – Cooper/Callison</p>	TK-12	<p><input checked="" type="checkbox"/>_x_ALL</p> <p>OR:</p> <p><input type="checkbox"/>_Low Income pupils <input type="checkbox"/>_English Learners <input type="checkbox"/>_Foster Youth <input type="checkbox"/>_Redesignated fluent English proficient <input type="checkbox"/>_Other Subgroups:(Specify)_____</p>	<p>20a.01-0000- Unrestricted- 1XXX, 3XXX = \$40,000 Training</p> <p>20b.01-0000- Unrestricted- 4XXX= \$20,000 Curriculum</p> <p>22a.01-0000- Unrestricted- 1XXX, 2XXX, 3XXX = \$8,000 Stipends</p> <p>22b.01-0000- Unrestricted- 4XXX= \$14,000 Materials</p> <p>23. 01-0000- Unrestricted- 1131, 3XXX= \$104,432 (1 FTE)</p>

<p>FOSTER AND HOMELESS YOUTH</p> <p>24. Continue interventions for foster and homeless youth Connection with Social Services Backpacks and supplies (donations) Bus passes Emergency Supplies</p>	All sites	<p><input type="checkbox"/> ALL</p> <p>OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Homeless</u></p>	
<p>25. Update information for the first day parent packets to better identify homeless and foster youth</p> <p>26. Identify and monitor academic progress of foster & homeless youth and providing intervention quickly</p>	All sites	<p><input type="checkbox"/> ALL</p> <p>OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Homeless</u></p>	
<p>WELLNESS</p> <p>27. Wellness Coordinators at the middle schools.</p> <p>28. Continue Wellness Coordinators at the elementary schools</p> <ul style="list-style-type: none"> • Additional wellness activities <p>29. Increase overall wellness activities and awareness across the district</p> <p>30. Evaluate and adjust the elementary Physical Education program.</p>	<p>TK- 8 All site</p> <p>All sites</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>28. 01-9988- Unrestricted 1XXX, 2XXX, 3XXX= \$9,000 (Coordinators/ Grant)</p>

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:

Further develop a systematic Response to Intervention program that determines and provides what students need before they fail.

- Increase reading achievement in 1st, 3rd and 5th grades by 5%, as measured by district benchmark assessment and SBAC scores (Priority 4)
- Increase math achievement scores in 4th, 7th and 9th grades by 5% as measured by district benchmark assessment and SBAC scores (Priority 4)
- Set SBAC baseline for ELA and math as measured by the SBAC 2014-2015 results (Priority 4)
- Increase district attendance rate by 1% as measured by annual district attendance data, chronic absentee data, middle school and high school drop-out and high school graduation rates (Priority 5)
- Decrease classroom referrals in PBIS schools by 5% as measured by School Wide Information System (SWIS) Program data (Priority 6 & 8)
- Decrease school suspensions and expulsions in PBIS schools by 5% as measured by Aeries/CalPADS student suspension rates, student expulsion rates (Priority 6)
- Academic Performance Index scores and growth measures are not available at this time (Priority 4)
- Increase English Language Achievement rates by 5% as measured by English Language Learner proficiency and reclassification rate (Priority 4)
- Increase students meeting the entrance requirements to UC and CSU by 5% as measured by student A-G requirement data (Priority 4)
- Increase the number of students passing the Advanced Placement Exams with a 3 or higher by 5% as measured by the Annual Advanced Placement Exam data (Priority 4)
- Increase the number of students deemed college ready by 2% as measured by the Early Assessment program data (Priority 4)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>ACADEMIC INTERVENTION Continue current support and build more interventions as need in both ELA and Math. Evaluate universal screening process.</p>	<p>TK-12 All sites</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>No Cost</p>

Professional development as determined by staff Surveys.			
Continue Snapshot days	TK-6 All sites	<input checked="" type="checkbox"/> ALL	No Cost
Increase para professional support as determined by RTI site data.		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Continue work toward blended service model			
Continue to build and support First Best Teaching: <ul style="list-style-type: none"> Evaluate School City for continued use 	TK-12 All sites	<input checked="" type="checkbox"/> ALL	No Cost
Continue to Enhance secondary RTI model	7 th -12 th All Secondary	OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
<u>BEHAVIORAL INTERVENTION</u>	Fairmont, Vaca Pena, WCW, Hemlock, Padan, Markham, Browns Valley	<input checked="" type="checkbox"/> ALL	
Continue district pilot Behavioral Intervention system pilot (PBIS) with a minimum of 3 additional schools.		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Implement restorative practices pilot	All sites		
Ongoing support for classroom behavioral management-	TK-12 All sites	<input checked="" type="checkbox"/> ALL	
Continue Behavioral supports for all students. Continue professional development offerings regarding classroom behavioral support.		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
<u>ATTENDANCE INTERVENTION</u>	TK-12	<input checked="" type="checkbox"/> ALL	
District wide attendance campaign	All sites		
Create positive , more immediate incentives for attendance and being on time		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

Continue “Drop Out Task Force” to identify Students at risk early and intervene quickly.

Continue “Super Saturday” attendance recovery program.

FORMATIVE ASSESSMENTS

Continue to collaborate and adjust common formative assessments

Continue clerical assistance

WRAP AROUND SERVICE MODEL

Hire 3 FTE elementary assistant principals at: Browns Valley, Padan, Callison, Cooper, Markham, & Alamo.

Hire 2 Middle school deans.

Hire 1 master social worker

Expand Character Education Curriculum Pilot - Positive Action

Continue intern counseling program

Adopt district wide Social Emotional Learning Standards & Performance Descriptors

		<input type="checkbox"/> _x_ALL	No Cost
		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
		<input type="checkbox"/> _x_ALL	
All sites		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
		<input type="checkbox"/> _x_ALL	
All		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
		<input checked="" type="checkbox"/> _X_ALL	
TK-6	(BV,Markham, Callison, Cooper,Alamo,& Padan)	OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	01-0000- Unrestricted- 1XXX, 3XXX = \$255,000 Elem. AP
Middle School			01-0000- Unrestricted- 1XXX, 3XXX = \$150,000 Deans
All			
		<input checked="" type="checkbox"/> _X_ALL	
TK-12		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	01-0000- Unrestricted- 4XXX, 5XXX = \$50,000 Positive Action
TK-6th			01-0000- Unrestricted- 5XXX = \$80,000 Contract with city

Continue district wide suicide prevention, dating Violence prevention, cyber safety, anti bullying and drug awareness plan.	All	<input checked="" type="checkbox"/> ALL	No Cost
FOSTER AND HOMELESS YOUTH			
Continue implementation of foster and homeless Youth services Connection with social services Backpacks and supplies Bus passes Emergency Supplies	All sites	OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient Other Subgroups:(Specify)_____	
Evaluate identification process for foster and homeless youth cadre.	All sites	OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify)_____homeless youth_____	
Identify and monitor academic progress of foster & homeless youth and providing intervention Quickly	All sites	OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify)_____homeless youth_____	
WELLNESS			
Continue Wellness coordinators at the elementary and middle schools.	TK-8	<input checked="" type="checkbox"/> ALL	01-9988- Unrestricted- 1XXX, 2XXX, 3XXX = \$9,000 Coordinators, Grand Funds
Add wellness coordinators at the high schools	9-12th	OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient Other Subgroups:(Specify)_____	01-9988- Unrestricted- 1XXX, 2XXX, 3XXX = \$3,200 Coordinators, Grand Funds

Continue to increase the overall wellness activities and awareness across the district.	All	<input checked="" type="checkbox"/> ALL
Continue to evaluate and adjust the elementary P.E. program	All TK-6 sites	OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	<p>Further develop a systematic Response to Intervention program that determines and provides what students need before they fail.</p> <ul style="list-style-type: none"> • Increase reading achievement in 1st, 3rd and 5th grades by 5%, as measured by district benchmark assessment and SBAC scores (Priority 4) • Increase math achievement scores in 4th, 7th and 9th grades by 5% as measured by district benchmark assessment and SBAC scores (Priority 4) • Set SBAC baseline for ELA and math as measured by the SBAC 2014-2015 results (Priority 4) • Increase district attendance rate by 1% as measured by annual district attendance data, chronic absentee data, middle school and high school drop-out and high school graduation rates (Priority 5) • Decrease classroom referrals in PBIS schools by 5% as measured by School Wide Information System (SWIS) Program data (Priority 6 & 8) • Decrease school suspensions and expulsions in PBIS schools by 5% as measured by Aeries/CalPADS student suspension rates, student expulsion rates (Priority 6) • Academic Performance Index scores and growth measures are not available at this time (Priority 4) • Increase English Language Achievement rates by 5% as measured by English Language Learner proficiency and reclassification rate (Priority 4) • Increase students meeting the entrance requirements to UC and CSU by 5% as measured by student A-G requirement data (Priority 4) • Increase the number of students passing the Advanced Placement Exams with a 3 or higher by 5% as measured by the Annual Advanced Placement Exam data (Priority 4) • Increase the number of students deemed college ready by 2% as measured by the Early Assessment program data (Priority 4)
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p><u>ACADEMIC INTERVENTION</u> Continue to evaluate and adjust academic supports in both ELA and Math</p> <p>Continue to evaluate and use Universal Screening Process</p> <p>Continue to work towards a blended service model</p> <p>Continue Snap Shot Days</p> <p>Evaluate and adjust para-professional support as needed</p> <p>Continue to enhance, evaluate and adjust the Secondary Rtl model</p>	TK-12 All sites	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	No Cost
<p><u>BEHAVIORAL INTERVENTION</u> Continue PBIS</p> <p>Continue to enhance restorative practices</p> <p>Continue behavioral supports for all students</p> <p>Continue professional development regarding classroom behavioral supports</p>	TK-12 All sites district-wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	No Cost
<p><u>ATTENDANCE INTERVENTION</u> Continue the district-wide attendance campaign</p> <p>Continue “Drop-Out Task Force”</p>	TK-12 district-wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	No Cost

<p>Continue Super Saturday attendance recovery program</p> <p>FORMATIVE ASSESSMENTS Evaluate and adjust the collaboration regarding Common formative assessment</p> <p>Continue clerical assistance</p> <p>WRAP AROUND SERVICE MODEL Continue Character Education program</p> <p>Continue Social Emotional learning program TK-12</p> <p>Continue Intern Counseling Program</p> <p>Continue to enhance services for all students</p> <p>FOSTER AND HOMELESS YOUTH Enhance foster and homeless youth services and interventions</p> <p>Continue to evaluate and enhance the identification of homeless youth</p>		<p><input checked="" type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p> <p><input type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Homeless Youth</u></p>	<p>01-0000- Unrestricted- 5XXX = \$80,000 Contract with City</p>
<p>WELLNESS Continue Wellness Coordinators across the district</p> <p>Continue to increase and enhance overall wellness activities and awareness across the district</p> <p>Continue to evaluate and build the elementary P.E. program</p>		<p><input checked="" type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>No Cost</p>

GOAL: 2	Continue implementation of Common Core Curriculum for student mastery of the State Standards.		Related State and/or Local Priorities: 1__ 2_x 3__ 4_x 5__ 6__ 7_x 8_x COE only: 9__ 10__ Local : Specify <u>Common Core Implementation</u>
Identified Need :	There is an identified need to continue to implement the Common Core Curriculum through 21 st Century Readiness, Technology, English Language Development and Wellness in order to raise student achievement as measured by district and state assessments		
Goal Applies to:	Schools:	LEA Wide	Applicable Pupil Subgroups: All student groups, including unduplicated students and students with disabilities.
LCAP Year 1: 2015-16			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Increase ELA CCSS Mastery by 5% as measured by district benchmarks and assessments (Priority 4) • Increase mathematics CCSS Mastery by 5% as measured by district benchmarks and assessments (Priority 4) • Increase ELD achievement by 5% as measured by district ELA, writing benchmarks, district rate of reclassification and English proficiency rates (Priority 4 & 8) • Set SBAC baseline for ELA and math, as measured by the 2014-15 results (Priority 4) • Increase science achievement by 5% as measured by district benchmarks, assessments, CST Assessments (Priority 4) • Increase the number of students meeting the required entrance to UC and CSU by 5%, as measured by student A-G requirement data (Priority 4) • Increase the number of students in CTE Pathway courses by 5%, as measured by student enrollment in CTE Pathways data (Priority 8) • Increase the number of students passing the Advanced Placement exams with a 3 or higher by 5%, as measured by the Annual Advanced Placement Exam data (Priority 4) • Increase the number of students deemed college ready by 2%, as measured by the Early Assessment Program data (Priority 4) • Continue to improve student access and enrollment in all required areas of study, as measured by the annual course enrollment data (Priority 7) • Full implementation of CCSS across the district in ELA and math as measured by administrative data (Priority 2) • Academic Performance Index Scores and growth measures are not available at this time (Priority 4) 		

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p><u>COMMON CORE CURRICULUM IMPLEMENTATION</u></p> <p>1. Implement math adoption K-5 6-8 Secondary Integrated Math 2</p> <p>2. Additional professional development for math, science, history, and ELA</p>	K-12	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>3. Pilot elementary writing programs a. Being a Writer b. Spring Board 6th Grade</p> <p>4. Develop integrated Math 3 course</p> <p>5. Additional Dual Immersion middle school course</p>	TK-6 Secondary 7-8	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>3a. 01-0000- Unrestricted- 5XXX = \$207,250.00 Training</p> <p>3b. 01-0000- Unrestricted- 4XXX = \$86,800 Writing Curriculum</p> <p>5. 01-0000- Unrestricted- 1XXX, 3XXX = \$15,000</p>
<p>6. Align and revise benchmark and formative tests to CCSS</p> <p>7. Additional professional development for math, science, history, and ELA</p>	All Sites All Sites	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	

<p>8. Staff training with UC Davis Math and History projects and Sacramento area Science Project</p> <p>9. Pilot CAASPP interim assessments</p>	<p>All Sites</p>		
<p>10. Increase opportunities for Common Core authentic learning experiences such as guest speakers, assemblies and field trips</p>	<p>All Sites</p>		
<u>ENGLISH LANGUAGE DEVELOPMENT</u>			
<p>11. Pilot of language goals for English Language Learners and in the regular classroom.</p>	<p>TK-12 All sites</p>	<p><input type="checkbox"/> ALL</p>	
<p>12. ELD program review and analysis of ELD Special Education referrals.</p> <p>13. Continue and enhance district wide services though a budgeting and planning process.</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>14. Provide professional development regarding the implementation of the new ELD Standards, CELDT, CCSS, and best practices.</p>		<p><input type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>15. Continuous monitoring of Reclassified students and offering intervention early if needed</p>		<p><input type="checkbox"/> ALL</p>	
<p>16. Translators</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>16. 01-0000- Unrestricted- 2XXX, 3XXX = \$24,346</p>

17. ELD Professional Development

18. Centralized Services

- a. SEI Instructional Aides
- b. District Coaches (EL and Literacy)
- c. EL Site Coordinators
- d. Strategic ELA/ELD support sections
- e. .25 of each Language Teacher

17. 01-0000-
Unrestricted-
1XXX, 3XXX
= \$55,000

18a.
01-0000-
Unrestricted-
2XXX, 3XXX
= \$265,000

18b.
01-0000-
Unrestricted-
1XXX, 3XXX
= \$216,400

18c.
01-0000-
Unrestricted-
1XXX, 3XXX
= \$64,900

18d.
01-0000-
Unrestricted-
1XXX, 3XXX
= \$302,100

18e.
01-0000-
Unrestricted-
1XXX, 3XXX
=\$140,100

TECHNOLOGY

<p>19. Inventory Tracking System Library Books, Textbooks, Devices (Measure A Funds)</p>	<p>All sites</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>19. 22-0000 Unrestricted 5XXX= \$150,000 (Measure A Funds)</p>
<p>20. Deepen technology integration and alignment to instruction.</p>	<p>All sites</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>19. 22-0000 Unrestricted 5XXX= \$150,000 (Measure A Funds)</p>
<p>21. Integration of word processing and typing skills</p>	<p>K-6</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>19. 22-0000 Unrestricted 5XXX= \$150,000 (Measure A Funds)</p>
<p>22. Expand Google Classroom pilot</p>	<p>TK-12</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>19. 22-0000 Unrestricted 5XXX= \$150,000 (Measure A Funds)</p>
<p>23. Determine 21st Century classroom requirements and begin implementation.</p>	<p>All sites</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>19. 22-0000 Unrestricted 5XXX= \$150,000 (Measure A Funds)</p>
<p>24. Teacher training for use of devices, applications and programs for instruction.</p>	<p>All sites</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>19. 22-0000 Unrestricted 5XXX= \$150,000 (Measure A Funds)</p>
<p>25. a. 3 Technician positions 2 Techs 1 Lead b. 1 Digital Specialist</p>	<p>To support all sites</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>25a. 01-0000- Unrestricted- 2XXX, 3XXX = \$185,000 (3 FTE)</p>
<p>26. School City Clerk support</p>	<p>To support all sites</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>25b. 01-0000- Unrestricted- 1XXX, 3XXX = \$84,318 26. 01-0000- Unrestricted- 2XXX, 3XXX = \$81,501</p>

21ST CENTURY READINESS

<p>27. Implementation of New Career Pathways for High school students</p> <ul style="list-style-type: none"> • Biotech (VHS) • Automation Engineering (WCW) 	<p>9th-12th VHS, WCW, BCMHS</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>No Cost</p>
<p>28. Apply for A-G UC recognition for Career Pathway Courses</p>			<p>No Cost</p>
<p>29. College and Career Centers expansion at Will C. Wood & Vacaville High School</p>	<p>9th-12th WCW VHS</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>No Cost</p>
<p>30. College and Career events at all schools Develop community partnerships</p>	<p>All sites District wide</p>		<p>No Cost</p>
<p>31. Increase opportunities for art, music and library in elementary schools</p>	<p>TK-6 All sites</p>		<p>No Cost</p>
<p>32. Infuse Gate activities into interventions</p>	<p>TK -6</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>33. 01-0000- Unrestricted- 4XXX= 40,000 (AVID Books and Supplies)</p>
<p>33. Continue to expand AVID at the secondary schools</p>	<p>All sites 7-12</p>		<p>01-0000- Unrestricted- 5XXX= 10,000 AVID Membership, PD)</p>
<p>34. Review overall GATE structure, plan Implementation</p>	<p>All sites</p>		
<p>35. Add Junior/11th grade VECHS class</p>	<p>Site</p>		<p>35. 01-0000- Unrestricted- 4XXX= \$25,000 VECHS (Books and Supplies)</p>

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:

- Continue implementation of Common Core Curriculum for student mastery of the state standards.**
- Increase ELA CCSS Mastery by 5% as measured by district benchmarks, assessments and SBAC assessments (Priority 4)
 - Increase mathematics CCSS Mastery by 5% as measured by district benchmarks, assessments and SBAC assessments (Priority 4)
 - Increase ELD achievement by 5% as measured by district ELA, writing benchmarks, SBAC Assessments and district rate of reclassification and English proficiency rates (Priority 4 & 8)
 - Increase science achievement by 5% as measured by district benchmarks, assessments, CST Assessments (Priority 4)
 - Increase the number of students meeting the required entrance to UC and CSU by 5%, as measured by student A-G requirement data (Priority 4)
 - Increase the number of students in CTE Pathway courses by 5%, as measured by student enrollment in CTE Pathways data (Priority 8)
 - Increase the number of students passing the Advanced Placement exams with a 3 or higher by 5%, as measured by the Annual Advanced Placement Exam data (Priority 4)
 - Increase the number of students deemed college ready by 2%, as measured by the Early Assessment Program data (Priority 4)
 - Continue to improve student access and enrollment in all required areas of study, as measured by the annual course enrollment data (Priority 7)
 - Full implementation of CCSS across the district in ELA and math as measured by administrative data (Priority 2)
 - Academic Performance Index Scores and growth measures are not available at this time (Priority 4)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p><u>COMMON CORE CURRICULUM IMPLEMENTATION</u></p> <p>1. Review Math Implementation:</p> <ul style="list-style-type: none"> • Calibrate curriculum • Supplement where necessary • Create pacing guides/instructional maps • Continue professional development as needed 	TK-12	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups (Specify) _____</p>	No Cost

<p>2. Review English Implementation:</p> <ul style="list-style-type: none"> • Calibrate curriculum • Supplement where necessary • Create pacing guides/instructional map 	TK-12	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups (Specify) _____	No Cost
<p>3. Continue to evaluate and adjust benchmark and Formative assessments.</p>	TK-12	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups (Specify) _____	No Cost
<p>4. Evaluate use of interim assessments in place of Benchmarks.</p>	3 rd -12 th	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups (Specify) _____	No Cost
<p>5. Review Science Implementation:</p> <ul style="list-style-type: none"> • Calibrate curriculum • Supplement where necessary • Create pacing guides/instructional maps 	TK-12	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups (Specify) _____	No Cost
<p>6. Review History Implementation:</p> <ul style="list-style-type: none"> • Calibrate curriculum • Supplement where necessary • Create pacing guides/instructional maps 	TK-12	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups (Specify) _____	No Cost
<p>ENGLISH LANGUAGE DEVELOPMENT</p>		<input type="checkbox"/> ALL	No Cost
<p>Implement language goals for all English Language Learners.</p>	All	OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups (Specify) _____	No Cost
<p>Incorporate language goals for E.L. students into the regular classroom</p>		<input type="checkbox"/> ALL	
<p>Continue to closely monitor re-designated students and intervening quickly when necessary.</p>	All	OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups (Specify) _____	

Continue to enhance and target English Language Development services district wide through a budget planning process.	All	__ALL	No Cost
Provide language development professional development across the district.	All	OR: __ Low Income pupils __x English Learners __ Foster Youth __x Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	01-0000- Unrestricted- 1XXX, 3XXX = \$15,000 Substitutes 01-0000- Unrestricted- 4XXX, 5XXX = \$25,000 Training and Materials
TECHNOLOGY Continue technology integration and alignment to instruction.	All	__x ALL	No Cost
Continue building student typing and word processing skills.	All	OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups (Specify)_____	No Cost
Expand Google Classroom		__x ALL	No Cost
Continue teacher training for use of devices, applications and programs for instruction.	All	OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups (Specify)_____	01-0000- Unrestricted- 1XXX, 3XXX = \$25,000 Substitutes

21ST CENTURY READINESS

Continue building career pathways for high school students.

Increase college and career focus at all schools with campaigns and events.

Increase S.T.E.A.M. opportunities at the elementary sites.

Investigate pre-pathway course options for middle school.

Continue to build community partnerships

9th-12th

TK-12th
All sites

Tk-6th
All sites

TK-12th
All sites

<input checked="" type="checkbox"/> ALL
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____
<input checked="" type="checkbox"/> ALL
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____
<input checked="" type="checkbox"/> ALL
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____

No Cost

No Cost

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:

- Continue implementation of Common Core Curriculum for student mastery of the state standards.**
- Increase ELA CCSS Mastery by 5% as measured by district benchmarks, assessments and SBAC assessments (Priority 4)
 - Increase mathematics CCSS Mastery by 5% as measured by district benchmarks, assessments and SBAC assessments (Priority 4)
 - Increase ELD achievement by 5% as measured by district ELA, writing benchmarks, SBAC Assessments and district rate of reclassification and English proficiency rates (Priority 4 & 8)
 - Increase science achievement by 5% as measured by district benchmarks, assessments, CST Assessments (Priority 4)
 - Increase the number of students meeting the required entrance to UC and CSU by 5%, as measured by student A-G requirement data (Priority 4)
 - Increase the number of students in CTE Pathway courses by 5%, as measured by student enrollment in CTE Pathways data (Priority 8)
 - Increase the number of students passing the Advanced Placement exams with a 3 or higher by 5%, as measured by the Annual Advanced Placement Exam data (Priority 4)
 - Increase the number of students deemed college ready by 2%, as measured by the Early Assessment Program data (Priority 4)
 - Continue to improve student access and enrollment in all required areas of study, as measured by the annual course enrollment data (Priority 7)
 - Full implementation of CCSS across the district in ELA and math as measured by administrative data (Priority 2)
 - Academic Performance Index Scores and growth measures are not available at this time (Priority 4)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
COMMON CORE CURRICULUM IMPLEMENTATION Continue to evaluate and increase the math curriculum		<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	No Cost

<p>Continue to review the English Language Arts implementation</p> <p>Evaluate and adjust history and science curriculum</p>		<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify) _____</p>	
<p>ENGLISH LANGUAGE DEVELOPMENT</p> <p>Continue to evaluate and adjust benchmark and formative assessments for ELS implementation</p> <p>Continue (to fidelity) the implementation of ELD goals for all English Language Learners</p>		<p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify) _____</p>	No Cost
<p>Continue to enhance and target English Language Development services district-wide through a budget planning process</p> <p>Continue to closely monitor redesignated students and intervene quickly when necessary</p>		<p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify) _____</p>	No Cost
<p>TECHNOLOGY</p> <p>Continue technology integration and alignment to instruction</p> <p>Enhance classroom technology support and development</p>		<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify) _____</p>	No Cost
<p>Continue professional development to increase depth and breadth of technology use instructionally</p>		<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify) _____</p>	No Cost

<p>21ST CENTURY READINESS</p> <p>Continue to build and enhance career pathways for high school students</p> <p>Continue to increase college and career focus at all schools</p>		<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>No Cost</p>
<p>Enhance STEAM opportunities at the elementary and middle schools</p> <p>Continue to build and strengthen community partnerships</p>		<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>No Cost</p>

GOAL: 3	Increase Parent Involvement in order to increase student engagement and achievement.	Related State and/or Local Priorities: 1__ 2__ 3 <input checked="" type="checkbox"/> 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify <u>Increase Parent Participation</u>
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Identified Need : Increase Parent Involvement to seek input in making decisions for the district and school sites

Goal Applies to: Schools: LEA Wide
 Applicable Pupil Subgroups: All student groups, including unduplicated students and students with disabilities.

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:

- Increase opportunities for parent engagement by 10% as measured by district-wide parent and staff survey data, participation data, and event calendar data (Priority 3)
- Increase parent participation by 10%, as measured by outreach, participation, sign-in sheets, and focus group data (Priority 3)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Increase the Parent University events at each school sites to 3, to provide helpful resources, information and engagement opportunities to families. (literacy, math, science....)	All sites	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No Cost
2. Develop parent focus groups early in the year to share data and student support needs/concerns/ ideas	All sites	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Homeless Youth</u>	No Cost
3. Increase activities that will allow for family and parent involvement in their child's education	All sites	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No Cost
4. Consistently use communication tools in Spanish and English	All sites	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No Cost

LCAP Year 2: 2016-17

LCAP Year 2: 2016-17			
Expected Annual Measurable Outcomes:	<p>Increase Parent Involvement in order to increase student engagement and achievement.</p> <ul style="list-style-type: none"> • Increase opportunities for parent engagement by 10% as measured by district-wide parent and staff survey data, participation data, and event calendar data (Priority 3) • Increase parent participation by 10%, as measured by outreach, participation, sign-in sheets, and focus group data (Priority 3) 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue and increase the “Parent University” opportunities across the district. Continue parent focus group	TK-12 th TK-12 th	<input checked="" type="checkbox"/> ALL <hr/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No Cost
Continue and build on opportunities that allow families to interact and engage in their child’s education. Pilot teacher home visit project	TK-12 th TK-6th	<input type="checkbox"/> ALL <hr/> OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	01-0000- Unrestricted- 1XXX, 3XXX = \$20,000 Staff
Family liaisons at title I sites: Padan Markham Fairmont Hemlock Vaca Pena	TK-8th	<input type="checkbox"/> ALL <hr/> OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	01-0000- Unrestricted- 2XXX, 3XXX = \$80,000 Staff

LCAP Year 3: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> • Increase opportunities for parent engagement by 10% as measured by district-wide parent and staff survey data, participation data, and event calendar data (Priority 3) • Increase parent participation by 10%, as measured by outreach, participation, sign-in sheets, and focus group data (Priority 3) 		
<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>Continue to build and enhance “Parent University” events across the district</p>	<p>District-wide</p>	<p><u> X </u> ALL ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups: (Specify) _____</p>	<p>No Cost</p>
<p>Continue to develop and build parent focus groups</p> <p>Continue to increase family activities and parent involvement opportunities</p> <p>Continue to use and enhance communication tools in Spanish and English</p>	<p>District-wide</p>	<p><u> X </u> ALL ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups: (Specify) _____</p>	<p>No Cost</p>

GOAL: 4	Continue to increase Instructional Effectiveness and student engagement to improve student achievement.	Related State and/or Local Priorities: 1__x 2__ 3__ 4__ 5__x 6__ 7__ 8__x COE only: 9__ 10__ Local : Specify <u>Instructional Effectiveness</u>
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Identified Need :	There is an identified need, through district staff, facilities and enrollment data, to continue to support teachers and staff, offer safe, clean facilities and reduce class sizes in K-3.
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Goal Applies to:	Schools: LEA Wide
	Applicable Pupil Subgroups: All student groups, including unduplicated students and students with disabilities.

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Have all teachers NCLB compliant as measured by Human Resources data (Priority 1) • Continue to have no misassigned teachers as measured by teacher credential/teaching assignment date (Priority 1) • Provide clean and safe facilities as measured by the “Facilities Inspection Tool” system annual reviews and parent, staff and student surveys (Priority 1) • Ensure student access to standards aligned materials, as measured by the Williams Act report and data (Priority 1) • Reduction of K-3 class sizes by 32.19% as measured by enrollment data (Priority 8) • Increase student attendance rates by 1%, as measured by district attendance data, middle school and high school dropout rates, and high school graduation rates (Priority 5) • Reduce chronic absenteeism by 1%, as measured by chronic absentee data (Priority 5)
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<u>INSTRUCTIONAL EFFECTIVENESS AND STUDENT ENGAGEMENT</u> 1. All teachers NCLB (Highly Qualified) Compliant in preparation and authorizations. 2. Investigate the probability of an increased instructional day.	All sites	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No Cost

3. Prioritize staff compensation as a means of raising student achievement. (LCFF Base Funds)

4. Continue and enhance the Beginning Teacher Support and Accountability Program (BTSA)
 a. 30 first year participants (approximately)
 30 second year participants
 b. Substitutes for Mentor-release time

5. Encourage diversity in hiring practices.

All sites

ALL

OR:
 Low Income pupils English Learners
 Foster Youth Redesignated fluent English proficient
 Other Subgroups:(Specify)_____

ALL

OR:
 Low Income pupils English Learners
 Foster Youth Redesignated fluent English proficient
 Other Subgroups:(Specify)_____

3. 01-0000-
 Unrestricted-
 1XXX, 3XXX
 = LCFF Base
 Funds Only
 \$2,598,970
 (Salary
 Increase)

4a. 01-0000-
 Unrestricted-
 1XXX, 3XXX,
 = \$15,000
 Substitutes

01-0000-
 Unrestricted-
 5XXX =
 \$279,700
 Training/PD

4b. 01-0000-
 Unrestricted-
 1XXX, 3XXX
 = \$10,000

6. Pilot new teacher orientation

7. Annual Staff Surveys
 Common Core Implementation
 Technology use and implementation
 Professional Development needs
 Continue Feedback Forum/Teacher
 Voice process

All sites

<p><u>FACILITIES</u></p> <p>8. Update differed maintenance plan and prioritize projects</p> <p>9. Increase funding levels in routine restricted maintenance contribution</p> <p>10. Planning/DSA process and construction based on Facilities prioritizes</p> <p>11. Facilities project (measure A) planning based on program growth and need.</p>	<p>All sites</p>	<p><input type="checkbox"/> <u>x</u> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p> <hr/> <p><input checked="" type="checkbox"/> <u>x</u> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>No Cost</p>
<p><u>CLASS SIZE REDUCTION</u></p> <p>12. Add a TK class for the 2015-16 school year due to enrollment (LCFF Base Funds)</p>	<p>TK Markham Elementary</p>	<p><input type="checkbox"/> <u>x</u> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>12. 01-0000 Unrestricted 1XXX, 3XXX= LCFF Base Funds Only \$63,688</p>
<p>13. Reduce TK-3 class size by at least 32.19% per site for the 2015-16 school year</p>	<p>TK-3 All Elementary sites</p>	<p><input type="checkbox"/> <u>x</u> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>13. 01-0000 Unrestricted 1XXX, 3XXX= \$424,696 (class size reduction TK-3)</p>
<p>14. Continue to discuss possibilities for reduction in class sizes 4th-8th</p>	<p>District wide 4th-8th grades</p>	<p><input type="checkbox"/> <u>x</u> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>No Cost</p>

LCAP Year 2: 2016-17

<p>Expected Annual Measurable Outcomes:</p>	<p>Continue to increase Instructional Effectiveness to improve student achievement.</p> <ul style="list-style-type: none"> • Have all teachers NCLB compliant as measured by Human Resources data (Priority 1) • Continue to have no teachers misassigned as measured by teacher credential/teaching assignment date (Priority 1) • Provide clean and safe facilities as measured by the “Facilities Inspection Tool” system reviews and parent, staff and student surveys (Priority 1) • Ensure student access to Standards aligned materials, as measured by the Williams Act report and data (Priority 1) • Reduction of K-3 class sizes by 32.19% as measured by enrollment data (Priority 8) • Increase student attendance rates by 1%, as measured by district attendance data and middle school and high school dropout rates, and high school graduation rates (Priority 5) • Reduce chronic absenteeism by 1%, as measured by chronic absentee data (Priority 5)
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p><u>INSTRUCTIONAL EFFECTIVENESS AND STUDENT ENGAGEMENT</u> All teachers NCLB (Highly Qualified) Compliant in preparation and authorizations. Continue feedback forum process.</p>	All	<p><input checked="" type="checkbox"/> ALL</p> <p>OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____</p>	No Cost
<p>Prioritize staff compensation as a means of raising student achievement. Continue offering BTSA</p>	All	<p><input checked="" type="checkbox"/> ALL</p> <p>OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____</p>	<p>01-0000- Unrestricted- 1XXX, 3XXX = \$15,000 Substitutes</p> <p>01-0000- Unrestricted- 5XXX = \$279,700 Training/PD</p>

<p>Encourage diversity in hiring practices. Annual Staff Surveys Common core implementation Social Emotional Learning Technology use and implementation Professional Development needs</p>	All	<input checked="" type="checkbox"/> _x_ALL OR: <input type="checkbox"/> _Low Income pupils <input type="checkbox"/> _English Learners <input type="checkbox"/> _Foster Youth <input type="checkbox"/> _Redesignated fluent English proficient <input type="checkbox"/> _Other Subgroups:(Specify)_____	No Cost
<p><u>FACILITIES</u> Continue to update and address differed maintenance projects. Continue to address finding needs for routine restricted maintenance contribution</p>	All sites Across the district	<input checked="" type="checkbox"/> _x_ALL OR: <input type="checkbox"/> _Low Income pupils <input type="checkbox"/> _English Learners <input type="checkbox"/> _Foster Youth <input type="checkbox"/> _Redesignated fluent English proficient <input type="checkbox"/> _Other Subgroups:(Specify)_____	No Cost
<p>Continue with facilities projects through Measure A planning.</p>	All	<input checked="" type="checkbox"/> _x_ALL OR: <input type="checkbox"/> _Low Income pupils <input type="checkbox"/> _English Learners <input type="checkbox"/> _Foster Youth <input type="checkbox"/> _Redesignated fluent English proficient <input type="checkbox"/> _Other Subgroups:(Specify)_____	No Cost
<p><u>CLASS SIZE REDUCTION</u> Evaluate the need for additional TK classes.</p>	TK	<input checked="" type="checkbox"/> _X_ALL OR: <input type="checkbox"/> _Low Income pupils <input type="checkbox"/> _English Learners <input type="checkbox"/> _Foster Youth <input type="checkbox"/> _Redesignated fluent English proficient <input type="checkbox"/> _Other Subgroups:(Specify)_____	No Cost
<p>Reduce TK-3 class size by required gap of 32.19%.</p>	TK-3 All elementary sites	<input checked="" type="checkbox"/> _X_ALL OR: <input type="checkbox"/> _Low Income pupils <input type="checkbox"/> _English Learners <input type="checkbox"/> _Foster Youth <input type="checkbox"/> _Redesignated fluent English proficient <input type="checkbox"/> _Other Subgroups:(Specify)_____	01-0000- Unrestricted- 1XXX, 3XXX = \$400,000
<p>Continue to evaluate class size reduction options for grades 4-8</p>	4 th -8 th grades All sites	<input checked="" type="checkbox"/> _X_ALL OR: <input type="checkbox"/> _Low Income pupils <input type="checkbox"/> _English Learners <input type="checkbox"/> _Foster Youth <input type="checkbox"/> _Redesignated fluent English proficient <input type="checkbox"/> _Other Subgroups:(Specify)_____	No Cost

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	<p>Continue to increase Instructional Effectiveness to improve student achievement.</p> <ul style="list-style-type: none"> • Have all teachers NCLB compliant as measured by Human Resources data (Priority 1) • Continue to have no teachers misassigned as measured by teacher credential/teaching assignment date (Priority 1) • Provide clean and safe facilities as measured by the “Facilities Inspection Tool” system reviews and parent, staff and student surveys (Priority 1) • Ensure student access to Standards aligned materials, as measured by the Williams Act report and data (Priority 1) • Reduction of K-3 class sizes by 32.19% as measured by enrollment data (Priority 8) • Increase student attendance rates by 1%, as measured by district attendance data and middle school and high school dropout rates, and high school graduation rates (Priority 5) • Reduce chronic absenteeism by 1%, as measured by chronic absentee data (Priority 5)
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Continue to have all teachers compliant with all State and Federal credentialing and qualification requirements</p> <p>Continue to encourage diversity in hiring practices</p>	District-wide	<p><input checked="" type="checkbox"/> ALL</p> <hr style="border-top: 1px dashed black;"/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify) _____</p>	No Cost
Continue to offer BTSA	District-wide	<p><input checked="" type="checkbox"/> ALL</p> <hr style="border-top: 1px dashed black;"/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>01-0000- Unrestricted- 1XXX, 3XXX = \$15,000 Substitutes</p> <p>01-0000- Unrestricted- 5XXX = \$279,700 Training/PD</p>

GOAL: 5	Strengthen Preschool and Early Childhood Education opportunities that allow for preparation and early intervention for Kindergarten.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ <u>x</u> COE only: 9__ 10__ Local : Specify <u>Preschool</u>	
Identified Need :	There is a need to create and align Quality Early Learning opportunities within the City of Vacaville as determined by incoming TK & K student readiness data.		
Goal Applies to:	Schools: <u>LEA Wide</u>	Applicable Pupil Subgroups: <u>All student groups, including unduplicated students and students with disabilities.</u>	
LCAP Year 1: 2015-16			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> Increase communication between various early learning partners, as measured by survey, committee meeting notes and anecdotal data from cadre (Priority 8) 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Alignment of preschool with TK and Kindergarten through the creation of a Vacaville Early Education Consortium.	Vacaville Preschool Students 3-5 years	<u>x</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No Cost
2. Expand transition to Kindergarten offering.	Vacaville 4-5 years old	<u>x</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	2a. 01-9945- Unrestricted 1XXX, 3XXX = Staff/First 5 Grant 2b. 01-9945- 4XXX = Materials/ First 5 Grant

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	Strengthen Preschool and Early Childhood Education opportunities that allow for preparation and early intervention for Kindergarten. • Increase communication between various early learning partners, as measured by survey, committee meeting notes and anecdotal data from cadre (Priority 8)		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue aligning Preschool with TK and Kindergarten through the Common Core State Standards and State Preschool Foundation.	3 years – Kindergarten	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No Cost
Continue Vacaville Early Learning Cadre. Continue expansion of transitional to Kindergarten offerings.	3 years – Kindergarten	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	01-9945-1XXX, 3XXX = \$16,000 Staff/First 5 Grant 01-9945-4XXX = \$5,000 Materials/ First 5 Grant
Explore mommy and me early learning options. Seek out and apply for grants to work towards offering preschool to Vacaville families.	Vacaville Families Elementary school sites	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No Cost

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	Strengthen Preschool and Early Childhood Education Opportunities that allow for preparation and early intervention for Preschool. <ul style="list-style-type: none"> Increase communication between various early learning partners, as measured by survey, committee meeting notes and anecdotal data from cadre (Priority 8) 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to evaluate and enhance alignment between PreK, TK and Kindergarten	3 year olds to kindergarten	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____	No Cost
Continue to build and enhance the Vacaville Early Learning Cadre	3 year olds to kindergarten	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____	No Cost
Continue to seek out and apply for grants to work towards offering preschool to the Vacaville families	Elementary sites	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____	No Cost

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 school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Original GOAL from prior year LCAP: 1	To develop and implement a Response to Instruction and Intervention and intervention system district wide.	Related State and/or Local Priorities: 1__x 2__x 3__x 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify __Response to Intervention
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Goal Applies to:	Schools: LEA	Applicable Pupil Subgroups: All student groups, including unduplicated students and students with disabilities.
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Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> -Development of Universal Interim Assessment criteria -Annual Assessment of Baseline student data and diagnostic data -Pre/post test for all interventions -Progress monitoring at 2, 4 or 6 weeks Intervention pre/post test data used for student placement -Formative Assessment data used for student intervention -Classroom instruction adjustment/plan PLC meeting minutes shared with principals -Student health data reviews 	Actual Annual Measurable Outcomes:	<ul style="list-style-type: none"> -See Appendix for data related to LCAP Goal 1, Response to Intervention -All data was collected three times through the 2014-15 school year
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. RTI: Know students by name and by need		1. Continued practice of knowing student by names and need	
2. Snap Shot days	2.\$30,000	2. Snapshot days at the elementary sites	2. \$30,000
3. RTI Coordinators	3.\$640, 000	3. Hired (9) FTE Rtl Elementary Coordinators	3. \$726,454
4. Purchase ESGI for 1 st grade classrooms	4.\$2,625 (ESGI)	4. Provided ESGI for 1 st grade classrooms across district	4. \$4,625
5. All sites will document and provide a cohesive RTI process that integrates resources from general education, former		5. Implementation across district of an Rtl process K-6 and secondary, 4-6 week cycles	

<p>categorical programs and special education into a comprehensive system of core instructions and interventions available to benefit every student.</p>		<p>5. Use of Common Formative Assessment across the district</p> <p>5. PLC meetings focused on CFA and data, and minutes shared with principals</p> <p>5. Health data reviews done for Snapshot and SST's</p>	
<p>6. Progress monitor interventions and decisions made by analyzing ELA, ELD, and Math data.</p>		<p>6. Elementary sites implemented 4-6 week instruction cycles and monitoring</p> <p>6. Students progress through ELD, ELA and math Benchmark data</p> <p>6. Secondary sites monitored student progress in ELD, ELA and math through Benchmark data</p> <p>6. High schools began using CFA data for short-term intervention (PAWS, Academic Success)</p>	
<p>7. Refine Master Schedule</p> <ul style="list-style-type: none"> • Improve the quality of school time and Bell to Bell Instruction • Bell to Bell with Sarah Buckerfield Training • Learning Walks • Reduce problems associated with pull-out programs • Daily Intervention built in • Daily ELD 		<p>7. Learning Walks continued at P.I. schools</p> <p>7. All K-6 and high schools have daily intervention</p> <p>7. Secondary sites have used the Master Schedule to offer more ongoing, intensive intervention based on student need</p> <p>7. All sites have daily ELD</p>	

<p>8. Optimal Instruction – Good First Teaching-Learning Objective Student Engagement Checking for Understanding (CFU)</p> <p>9. Sites will continue to use the learning walk process and the data to provide feedback on Good First Teaching.</p> <p>10. The district will provide a multitude of professional development opportunities that will enhance Good First Teaching.</p> <p>11. Administrative training in Administrative Walk Throughs</p> <p>12. Follow up demo lessons</p> <p>13. Provide Bell to Bell Instruction (Expectation)</p>	<p>10. \$240,000</p>	<p>8. Continued work with sites regarding use of various tools to measure student engagement (CFU's) and learning</p> <p>9. P.I. schools continued Learning Walk process</p> <p>10. The district has provided the following Professional Development opportunities for all teachers: ELS CCSS Math CCSS History Science Technology</p> <p>11. Other sites continue process with administrators doing the walk-throughs and providing feedback</p> <p>12. Markham Elementary continued the follow-up demonstration lesson practices Other sites have done this more informally</p>	<p>10. \$199,793</p>
<p>Special Education Resource Program</p> <p>14. Development of a Universal understanding of role of RSP teacher</p> <p>15. Training for all Special Education staff in a Universal Screening tool such as DIBBELS, Basic Reading Inventory, Developmental Reading Assessment, running record, ...</p>		<p>14. Began discussions with Special Education staff and labor union regarding the roles of the Rtl Coordinator, RSP teacher and Instructional Aides in the Rtl model</p> <p>15. Provided training for interested Special Education staff, general education teachers and Instructional Aides in various intervention and assessment programs</p>	

<p>16. Provide Tier 2 support - prescriptive, skill based research based interventions with fluid support at all grade levels with Special Ed and other support staff. Small group instruction with 6 – 8 students in a group on a 4,6, or 8 week cycle</p> <p>17. Consistently provide Universal Access to Core</p>		<p>17. All sites consistently provide Universal Access to all core curriculum</p>	
<p>18. Special Education SDC Program provide services for: Regionalized Programs FA, TAP, PERL, SCIL</p> <ul style="list-style-type: none"> • Non-Categorical SDC • Access to Core Curriculum at grade level • Scaffolding with grade level Core Curriculum 	<p>1. \$50,000</p>	<p>18. Continued to provide services for all Regionalized Programs</p> <p>18. Purchased Common Core Curriculum Materials for Special Education programs</p> <p>18. Working toward scaffolding Special Education student IEP goals with grade level core curriculum</p>	<p>1. \$20,509</p>
<p>19. Response to Intervention- Behavioral</p> <ul style="list-style-type: none"> • Creation of a continuum of support on a school wide level to ensure behavioral needs of all students are met • Develop alternatives to suspension and create Positive Behavior Intervention Supports (PBIS) – Will C. Wood, Vaca Pena, Fairmont <p>20. Develop effective Bell to Bell expectations, with PD</p> <ul style="list-style-type: none"> • Procedures 	<p>\$12,000</p>	<p>19. Began working toward innovative, age appropriate alternatives to suspension – especially K-3</p> <p>19. Implemented P.B.I.S. at three school sites: Fairmont, Vaca Pena and WCW</p> <p>21. Focused on developing standards and expectations for Social Emotional Learning</p> <p>21. Social Emotional Learning Committee and sub –committees worked on process and</p>	<p>19. \$12,000 (Site funds training)</p>

<ul style="list-style-type: none"> Use of Instructional Time <p>21. Social/Emotional Learning</p> <p>22. Focus on Social Skills</p> <p>23. Behavioral Support Plan process available for all students who need it</p>		<p>pilot for the coming year</p> <p>22. Social Emotional Learning Curriculum pilot</p> <p>23. Training for teachers and staff regarding behavioral support for all students</p> <p>23. Behavioral Support Plan process available for all students who need it</p>	<p>22. \$30,508</p>
<p>24. Response to Intervention Attendance</p> <ul style="list-style-type: none"> As part of the District RTI-Attendance Plan Sites will develop a committee to aide families and intervene with student truancy issues <p>25. Investigate implementation of home visit process</p> <p>26. Continue district wide attendance incentives to sites Continue secondary attendance incentive "GOTCHA"</p> <p>27. Investigate feasibility of effective summer school model</p> <p>28. Continue Super Saturday Attendance recovery opportunities</p>		<p>24. Increased SART and site level interventions and interactions with student and families</p> <p>24. High schools piloted the "85%" Attendance Rule</p> <p>25. Investigated home visit process, a few pilots were done: Fairmont and ISP</p> <p>26. Continued district-wide attendance incentives: GOTCHA</p> <p>27. Investigated possibility of 8th grade summer school/study options</p> <p>28. Continued to build strong Super Saturday Attendance Recovery opportunities</p>	
<p>Drop Out Rate Reduction</p> <p>29. Identify students in danger of future dropout</p>		<p>29. Began to look at drop-out rate and ways to gather data for 5th, 6th, 8th and 9th graders, specifically.</p>	

<p>in grades 6th, 8th and 9th</p> <p>30. Build process for detection of early warning signs of potential drop out</p> <p>Create site taskforce to target and track identified students that are at risk of drop out</p> <p>Annual meetings of task force with intervention staff, mentors, parents, teachers and student</p> <p>Plans created, updated and monitored annually</p>		<p>30. Jepson and Fairmont piloted indicators for students at risk for drop out</p>	
<p>Scope of service: All School Sites</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>Scope of service: All School Sites</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>The Vacaville Unified School District was able to implement a district-wide Response to Intervention system. In the 2015-16 school year, the focus for the implementation will be to work toward alignment of the Common Formative Assessments to the Common Core Standards and the day to day classroom instruction. Through the collection of the various data points in relation to Response to Intervention goals, it became apparent that a system for identifying “success” and “progress” within the individual student interventions was needed. In the 2015-16 school year, the focus for the interventions will be on common pre and post tests to monitor student progress.</p> <p>Again, it was determined that although there was district-wide fidelity to the implementation of a Response to Intervention system, a consistent progress monitoring process was still a need. The secondary school sites did implement an Rtl system in the 2014-15 school year, though it remains a priority for the 2015-16 school year. The VUSD will support this initiative with the hiring of a 1.0 FTE (.2 for each secondary school) of an Rtl Coordinator to help enhance their</p>		

systems.

Two actions that were planned: Learning Walks and Bell to Bell Instruction did not come to fruition in the 2014-15 school year. It was determined that due to the various initiatives and new curriculum, the VUSD would put these measures on hold until the various other goals were implemented with more comfort. While Bell to Bell instruction will be a focus in out years, Learning Walks will become more habitual in the 2015-16 school year as requested by staff stakeholder input.

During the 2014-15 school year, the VUSD underwent an in-depth study on the policies, practices and procedures of the Special Education Department. The findings of this study will influence the Response to Intervention model as the VUSD continues to work toward a blended service model.

The Special Education Department purchased Common core Curriculum to better align the curriculum in the various special education classes.

During the 2014-15 school year, the VUSD had three (3) schools; Fairmont, Vaca Pena Middle School and Will C. Wood High School participate in the first year implementation of Positive Behavioral Intervention System. With the success of the first year of implementation, the VUSD will add five (5) schools; Callison Elementary, Hemlock Elementary, Padan Elementary, Markham Elementary, and Browns Valley Elementary to the PBIS implementation. The VUSD will also have a leader trained as a trainer and coach of the PBIS program, therefore enabling the district to continue implementation and support across the district.

Work was done throughout the year to develop social emotional standards, goals and expected outcomes. This was a priority for the stakeholders. The VUSD will pilot the standards as well as various curriculum (please see appendix) in the 2015-16 school year.

With the implementation of AB420 (disallowing suspension for continued disruption K-3), the VUSD has begun looking at various options in lieu of suspensions, not only K-3 but through 12th grade.

With all of the various goals and new curriculum, the process for behavioral supports for all students was available but only implemented in pockets across the district. In the 2015-16 school year, there will be a greater emphasis district-wide on behavioral support options for all students.

The 2014-2015 school year had a baseline data gathering focus regarding attendance and drop-out rates. There were many pilots and individual school site work. The secondary schools piloted the “85% Rule” that focused attention on students who were close to this 85% attendance point. This intervention will continue in the 2015-16 school year and become the baseline for progress measurement.

There were pilot practices regarding home visits; Fairmont and the Independent Study Program conducted some visits. The pilot will expand in 2015-16 with training and planning system-wide, specifically at Fairmont Elementary.

Both Fairmont and Jepson piloted at risk student identifying systems. These protocols will be shared with the elementary and secondary sites as the VUSD continues to look at the dropout rate and interventions specifically in 5th, 6th, 8th and 9th grades.

The Super Saturday program has shown great success in the 2014-15 school year and will be expanded and enriched in the 2015-16 school year.

A task force to target and track indentified students that are at risk for drop out will be created. After a lot of discussion, it was determined that 2014-15 would become the baseline by which the task force would be created on in 2015-16. The task force will meet throughout the school year to create, update and monitor student intervention plans. The task force will conduct an annual meeting with staff, mentors, parents, teachers and each student deemed at risk.

Original GOAL from prior year LCAP: 2	To implement the California Common Core State Standards		Related State and/or Local Priorities: 1__ 2__ 3__ 4_x 5_x 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify <u>Common Core Implementation</u>	
Goal Applies to:	Schools:	LEA Applicable Pupil Subgroups: All student groups, including unduplicated students and students with disabilities.		
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> -Monitor progress through Pacing Guide Committee -Baseline data collected through STAIR data regarding professional development opportunities and administrative anecdotal observations of implementation -Baseline data collected through teacher feedback through the feedback forum process in October and March 		Actual Annual Measurable Outcomes:	<p>The VUSD has worked to implement and collect baseline data on the Common Core State Standards district-wide.</p> <p>Please see the Appendix for the Common Core State Standards Implementation Baseline Data.</p>
LCAP Year: 2014-15				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures	
<p>Common Core Standards Implementation – Elementary School</p> <ul style="list-style-type: none"> 1. Curriculum pilot and adoption 2. Work collaboratively to implement curriculum, assessment and ongoing PD. 3. Support teachers, students and school Communities 		<ul style="list-style-type: none"> 1. \$900,000 (K-8 Math) 1. \$15,000 (Supplemental materials) 	<ul style="list-style-type: none"> 1. K-6 grade math pilot and adoption 2. Professional Development offered for ELA and math 4. Discussions held regarding the possibility of a revised grading policy 5. Created interim CCSS ELA aligned pacing guides <p>1. \$1,070,604</p>	

<p>4. Revise grading policies – revised report cards to reflect CCSS’s</p> <p>5. Identify outside resource to assist with developing, aligning and calibrating CCSS ELA pacing guides</p> <p>6. Identify consultant to assist in the transition to ELS CCSS aligned instructional practices</p> <p>7. Provide professional learning opportunities and collaborative time to develop CCSS aligned pacing guides, formative and summative assessments.</p>	<p>7. \$30,000 (Professional Development)</p>	<p>5. Used the pacing guide committee to work through the transition</p> <p>6. Curriculum Pilot: Supplemental materials for Common Core</p> <p>7. Common Core professional development</p>	<p>7. \$195,135</p> <p>7. \$6,643</p>
<p>Middle School</p> <p>8. Work collaboratively to implement curriculum, assessment and ongoing PD.</p> <p>9. Support teachers, students and school communities</p> <p>10. Revise grading policies – continued discussions</p> <p>11. Curriculum pilot and adoption</p> <p>12. Identify outside resource to assist with developing, aligning and calibrating CCSS ELA pacing guides</p> <p>13. Identify consultant to assist in the transition to ELS CCSS aligned instructional practices UC Davis Math and History Project Sacramento Area Science Project</p>	<p>8. \$30,000 (Dual immersion 1 period)</p>	<p>8. Implemented one period Dual Immersion at Jepson Middle School</p> <p>9. Professional Development offered Math ELA History Science</p> <p>11. Math curriculum pilot</p> <p>11. Math adoption 7-8</p> <p>11. Springboard ELA Curriculum: Year 1 of 3 Pilot 6th-8th</p>	<p>8. \$10,772</p>

14. Provide professional learning opportunities and collaborative time to develop CCSS aligned pacing guides, formative and summative assessments.					
High School					
15. Work collaboratively to implement curriculum, assessment and ongoing PD.		15. \$50,000 (Integrated Math)	15. Implemented Integrated Math I		15. \$15,333
16. Support teachers, students and school communities			15. Created Integrated Math II for implementation in 2015-16		
17. Identify outside resource to assist with developing, aligning and calibrating CCSS ELA pacing guides			16. Professional Development offered Math ELA History Science (?)		
18. Identify consultant to assist in the transition to ELS CCSS aligned instructional practices					
19. Provide professional learning opportunities and collaborative time to develop CCSS aligned pacing guides, formative and summative assessments.					
20. Revise grading policies			20. Began discussion regarding grading policy changes		
21. Curriculum pilot and adoption			21. Piloted – year 1 of 3 Springboard – VHS Synced Solutions – WCW		
Scope of service:	All Schools		Scope of service:	All Schools	
<u> X </u> ALL			<u> X </u> ALL		
OR:			OR:		

<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>The Vacaville Unified School District continued with Year 2 of the Common Core State Standards (CCSS) implementation in Mathematics and began Year 1 of the English Language Arts implementation.</p> <p>The district continued to work with the outside resources to build teacher and staff capacity through professional development: UC Davis math and history projects. There was a great deal of work done to create pacing guides and assessments.</p> <p>The Vacaville Unified School District will continue to work with outside resources; UC Davis and the Sacramento Area Science Project, as they continue the implementation process in the 2015-16 school year.</p> <p>It became apparent during the 2014-15 school year that the work and discussions around alignment and assessment must continue collaboratively.</p> <p>The elementary schools piloted 3 math curriculums in 2014-15. They will begin full implementation of math Common core. The middle schools will join Year 2 of the Spring Board pilot in English Language Arts in 2015-16.</p> <p>The secondary schools within Vacaville Unified School District completed Year 1 of the Integrated Math I implementation and worked to create the Integrated Math II class. The two high schools completed Year 1 of the 3 year English Language Arts pilot. They will continue the 3 year pilot in 2015-16, as well as continue to create and use Common Formative Assessments and benchmark assessments.</p> <p>The secondary schools will also continue their work with UC Davis Math and History Projects and the Sacramento Area Science Project.</p> <p>The alignment of all assessments to the Common Core and teaching schedule will be a priority for the 2015-16 school year.</p>		

Original GOAL from prior year LCAP: 3	To build a solid framework for 21st Century Readiness, College to Career, STEM, and Enrichment to increase student achievement and engagement.		Related State and/or Local Priorities: 1__x 2__x 3__x 4__ 5__ 6__x 7__ 8__ COE only: 9__ 10__ Local : Specify 21 st Century Readiness	
Goal Applies to:	Schools: LEA	Applicable Pupil Subgroups: All student groups, including unduplicated students and students with disabilities.		
Expected Annual Measurable Outcomes:	Gather baseline data regarding: Current offerings, student participation, possible future offerings, GATE participation, STEM/STEAM opportunities	Actual Annual Measurable Outcomes:	The Vacaville Unified School District worked diligently in the area of 21 st Century Readiness. Please see Appendix for baseline data collected regarding 21 st Century Readiness, College to Career, STEM and enrichment opportunities.	
LCAP Year: 2014-15				
Planned Actions/Services			Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
<ol style="list-style-type: none"> 1. Work with CTE consortium on the implementation of the Career Pathways Grant. 2. Develop, plan, and prepare for the pathways to be offered in 2015-16. 3. Develop any possible articulations with secondary education institutions. 3. Increased opportunities for community college Courses, including Vacaville Early College High School 4. Backwards map process to determine which science standards are essential in the elementary grade levels. 	<ol style="list-style-type: none"> 1. \$75,000 (Pathway textbooks) 2. \$25,000 (21st Century needs) 3. \$25,000 (VECHS) 	<ol style="list-style-type: none"> 1. Collaborated with CTE for implementation of Career Pathways Grant 2. Developed, planned and prepared for Pathways to be offered in 2015-16 3. Worked in collaboration with Solano College to align possible articulations 4. Began New Generation Science Standards Committee to work on pacing guides/instructional programs and articulation -Road Show – In an effort to build community partnerships 	<ol style="list-style-type: none"> 1. \$0 2. \$0 (21st Century needs) 	

<p>5. Increase opportunities for Advanced placement courses</p> <p>6. Survey teachers regarding professional development needs and options for scheduling</p>	<p>8. \$54,000 (AVID)</p>	<p>5. Increased number of and enrollment in advanced placement, honors courses and community college courses (VECHS)</p> <p>6. Survey done in the Spring regarding Professional Development needs</p> <p>7. Increased STEM/STEAM opportunities</p> <p>8. Continued AVID, increased opportunities for participation</p>	<p>5. \$24,657 (VECHS)</p> <p>8. \$47,608 (AVID)</p>
<p>Scope of service:</p>	<p>District Wide</p>	<p>Scope of service:</p>	<p>District Wide</p>
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>GATE</p> <p>9. Continue GATE Saturday offerings</p> <p>10. Implement Standards for Gifted and Talented</p> <p>11. Enhance Parent Communication</p> <p>12. Revisit GATE Plan</p> <p>13. Infuse GATE curriculum into intervention for higher level students</p>		<p>9. Continued GATE Saturday offerings</p> <p>10. Reviewed Standards for Gifted and Talented</p> <p>11. Continued to build GATE Parent Communication and Participation</p> <p>12. Reviewed Secondary GATE data</p> <p>13. Worked toward infusing GATE Curriculum and opportunities into intervention time</p>	
<p>Scope of service:</p>	<p>District wide</p>	<p>Scope of service:</p>	<p>District Wide</p>
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	

<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>In the 2014-15 school year, the Vacaville Unified School District worked to establish baseline data regarding current 21st Century Pathway options and implementing Year 1 planning of the Career Pathways grant. The district has worked to create a plan for building additional pathways at all of the secondary schools. As pathways are created and enhanced, the district will work to build industry and community partnerships.</p> <p>At the elementary sites, the district has worked to gather baseline data regarding STEM/STEAM opportunities, as well as to create a plan for articulation from the elementary schools through to the secondary pathways.</p> <p>In the 2015-16 school year, the focus for the elementary and middle schools will be to increase STEM/STEAM opportunities and GATE/extension activities within the student day.</p>
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Original GOAL from prior year LCAP: 4	Increased Parent Involvement		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ x COE only: 9__ 10__ Local : Specify <u>Parent Involvement</u>	
Goal Applies to:	Schools: LEA	Applicable Pupil Subgroups: All student groups, including unduplicated students and students with disabilities.		
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> -Parent Feedback -Title 1 end-of-year Meetings – Feedback -Meeting/Committee attendance -Parent Survey Data -Site meeting feedback -Parent opportunities for involvement data 	Actual Annual Measurable Outcomes:	<p>The Vacaville Unified School District focused on gathering baseline data on increased parent involvement.</p> <p>Please see Appendix to review Parent Involvement Data.</p>	
LCAP Year: 2014-15				
Planned Actions/Services			Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
<ol style="list-style-type: none"> 1. Translated documents and have translators available 2. Consistent use of communication tools 3. Plan and Pilot Parent University Nights Topics: Literacy, Math, Science, Common Core... 4. Plan community/parent based events Incorporate Family Engagement Framework (CDE, 2011) 	1. \$20,000	<ol style="list-style-type: none"> 1. Efforts were made to have translators at all events and all documents translated consistently 2. Continued consistent use of all communication tools 3. All schools held one or more Parent University Events 4. All schools increased their opportunities for parent involvement and family activities, both formal and informal 	1. \$14,346	

<p>5. Parent led meetings: -Potluck -Dinner served - Childcare/Activities -Formal & informal meetings</p> <p>6. Incorporate the Matrix of Federal and state Parent Involvement Requirements for programs</p> <p>7. Incorporate the CDE Standards for Family Involvement</p>		<p>5. Reviewed CDE and Federal Family Engagement documents in Social Emotional Learning Subcommittee "Parent Involvement"</p>	
<p>Scope of service:</p>	<p>District wide</p>	<p>Scope of service:</p>	<p>District wide</p>
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>The 2014-15 Parent Involvement focus was on determining where, when and how parents and families are engaged in the Vacaville schools. All schools held "Parent University Information" events.</p> <p>In the 2015-16 school year, all school sites will plan three "Parent University" events focused on increasing student achievement. Fairmont will pilot a Community Liaison position in the 2015-16 school year with the idea that this position will be built into the Title 1 schools and then across the district in the coming years.</p>		

Original GOAL from prior year LCAP: 5	Reduce class sizes TK-3 rd and investigate the feasibility of class size reduction in 4 th and 9 th -12 th grades.		Related State and/or Local Priorities: 1__ 2_x 3_x 4__ 5__ 6__ 7__ 8_x COE only: 9__ 10__ Local : Specify _Class size Reduction_	
Goal Applies to:	Schools:	LEA		
	Applicable Pupil Subgroups:	All student groups, including unduplicated students and students with disabilities.		
Expected Annual Measurable Outcomes:	Enrollment data		Actual Annual Measurable Outcomes:	The Vacaville Unified School District reduced class sizes TK-3 rd grade a minimum of the target 28%. Please see Appendix for the class size reduction data.
LCAP Year: 2015-16				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures	
1. Reduce elementary (TK-3rd) class sizes from their current size to 24 to 1. 2. 28% decrease to Gap to 24 : 1 3. Investigate the feasibility of class size reduction in 4 th and 9 th -12 th grades.		1. \$210,000	1. Reduced elementary (TK-3rd) class sizes from current size to 24 : 1. 2. Decreased 28% to 24 : 1 3. Investigated the feasibility of class size reduction in 4 th and 9 th -12 th grades.	
Scope of service:	All sites		Scope of service:	TK-3, District-wide
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		

<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>The Vacaville Unified School District was able to reduce class sizes by at least the target 28%, except at one elementary school where an MOU with the Vacaville Teachers' Association was created. The district was able to reduce class size in kindergarten to 24 to 1 in the 2014-15 school year.</p> <p>The district will continue to reduce class sizes by the LCFF target, and to a greater degree at some grade levels TK-3rd grade in the 2015-16 school year.</p> <p>Since the district chose to prioritize compensation (using LCFF base funds) as a means of increasing student achievement in both the 2014-15 and 2015-16 school years, they will continue to investigate the feasibility of reducing class sizes in the 4th-8th grades in the coming years.</p>
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Original GOAL from prior year LCAP: 6	Develop and implement a Wrap Around Service Model to meet the social, emotional and academic needs of VUSD students.		Related State and/or Local Priorities: 1__ 2_x 3_x 4_x 5__ 6__ 7_x 8_x COE only: 9__ 10__ Local : Specify _ <u>Wrap Around Service Model</u>	
Goal Applies to:	Schools: LEA Applicable Pupil Subgroups: All student groups, including unduplicated students and students with disabilities.			
Expected Annual Measurable Outcomes:	Attendance data Discipline data Counseling data	Actual Annual Measurable Outcomes:	The Vacaville Unified School District worked diligently to develop and implement a Wrap Around Service Model. Please see Appendix for the baseline data in regards to Goal 6: Wrap Around Service Model.	
LCAP Year: 2015-2016				
Planned Actions/Services			Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
<ol style="list-style-type: none"> 1. Connect with city and social services, build relationships and work together to support students and families 2. Implementation of Special Education/General Education blend of services under RTI for individual student need 3. Design of alternative programs and services to meet needs 3. Communication between elementary, middle and high school critical as student progresses through VUSD 	<ol style="list-style-type: none"> 1. \$80,000 (K-6 counseling interns) 	<ol style="list-style-type: none"> 1. Continued intern counseling for K-6 (previous MHSA grant) 1. Worked to streamline all Mental Health services and referral system, including current MHSA grant 1. Continued to build partnerships with various city and social services – City of Vacaville, Vacaville Police Department, Solano County, Safe Quest Solano, Children’s Nurturing Project, SCOE 	<ol style="list-style-type: none"> 1. \$80,000 	

<p>4. Address social equity issues and needs at each site</p> <p>5. Survey teachers regarding professional development needs and options for scheduling</p>		<p>1. Evaluated and built up structures already in place – Mental Health referral system, SARB, SART</p> <p>2. Began discussions regarding blending General Ed and Special Ed through RtI</p> <p>3. Piloted early warning detection of at risk behaviors at Fairmont Elementary and Jepson Middle School</p> <p>4. Continued student health data reviews as needed</p>	
<p>Scope of service:</p>	<p>District wide</p>	<p>Scope of service:</p>	<p>District wide</p>
<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>During the 2014-15 school year, the Vacaville Unified School District focused on determining and strengthening current practices in the arena of Wrap Around Services.</p> <p>The district will continue to build services for students through the Response to Intervention system. The Vacaville Unified School District will refine the mental health services referral system in an effort to leverage all service opportunities for students.</p> <p>The district will also continue to work with the City of Vacaville to offer the K-6 intern counselors.</p>		

Original GOAL from prior year LCAP: 7	Investigate the feasibility of Preschool for all 3 to 4 year olds in VUSD.		Related State and/or Local Priorities: 1_x 2_x 3__ 4__ 5__ 6__ 7_x 8_x COE only: 9__ 10__ Local : Specify __ Preschool	
Goal Applies to:	Schools:	LEA	Applicable Pupil Subgroups: 3-4 Year olds including unduplicated students and students with disabilities.	
Expected Annual Measurable Outcomes:	Enrollment data Parent/Community feedback Special Ed preschool data		Actual Annual Measurable Outcomes:	The Vacaville Unified School District began to investigate the feasibility of Preschool for all 3-4 year olds in Vacaville. Please see Appendix to review baseline data.
LCAP Year: 2014-2015				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures		Estimated Actual Annual Expenditures
1. Investigate the feasibility of Preschool for all 3 to 4 year olds in VUSD.			1. Applied for Head Start grant in partnership with FSUSD 2. Partnership with First 5 for Summer Kindergarten Readiness Program 3. Created Early Childhood Education Committee to align PreK, TK and kindergarten and investigate all options for preschool opportunities for the families of Vacaville	

Scope of service:	District Wide		Scope of service:	Families within the City of Vacaville	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL 3-4 year olds		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) 3 + 4 year olds			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)		
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>The Vacaville Unified School District created an Early Childhood Education Opportunities Committee, through the Social Emotional Learning Committee. This committee began looking at the current preschool offerings, as well as the learning standards and foundations for preschool through kindergarten.</p> <p>In the 2015-16 school year, the ECEO committee will work to create a learning continuum and curriculum map for preschool through kindergarten. These documents will be shared with the Vacaville ECE Consortium that will begin meeting in the 2015-16 school year. This consortium will work toward creating aligned ECE opportunities within Vacaville.</p> <p>Also in 2015-16, the Vacaville Unified School District will work within the Head Start Programs (either as oversight of or in partnerships with, dependent upon the outcome of the Head Start grant) to create an alignment of opportunities, curriculum and expectations.</p> <p>The ECEO Committee will also work closely with the Special Education Department in an effort to leverage opportunities to enhance the Special Education Preschool Program and include general education students.</p>				

Original GOAL from prior year LCAP: 8	Create a framework of English Language Development instructional practices that improves student achievement and access to the Common Core State Standards.		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2__ 3__ 4__ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9__ 10__ Local : Specify <u>ELD</u>	
Goal Applies to:	Schools: LEA Applicable Pupil Subgroups: English Language Learners			
Expected Annual Measurable Outcomes:	Classroom Common Formative Assessment data Reclassification data CELDT data ELD Benchmark District Benchmark data EL Enrollment in AP and Honors courses, GATE and A-G courses	Actual Annual Measurable Outcomes:	The Vacaville Unified School District has worked to gather and review baseline data in the area of English Language Development. Please see Appendix to review all baseline data regarding English Language development.	
LCAP Year: 2014-15				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Evaluate current program 1. Comprehensive English Language Development procedures TK-12 to addressing language and academic needs, including English learners with disabilities. 2. Professional Development for teachers to develop a broad range of instructional resources that facilitate EL's access to all core curriculum and subjects. 3. Comprehensive ELD procedures TK-12 to addressing language and academic needs of diverse EL population	2. \$1,500 (ELD PD)	Continued translations at the sites 2. Provided ELD professional development 3. Began to create ELD procedures TK-12 to address language and academic needs 4. Continued Centralized Services and Site Allocation Model (ELD Coaches, Content Area Coaches, ELD Staff and Teachers) 5. Provided CELDT preparation for students	2. \$4,681 (ELD PD) 4. \$795,694 (Contracted Services) 5. \$207,551 (Site Allocations)	

		4. \$853,094 (Centralized services)	6. Provided daily ELD for CELDT levels 1-3	
		5. \$270,412 (site allocations)	7. Continued with DELAC/ELAC communities	
			8. Worked to increase parent involvement	
			9. Gathered baseline data to determine effectiveness of Language! Program	
			10. Continued to monitor RFEP students	
Scope of service:	District Wide		Scope of service:	District wide
__ALL			__ALL	
OR: __Low Income pupils __X_English Learners __Foster Youth __X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __X_English Learners __Foster Youth __X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		<p>In the 2014-15 school year, the Vacaville Unified School District began to evaluate the district English Language Development Program. The focus was on professional development.</p> <p>For the 2015-16 school year, the Vacaville Unified School District will work towards leveraging of Title 3 funds to best meet the needs of English Language learners across the district. The district will focus on the new English Language development standards, alignment to the Common Core standards, and monitoring Redesignated Fluent Proficient students.</p> <p>The English Language Development Department will work closely with the Special Education Department in an effort to increase the Response to Intervention opportunities for English Language Learners in need of academic support.</p>		

Original GOAL from prior year LCAP: 9	Create a Wellness framework of practice across the district that increases student Engagement and overall health.		Related State and/or Local Priorities: 1__ 2_x 3_x 4_x 5__ 6__ 7_x 8_x COE only: 9__ 10__ Local : Specify _Wellness_____	
Goal Applies to:	Schools: LEA	Applicable Pupil Subgroups: All student groups including unduplicated students and students with disabilities		
Expected Annual Measurable Outcomes:	Implementation data Wellness Coordinator data Kaiser Grant data/reports Leadership data	Actual Annual Measurable Outcomes:	The Vacaville Unified School District worked diligently to create a framework and enhance Wellness practices. Please see Appendix to review Wellness baseline data.	
LCAP Year: 2014-15				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures	
<ol style="list-style-type: none"> 1. Incorporate new Food Services Laws and Requirements 2. Review CHKS Data – use to create Pilot Youth Development 3. Character Education programs at the sites 3. Drug Awareness Education 4. Increase opportunities for student leadership for K-12 		<ol style="list-style-type: none"> 5. \$7,200 (Coordinators-Grant Funds) 	<ol style="list-style-type: none"> 1. Incorporated new Food Services Laws and Requirements 2. Reviewed CHKS data 3. Developed Social Emotional Learning Pilot Character Education Drug Awareness 4. Increased opportunities for student leadership 5. Hired 9 Wellness Coordinators 6. Purchased site emergency kits 	

		<p>7. Reapplied for ATOD, Kaiser and TUPE Grants</p> <p>8. Began helping families with carpools, bus passes and walking school bus</p> <p>9. Continued implementation of The Leader In Me at Padan</p> <p>10. Instituted PBIS at Fairmont, Vaca Pena and Will C. Wood</p> <p>11. Began evaluation of Elementary PE</p>	
Scope of service:	District-wide	Scope of service:	District-wide
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	<p>This year, 2014-15, the Vacaville Unified School District evaluated and enhanced its Wellness practices. The district reinstated Wellness Coordinators at the elementary sites, and hopes to add middle school Coordinators in the 2015-16 school year.</p> <p>The district had 3 schools begin implementation of the Positive Behavioral Intervention System and will add 5 more schools and a "Trainer of Trainers" for the 2015-16 school year.</p> <p>Wellness became a part of the larger Social Emotional Learning umbrella and was incorporated as a subcommittee. The Vacaville Unified School District is committed to continuing and enhancing Wellness practices and opportunities for students, staff and families.</p>		

Original GOAL from prior year LCAP: 10	Increase Instructional Effectiveness to improve student achievement.		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2__ 3__ 4 <input checked="" type="checkbox"/> 5__ 6__ 7__ 8 <input checked="" type="checkbox"/> COE only: 9__ 10__ Local : Specify <u>Instructional Effectiveness</u>	
Goal Applies to:	Schools: LEA Applicable Pupil Subgroups: All student groups including unduplicated students and students with disabilities			
Expected Annual Measurable Outcomes:	BTSA data HQ Teacher data Staffing data Teacher survey	Actual Annual Measurable Outcomes:	Instructional effectiveness has been a focus for the Vacaville Unified School District. Please see Appendix to review baseline data regarding Instructional Effectiveness.	
LCAP Year: 2014-15				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures	
1. Recruit and Develop Highly Qualified Teachers 2. Provide Professional Development 3. Encourage diversity in hiring practices 4. Survey teachers regarding professional development needs and options for scheduling	1. \$205,000 (BTSA) 1. \$9,000 (Mentor/subs)	1. Recruit and Develop Highly Qualified Teachers 2. Provide Professional Development 3. Encourage diversity in hiring practices 4. Survey teachers regarding professional development needs and options for scheduling 5. Provided adequate supplies 6. Continued bargaining with SEIU and VTA 7. Prioritized staff compensation as a means of increasing student achievement	1. \$207,551 (BTSA) 1. \$6,063 (Mentor/subs)	

		8. Continued Williams Act compliance work 9. Reviewed warehouse and purchasing processes 10. Continued to review staffing levels 11. Feedback Forums held (2) 12. Made salary increases a priority, in an effort to increase student achievement. Gave a 4% salary increase to all staff for 2014-15	12. \$2,428,589
Scope of service:	District wide	Scope of service:	District-wide
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	For the 2014-15 school year, the Vacaville Unified School District has continued its practices regarding identifying and supporting teachers to become NCLB/HQT qualified. The district has continued to offer BTSA as well. This year the district has begun to work on developing diversity in hiring practices and maintaining staff. Teachers and staff throughout the district were surveyed on a myriad of topics to garner their needs and opinions such as; technology and professional development. The district began the practice of Feedback Forums. These forums were held twice, once in October and again in March. The topics for feedback were RtI, Common Core and Technology. This feedback was used to help guide district, site and committee work, discussions and decisions.		

The Vacaville Unified School District determined, that with all of the new implementations, requirements and responsibilities for the teachers and staff in the effort to focus on and increase student achievement, that salary increases were a priority. The district gave a 4% salary increase to all employees for both the 2014-15 and 2015-16 school years, using LCFF base funds. It also became apparent through the voice of employee stakeholders, that support for new teachers and administrators was needed. For the 2015-16 school year, the Vacaville Unified School District will implement an additional new teacher support program, new administrator support opportunities and a program for those interested in becoming administrators.

Original GOAL from prior year LCAP: 11	Create and implement a Formative Assessment process that will drive instruction and increase student achievement.		Related State and/or Local Priorities: 1__x__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify __ Formative Assessment	
Goal Applies to:	Schools:	LEA		
	Applicable Pupil Subgroups:	All student groups including unduplicated students and students with disabilities		
Expected Annual Measurable Outcomes:	Formative Assessment data Benchmark data Implementation data - number of formatives - use of formatives Snapshot data		Actual Annual Measurable Outcomes:	Formative assessment practices were a focal point for the Vacaville Unified School District in 2014-15. Please see Appendix for baseline data regarding Formative Assessments.
LCAP Year: 2014-15				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures	
1. Build a strong, district-wide Response to Intervention System Data used in PLC discussions, minutes shared and used to drive classroom instruction 2. Collaborative groups meet and answer PLC question #3 (What do we do for students who have not mastered the learning objective tested?) 3. Plan and implement Snap Shot Meeting days using Formative Data 4. Intervention provided to students who have not mastered the learning objective.		 2. \$31,000 (paper) 2. \$90,000 (clerical support)	1. Built a strong, district-wide Response to Intervention System Data used in PLC discussions, minutes shared and used to drive classroom instruction 2. Implement Formative assessments for grades K-12, created by the instructional mapping committees 2. District wide engagement in pilot of formative assessments 2. Revised formatives as needed 2. Used Benchmark Assessments	

<p>5. Collaborative groups meet and answer PLC question #4 (What do we do for students who have mastered the learning objective tested?)</p> <p>6. Survey teachers regarding professional development needs and options for scheduling.</p>		<p>2. Assessments were scanned and data printed for PLC meetings</p> <p>2. Collaborative groups meet and answer PLC question #3 (What do we do for students who have not mastered the learning objective tested?)</p> <p>2. Printing and paper costs</p> <p>2. Clerical/Secretarial support hired</p> <p>3. Plan and implement Snap Shot Meeting days using Formative Data</p> <p>5. Collaborative groups meet and answer PLC question #4 (What do we do for students who have mastered the learning objective tested?)</p> <p>6. Gathered data</p> <p>7. Inquiry model discussions at ELT and SLT meetings</p>	<p>2. \$850 (paper)</p> <p>2. \$75,353 (Clerical support)</p>
<p>Scope of service:</p>	<p>District wide</p>	<p>Scope of service:</p>	<p>District wide</p>
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	

<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Formative Assessments were a major component of the Vacaville Unified School District's work in the 2014-15 school year. There was a high level of engagement in the pilot this year. Every teacher attempted to use the Formative Assessments, participated in the data discussions and used what formatives were given to influence intervention.</p> <p>It became very apparent that there needs to be further discussion and development of the assessments, both formative and benchmark. In the 2015-16 school year, the district will work with employee stakeholder groups to create Common Core State Standards aligned formatives and benchmark assessments that align directly with appropriate and agreed upon curriculum maps/pacing guides.</p>
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Original GOAL from prior year LCAP: 12	Build a Technology infrastructure to support instruction and the implementation of the Common Core Standards.		Related State and/or Local Priorities: 1__x 2__x 3__x 4__x 5__x 6__x 7__x 8__x COE only: 9__ 10__ Local : Specify __ Technology	
Goal Applies to:	Schools:	LEA		
	Applicable Pupil Subgroups:	All student groups including unduplicated students and students with disabilities		
Expected Annual Measurable Outcomes:	Tech data Student use data		Actual Annual Measurable Outcomes:	Please see Appendix for technology baseline data.
LCAP Year: 2014-15				
Planned Actions/Services			Actual Actions/Services	
Technology Preparing for Smarter Balance	Budgeted Expenditures			Estimated Actual Annual Expenditures
1. Finish wireless work 2. Purchase additional SBAC Devices 3. Survey teachers regarding professional development needs and options for scheduling	1. \$117,000 (wireless) 2. \$100,000 (SBAC devices) 3. \$70,000 (Digital Specialist) 3. \$40,000 (Technician)		1. Finished wireless work 2. SBAC additional 250 devices and carts Continued copy machine maintenance Maintained all contracts for routine maintenance 3. Tech support: 1 Digital Specialist 1 Technician	1. \$91,224 (wireless) 2. \$1,182,408 (not all from LCFF) 3. \$77,957 \$39,405 (Technician)

Scope of service:	District wide		Scope of service:		
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
4. Support both classroom learning and assessment through the use of technology			4. Build site tech support systems		
5. Preparing for smarter balance			4. PD for teachers on use of devices instructionally		
6. Build a strong Technology infrastructure			4. Discovery planning pilot programs (Google) K-6		
7. Develop a framework for technological integration in classroom instruction.			7. Developed parameters and procedures for devices		
8. Survey teachers regarding professional development needs and options for scheduling			8. Staff and student tech survey		
			9. Funding/reallocation of resources for technology purchases and upgrades		
Scope of service:	District-wide		Scope of service:	District-wide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

With the passage of Measure A in November 2014, the Vacaville Unified School District went into planning mode. The wireless and foundational work was completed. Over 3,000 devices were purchased and deployed for student use. The small Google classroom pilot expanded authentically as more devices were deployed and informal professional development opportunities increased.

In the 2015-16 school year, the district will create 21st Century model classrooms for teachers and students to see and use.

The district will continue to move toward one-to-one devices and deepen professional development for instructional use. The Vacaville Unified School District will also work on creative ways to support technology mechanically and educationally at the individual sites.

Original GOAL from prior year LCAP: 13	Provide clean and safe Facilities		Related State and/or Local Priorities: 1__ x 2__ 3__ 4__ 5__ 6__ x 7__ 8__ COE only: 9__ 10__ Local : Specify Facilities _____	
Goal Applies to:	Schools: LEA	Applicable Pupil Subgroups: All student groups including unduplicated students and students with disabilities		
Expected Annual Measurable Outcomes:	FIT Program data Survey results	Actual Annual Measurable Outcomes:	Please see Appendix for facilities baseline data.	
LCAP Year: 2014-15				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures		Estimated Actual Annual Expenditures
<ol style="list-style-type: none"> 1. Develop deferred maintenance plan using facilities inspection test (FIT) 2. Develop preventive and predictive maintenance plan using FIT and analysis of work order system data. 3. Pursue potential general obligation (GO) bond to address facility needs. 4. Continue to evaluate facilities needs assessment including CSR and access to technology for teacher and student and testing use. 			<ol style="list-style-type: none"> 1. Updated Deferred Maintenance Plan, prioritized projects 2. Implemented preventative maintenance plan, including an increase in staffing to support the plan. Funding was increased in RRM contribution from 2 – 2 ½ % 3. With the passage of Measure A <ul style="list-style-type: none"> -Establish a Citizen’s Oversight Committee -Develop schedule for issuance of funds -Begin planning, DSA process and construction based on facility priorities 4. Evaluated facilities needs and began discussions regarding the options for reopening Sierra Vista campus 	

Scope of service:	District-wide		Scope of service:	District-wide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>For the 2014-15 school year, the Vacaville Unified School District focused on gathering baseline data and a needs priority list for all district facilities. For the 2015-16 school year, Measure A projects will begin at the designated sites (please see Appendix). The district will continue to prioritize the maintenance needs of the school sites and to provide clean safe learning environments for staff and students.</p> <p>The Vacaville Unified School District will continue to evaluate class sizes and enrollment data. The district will discuss and plan for the re-opening of the Sierra Vista campus to best serve the students. In 2015-16, plans will be created to allow for the appropriate safety upgrades and cleaning processes to occur for a 2016-17 Sierra Vista re-opening.</p> <p>The Vacaville Unified School District will begin the Measure A projects in the 2015-16 school year as outlined in the appendix if this document.</p>				

Original GOAL from prior year LCAP: 14	Develop and implement a framework to address the social, emotional and academic needs of Foster Youth in VUSD		Related State and/or Local Priorities: 1__ 2__ 3_x 4_x 5_x 6_x 7__ 8__ COE only: 9__ 10__ Local : Specify <u>Foster Youth</u>	
Goal Applies to:	Schools: LEA	Applicable Pupil Subgroups: Foster Youth		
Expected Annual Measurable Outcomes:	Attendance data for foster youth Academic data for foster youth Behavioral data for foster youth	Actual Annual Measurable Outcomes:	Please see Appendix for baseline foster youth data.	
LCAP Year: 2014-15				
Planned Actions/Services		Actual Actions/Services		
		Budgeted Expenditures	Estimated Actual Annual Expenditures	
1. Bi-Annual training for Aeries users and site administration regarding identification of and services for foster and homeless youth. 2. Instructional support through blended services 3. Understand and respond to the needs of Foster and Homeless Youth			1. Initiated Bi-Annual training for Aeries users and site administration regarding identification of and services for foster and homeless youth 2. Worked toward a blended Rtl model 3. Investigated foster and homeless youth needs: academic, social, attendance 4. Continue partnership with City of Vacaville Transportation Department for bus passes	
Scope of service:	District-wide		Scope of service:	District-wide
__ ALL OR: __ Low Income pupils __ English Learners _x Foster Youth __ Redesignated fluent English proficient _x Other Subgroups:(Specify) <u>Homeless Youth</u>			__ ALL OR: __ Low Income pupils __ English Learners _x Foster Youth __ Redesignated fluent English proficient _x Other Subgroups:(Specify) <u>Homeless Youth</u>	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

The Vacaville Unified School District continued the practices regarding foster youth: connections with social services, providing bus passes, delivering school supplies and backpacks, and acting as liaison/advocate.

In the 2014-15 school year, the district began specifically tracking these students' attendance, discipline and academics. For the 2015-16 school year, the district will continue all of these practices and services, as well as tracking progress, monitoring interventions and including homeless youth.

The training for clerical staff was helpful in identifying foster youth and will need to be enhanced to include identification of and additional services for homeless youth. A form was added to the annual first day packets to help the school sites better identify foster and homeless youth.

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	\$ 4,120,007
Vacaville USD has an unduplicated count of 40.11% as determined by CALPADs. The GAP funding figure for the 2015-16 school year is 32.19% . The total Supplemental grant funds for the Vacaville Unified School District for the 2015-16 school year is \$4,120,007	
The supplemental funds will be expended to continue to enhance the district goals as a means to raise student achievement. Further, the district will add the following to support the goals and activities listed above. These additional supports total \$3,816,901 .	
<u>Goal 1: Response to Intervention</u>	
<u>Response to Intervention Coordinators</u>	
Hiring Response to Intervention (RTI) Coordinators is the most effective use of funds to meet the district's goals for its unduplicated students including students with disabilities because it allows the school sites to create RTI systems that allow for the immediate and fluid intervention for students based on their specific needs, before they fail. According to the National Center on Response to Intervention (NCRTI) that developed the information brief, <i>Essential Components of RTI – A Closer Look at Response to Intervention</i> , there are four essential components of RTI: A school-wide, multi-level instructional and behavioral system for preventing school failure, Screening, Progress Monitoring and Data-based Decision Making for Instruction, Movement within the Multi-level System, and Disability Identification (in accordance with state law). Rtl Coordinators manage student screening data, support classroom interventions, provide direct intervention instruction and monitor student progress creating "a school-wide, multi-level instructional and behavioral system for preventing school failure" as recommended in the essential Components of RTI document.	

Other options that were considered were to require the individual school principal, grade levels and/or teachers to schedule, organize, and track student need, progress, and movement through the RtI system. This wasn't feasible as the demand for specific data based, student need driven intervention was too great. Additionally, it became apparent that the coordination of such a system, as well as the data analysis and collection was very time consuming. It was therefore decided that the hiring of an RtI Coordinator for each of the elementary school sites as well as a .2 full time equivalent at each of the secondary sites, was necessary to create and organize the intervention system. These coordinators would track student progress and aide teachers in the analysis of the overall student achievement data collected.

SnapShot Days

SnapShot days are the most effective use of funds to meet the district's goals for its unduplicated students including students with disabilities because these meetings allow for the RTI support team; principal, teacher, psychologist, resource specialist, counselor, nurse and RTI coordinator to come together to discuss individual students of concern behaviorally, academically and regarding school attendance. Snap Shot days meet three of the four essential components of RTI; screening students of concern, monitoring of student progress and data based decision making regarding student needs (*Essential Components of RTI – A Closer Look at Response to Intervention, National Center on Response to Intervention*).

Other options that were considered were the Masonic Student Assistance Program (MSAP) and Child Assistance Team (CAT) meeting processes. Both of these methods of student study meetings were in place to varying degrees at different sites across the district. It was found that SnapShot Days allowed an opportunity for all teachers to bring forward and discuss the students in their classroom that they had behavioral, attendance and academic concerns for, whereas the former options only allowed a few teachers to share students of concern. It was decided that Snap Shot days would be held three times per year to monitor student progress and create plans of action for students of concern.

Response to Intervention Instructional Aide Support

RTI Instructional Aide support at the larger elementary schools is the most effective use of funds to meet the district's goals for its unduplicated students including students with disabilities because it allows the larger elementary school sites to expand their RTI systems and allow for more immediate and fluid intervention for more students based on specific needs. The use of instructional aides to provide more direct intervention instruction, data collection, and progress monitoring of a larger number of students meets three of the four criteria of the NCRTTI's *Essential Components of RTI*, a school-wide, multi-level instruction as well as data collection and monitoring of student progress.

Other options that were considered were adding an additional RtI coordinator at the larger school sites. This wasn't cost effective, as two part time instructional aides can see more students for direct intervention instruction than one full time coordinator. It was decided that 6 part time, highly trained instructional aides would be hired, 2 at each of the larger elementary schools – Cooper, Callison and Browns Valley to have direct instruction and data collection contact with students daily.

Counseling Interns

The cost of Counseling Interns at the elementary schools is the most effective use of funds to meet the district's goals for its unduplicated students including students with disabilities because school guidance and counseling programs improve the school climate and enhance the education of all students. Research indicates that the promotion of positive social and emotional development enhances overall academic achievement and resiliency. According to the American School Counselor Association *"the elementary years are a time when students begin to develop their academic self-concept and their feelings of competence and confidence as learners. They are beginning to develop decision-making, communication and life skills, as well as character values. It is also a time when students develop and acquire attitudes toward school, self, peers, social groups and family. Comprehensive developmental school counseling programs provide education, prevention, and intervention services, which are integrated into all aspects of children's lives. Early identification and intervention of children's academic and personal/social needs is essential in removing barriers to learning and in promoting academic achievement. The knowledge, attitudes, and skills that students acquire in the areas of academic, career and personal/social development during these elementary years serve as the foundation for future success (<http://schoolcounselor.org/school-counselors-members/careers-roles/why-elementary-school-counselors>)."*

VUSD is able to have counselors at the elementary schools 1-3 days per week due to a partnership with the City of Vacaville Police Department, which provides the scheduling and supervision of intern counselors. Elementary counselors were discussed as an alternative option to the intern counselors. Counseling positions can be a very expensive expenditure. It would be cost prohibitive for the VUSD to be able to supply 1-3 days of a counselor at each of the elementary schools. However, through the partnership and the use of intern counselors we are able to offer these services to all of our elementary students, with focus on our English Language Learner, foster youth and low income students that are in crisis and/or need support.

School City Clerical

The hiring of site clerks to support the use of School City to collect and analyze data is the most effective use of funds to meet the district's goals for its unduplicated students including students with disabilities because it allows teachers to focus on analysis of the data in answering key questions – What do we do want to students to know and be able to do, what do we do when students haven't learned the concept/skill and what do we do when they have learned the concept skill? Focusing on these questions allows teachers to use data to guide their instruction and meet the individual needs of their students (Hattie, *Visible Learning*, 2009).

Other considerations for supporting teachers in getting timely meaningful feedback were a tech support person at each school site, a data coach at each school site and other site personnel providing support. A cost benefit analysis suggested that at this time, the most effective use of support was highly trained classified School City clerical support at every site that would guarantee that the data is entered into School City in a timely manner and that results were accessible for teams of teachers to analyze.

Link Crew

Continuing to provide a comprehensive Link Crew program at the comprehensive high schools is the most effective use of funds to meet the district's goals for its unduplicated students including students with disabilities because this program is a transition program that welcomes freshmen and makes them feel comfortable throughout the first year of their high school experience. *"Link Crew provides the structure for freshmen to receive*

support and guidance from juniors and seniors who have been through the challenges that high school poses, and understand that the transition to a larger school can sometimes be overwhelming (<http://www.boomerangproject.com/link/what-link-crew>).” Based on the 2011 report on effectiveness of the Link Crew program and the 2012 study on Freshmen Transition the students who participated in the program experienced more engagement in school, had more positive peer interactions and favorable attitudes towards attendance and paying attention in class. Link Crew has been shown to reduce 9th grade dropout rates and increase school attendance rates (boomerang project 2011, 2012).

Other programs, such as Safe School Ambassadors were discussed as an option, but Link Crew had a higher impact rate on freshmen specifically and it was determined that this target was essential to the overall school climate.

Elementary Assistant Principal

Hiring an assistant principal at the larger elementary schools is the most effective use of funds to meet the district’s goals for its unduplicated students including students with disabilities because it allows for the focus and additional case management of students in need, with particular focus on low income, English Language Learner and foster youth students. Elementary assistant principals’ primary duties are to work with families regarding student attendance and discipline, referrals to resources and monitoring student progress. Research has found that focusing on dropout rate reduction, student attendance, progress monitoring of behavior interventions and referral to supports directly correlates to student engagement and academic success, specifically in the elementary grades (National Dropout Prevention Center/Network report *Dropout Risk Factors and Exemplary Programs: A technical Report (May 2007)* and The California Attorney General’s 2013 report *“In School + On Track.”*)

Other options considered were to put the responsibility for individual case management of students in jeopardy for drop out, attendance issues, behavioral issues, and academic failure on the site principal. With the focus on Common Core standards implementation, 21st century Readiness, etc... it is crucial that our site principals be able to influence their staff as educational leaders and take the time to build the capacity of their teachers to meet the new educational demands. It was decided that an assistant principal would be hired at the largest schools (to create a fulltime assistant principal at each Callison and Cooper elementary schools) to best meet the social emotional needs of the students. As funds allow, the VUSD plans to increase the number of assistant principals at all of the large elementary schools.

Social Emotional Learning Curriculum

The VUSD will pilot and train Kindergarten through 12th grade Social Emotional Learning (SEL) curriculum based on the Illinois State Standards and Performance Descriptors for Social Emotional Learning. This is the most effective use of funds to meet the district’s goals for its unduplicated students including students with disabilities because the pilot implementation of Social Emotional Learning allows teachers to support the positive development of character education and school climate in order to create safe learning environments.

There is a need to incorporate instruction in Social Emotional Learning according to the Key Findings of the ***Vacaville Unified California Healthy Kids Survey (2014)***

- 14% of 7th graders, 39% of 9th graders, and 59% of the 11th graders who participated stated that they have consumed at least one alcoholic beverage.
- 9% of 7th graders, 27% of 9th graders, and 47% of 11th graders stated that they had used marijuana.
- 4% of 7th graders, 11% of 9th graders, and 21% of 11th graders said they have smoked at least one whole cigarette.

- 30% of 7th graders, 27% of 9th graders, and 24% of 11th graders stated that they have been harassed at school in the last 12 months.
- 21% of 7th graders, 13% of 9th graders, and 11% of 11th graders stated that they had been in a fight at school in the last 12 months.
- In 2013-14 there were 1198 School suspensions, in 2014-15 there were 1697 school suspensions.
- In 2013-14 there were 21 expulsions; in 2014-15 there were 20 expulsions.

Early intervention and prevention are the guidelines for the Vacaville Unified School District's plans under the Response to Intervention goal in the Local Control Accountability Plan. The data from the Healthy Kids Survey shows that the use of alcohol and drugs increases as the students gets older. Early intervention through systematic, district wide Character Education and Drug Awareness programs and curriculum would help to set expectations of students, educate students of the health risks and to build self-esteem and decision making skills. There were four programs chosen to pilot over the 2015-16 school year; *Positive Action*, *Youth Suicide Prevention Program*, *Safe Date* and *SafeQuest Solano's Shifting Boundaries*.

Positive Action

The VUSD used the *2013 Collaborative for Academic, Social, and Emotional Learning (CASEL) Guide to Effective Social and Emotional Learning Programs* to review curriculum. The guide ranks over 100 different curricula on 11 key components and 5 evidences of effectiveness. Each is scored using a three level rubric scoring system: Minimal, Adequate and Extensive. Positive Action ranked Extensive in all 5 of the key areas: Opportunities to practice social and emotional skills, Classroom-wide context, School-wide context, Family context, and Community context. Positive Action also incorporated the other 6 components of: PreK-12th grade range has a grade by grade sequence, and included tools for monitoring implementation and measuring student behavior. According to the evaluation outcomes and evidence of effectiveness, the program "*improved academic performance, reduced conduct problems, improved academic behaviors, and provided substance abuse prevention (p. 55, 2013 CASEL Guide).*"

Positive Action was ultimately chosen as the curriculum for the pilot because it met all of the criteria VUSD was looking for: it was a K-12 program, aligned to the Common Core, PBIS, RTI; the Illinois state SEL Standards and scored the highest on all other measures.

Youth Suicide Prevention Program (YSPP)

Research shows that "*a comprehensive, universal social emotional program K-12th grades*" that included a suicide prevention component "*had a great impact on improved social skills, attitudes, behaviors and academic performance*" (Durlak, J.A., et al, 2011) and a significant reduction in suicidal behaviors. <https://casel.squarespace.com/s/meta-analysis-child-development.pdf> The Youth Suicide Prevention Program was the only curriculum found that offered a kindergarten through 12th grade continuum of lessons. This was very important to the VUSD as the intent is to build student social emotional knowledge throughout their educational career.

Many other curricula were reviewed but did not offer the same comprehensive, K-12th grade option. Another valued element of this curriculum is that it is offered in 4 lesson units for each grade level. This is a key component to creating a successful and sustainable system of social emotional learning. Teachers and staff have many requirements put upon them with the implementation of the Common Core curriculum. The YSPP is an intensive program but not time consuming.

Safe Dates and SafeQuest Solano “Shifting Boundaries” Curriculum

According to the research, “a comprehensive, universal social emotional program K-12th grades” that included a dating violence prevention component (Safe Dates, Safe Quest Solano “Shifting Boundaries”) “had a great impact on improved social skills, attitudes, behaviors and academic performance” (Durlak, J.A., et al, 2011) <https://casel.squarespace.com/s/meta-analysis-child-development.pdf>. These two curricula offer a continuum of learning from 5th grade through 12th grade. This allows for a common language and a building of interpersonal and social skills that build on one another developmentally over the 8 year period. This was very important to the VUSD, as the intent is to build student social emotional knowledge throughout their educational career.

Many other curricula listed in the CASEL Guide were quickly reviewed; including TRIBES and Second Step, but none of the other programs offered the same comprehensive, 5-12th grade option. Also, the VUSD was able to partner with SafeQuest Solano, a local agency focused on reducing dating violence and victimization in our county. This partnership allows for the expert SafeQuest staff to come into the classrooms and share the curriculum with the students, thus enhancing the student outcomes. These curricula are approximate 2 to 9 lessons per year or grade level. This is a key component to creating a successful and sustainable system of social emotional learning. Teachers and staff have many requirements put upon them with the implementation of the Common Core curriculum. Both the SafeQuest Solano “Shifting Boundaries” and Safe Dates curriculum are intensive programs but not time consuming for the classroom teachers.

Educational Software to Guide Instruction (ESGI)

Purchasing ESGI for our transitional kindergarten and kindergarten teachers is the best use of supplemental funds because research has shown that using data in instructional decisions can lead to improved student performance (Wayman, 2005; Wayman, Cho, & Johnston, 2007; Wohlstetter, Datnow, & Park, 2008). Educational Software for Guiding Instruction (ESGI) is a simple and secure assessment platform that provides an efficient process for TK and Kindergarten teachers to conduct one-on-one assessments. The software allows teachers to quickly gather student performance data and automatically generate multiple reports that gauge student understanding of skills and concepts. The data in ESGI is also used for populating personalized parent letters and flash cards, identifying individuals or groups for targeted instruction, and customizing the learning environment to promote focus areas for academic growth.

Two other options considered for use of data collection were School City Online Assessment System and District Created EXCEL Spreadsheets. ESGI was selected to use because of its ease of use as a web based assessment tool for administering assessments, scoring and analyzing student performance.

Goal 2: Common Core Implementation

Services and Actions

Dual Immersion Class at Jepson Middle School

VUSD believes this is the most effective use of funds to meet the district's goals for its unduplicated students including students with disabilities because having dual immersion options at the middle school allows for the students in the K-6 Dual Immersion Program (SPICE) at Markham Elementary to continue their education and daily practices of both Spanish and English in an academic environment. Research shows that the benefits of bilingualism are increased by the number of years a student is immersed in the languages. Some of the benefits of bilingualism are: Higher academic achievement on standardized tests (Robinson, 1992; Cooper, 1987; Armstrong & Rogers 1997; etc), Increased ability in English (Marcos, K., 1998; Dumas, L., 1999), Beneficial to the development of reading abilities (D'Angiulli, et al., 2001; Diaz, 1982), Increased general intelligence and IQ scores (Samuels & Friffore, 1979; Peal & Lambert, 1962), Improved ability to hypothesize in science (Kessler & Quinn, 1980), Higher SAT and ACT scores (Robinson, 1992; Cooper, 1987; Eddy, 1981; Olsen & Brown, 1992; etc.), Improved performance at the post-secondary levels (Wiley, 1985), Improved cognitive abilities (Curtain, 1990; Genesee & Cloud, 1998; Bamford & Mizokawa, 1991; Barik & Swain, 1976; etc.), Enhanced memory skills (Kormi-Nouri, et al. 2003), Increased problem solving ability (Stephens & Esquivel, 1997), Improved verbal and spatial abilities (Diaz, 1982), Increased cultural awareness and cross-cultural competencies, Expanded career opportunities. These benefits and more can be explored at the American Council on the Teaching of Foreign Languages website, specifically: <http://www.actfl.org/i4a/pages/index.cfm?pageid=4524>.

The only other option that was explored was adding 7th and 8th grade to the SPICE program at Markham Elementary. This was not a feasible option due to a lack of open facilities/classrooms and the fact that there is another TK-6 program on the Markham school site and adding two middle school grades caused many concerns. It was therefore decided that 1 period/section on dual immersion would be added - History in the 7th grade, this was done in the 2014-15 school year, and an 8th grade period section of dual immersion History in the 2015-16 school year. VUSD strives for a 51% enrollment of English Language learners enrolled in the dual immersion classes.

AVID

Increasing the AVID offerings (Advancement via Individual Determination) is the most effective use of funds to meet the district's goals for its unduplicated students including students with disabilities because AVID is a program dedicated to closing the achievement gap by preparing all students for college and other postsecondary opportunities. AVID trains educators to use proven practices in order to prepare students for success in high school, college, and a career, especially students traditionally underrepresented in higher education. AVID brings research-based strategies and curriculum to educational institutions in elementary, secondary, and higher education. AVID does the following: Teaches skills and behaviors for academic success, provides intensive support with tutorials and strong student/teacher relationships, creates a positive peer group for students, develops a sense of hope for personal achievement gained through hard work and determination. Additional information, research, and program description can be found on the avid website: <http://www.avid.org/>.

Other options considered were: Supporting students for college and other post-secondary opportunities within the existing high school programs and offering AVID as an elective course at the middle school level. The decision was made to offer AVID at the high schools to ensure deep implementation for students in developing their academic skills, specifically writing, inquiry, collaboration, organization, and reading. Expanding AVID electives to the middle school program is a consideration for future years.

Vacaville Early College High School (VECHS)

VUSD believes the VECHS class at Solano Community College is the most effective use of funds to meet the district's goals for its unduplicated students including students with disabilities because it will enable the district to build strong opportunities for students within the realm of 21st Century readiness and in partnership with Solano Community College. Early College High School programs developed due to the following precipitating factors: The need for additional skill development and global competition, skill deficits of incoming college freshmen, lower than expected college completion rates, and lack of access to college by underrepresented student groups. Early college high schools target students who are typically from student groups with historically below average college completion rates. These programs have been shown to increase college access, affordability, and completion rates. The California State Legislature has stated, "middle (early) college high schools have proven to be highly effective collaborative efforts between local school districts and community colleges (Student Success Taskforce)". The VECHS program has effectively teamed with Solano Community College on this endeavor (website for California Coalition of Early and Middle College High Schools: <http://www.ccemc.org/>).

Other options considered were: Supporting students for college and other post-secondary opportunities within the existing high school programs and allowing for students to pursue tandem enrollment of community college courses on their own. The decision was made to offer VECHS to offer optimum support for college access for underrepresented student groups as it would allow for maximum support and enrollment in both high school and college courses.

Centralized Services for English Learner Students

Centralized services are the most effective use of funds to meet the district's goals for its unduplicated students including students with disabilities because the current research and best practices for EL indicate that English Language Learners need placement in grade level content classes with English proficient students and also require dedicated time for second language learning and practice. The centralized services provided for our EL students have grown out of the need for additional support for our long-term EL students and our "newcomer" students who need that initial support as they begin school in an environment of an unfamiliar language. The centralized services are provided with these two foundational needs as the basis for determining the support at secondary sites and the targeted support for newcomer students at their school of residence. Centralized services pay for instructional aides, English language development coaches, literacy coaches, English language development site coordinators, strategic English language arts/English language development support sections at the secondary level, and .25 of all Language! teachers across the district.

Other options considered were to allow for school site development of services for EL students and school site developed services for support of newcomer students. The decision was made to provide centralized services to ensure common essential outcomes, consistency in research based District curriculum implementation K-12, pre and post common assessment results, and common scoring rubrics.

Translators

Hiring designated translators is the most effective use of funds to meet the district's goals for its unduplicated students including students with disabilities because it allows our Spanish speaking parents to access their child's progress on the common core state standards, to communicate expectations and concerns and to be an active part of their child's education. According to the Harvard Family Research Project (October 2010) parent conferences and meetings need to be *"a two-way conversation. The parent-teacher conference is an opportunity for parents to learn about their children's progress in school and for teachers to gain insights into their students' home and community lives. Parent perspectives on student strengths and needs, learning styles, and non-school learning opportunities can help teachers shape their instructional methods.*

(<http://www.hfrp.org/var/hfrp/storage/fckeditor/File/Parent-Teacher-ConferenceTipSheet-100610.pdf>). Having translators available and easily accessible for non-English speaking parents at conferences, meetings, events and in the office, allows for two way conversations between school staff and the parents. Having staff that can speak to non-English speaking parents also creates an inviting and welcoming school environment.

The option of not having designated translators and having Spanish speaking staff and teachers translate for families were discussed as a cost savings measure. Since this Spanish speaking staff and teachers are not always readily available or are participating in other parent meetings, it was decided that designated translators that could be scheduled and on hand when needed was the best method to allow for Spanish speaking parents to advocate for their child and to access their child's academic progress

Technology

Enhancing Technology resources is the most effective use of funds to meet the district's goals for its unduplicated students including students with disabilities because the Vacaville Unified School District's vision is to create an educational environment where access to technology is universal and used as an integral tool for teaching, learning, conducting business, and serving the community. According to the Vacaville Unified School District Technology Master Plan (July 1, 2013 - June 30, 2016) *"All classrooms in the district are connected to the VUSD Local Area Network (LAN) and all computers are connected to the Internet. This level of access gives teachers and students many opportunities for use. The district has added several web-based programs in the last few years, which has placed an increased load on the district's network. During most days the bandwidth is running at capacity."* As the research indicates, technology must be aligned and integrated into the standards-based curriculum in order to improve student achievement and learning. This research has had a significant impact on the programs being developed within the district. The literacy program, see below, demonstrates the tight integration between content aligned standards and technology used to support those standards and improve academic achievement. Based on this research, technology is infused in areas where it can help support, assess and inform instruction each school's website. Significant research was done into the ways technology can be used to improve teaching and learning. It indicates that the integration of technology improves test scores and deepens a student's understanding of the subject. This research extends into the best use of technology for assessment, record keeping, professional development, as well as the deployment of resources such as devices, software, and technical support in order to provide

equal access to all student populations.

Other options that were considered were to not increase bandwidth, to increase bandwidth only, and to not purchase devices and have a “Bring Your Own Device” expectation for students and staff. Because the district’s vision is to create an educational environment where access to technology is universal and used as an integral tool for teaching and learning, conducting business, and serving the community, the decision to increase the level of network access and to purchase technology was made.

Digital Specialist and Technician Support

The hiring of technology support in the form of a certificated digital specialist and 3 technicians is the most effective use of funds to meet the district’s goals for its unduplicated students including students with disabilities because technology is recognized as an instructional tool, and no longer as just a subject of instruction. Still, many educators less familiar and less comfortable with technology than their students, struggle to seamlessly integrate a growing list of technology tools into their regular curriculum. To integrate technology into their classrooms, teachers must feel comfortable with technology. Digital Specialists enhance teachers’ readiness by provide ongoing training, opportunities for teachers to collaborate, and access to technology support, and modeling. With the passing of the bond Measure A, and all of the work done on the technology infrastructure, it was determined that the school sites needed additional technical technology support. This additional support allows for the continuous and dependable access to the internet, Google platform, and online curriculum that is being integrated into the classroom.

Other considerations for supporting teachers with integration of technology into classrooms were to provide extra duty stipends for teachers at school sites to help with technology issues and to provide digital specialist/instructional support personnel at school sites. A cost benefit analysis indicated that at this time, the most effective utilization of support was to hire a digital specialist and the additional 3 technician support positions.

Writing Curriculum

Investing in a district wide writing curriculum is the most effective use of funds to meet the district’s goals for its unduplicated students including students with disabilities because the CCSS outlines a distribution across the grades of the core purposes and types of student writing. The Standards cultivate the development of three mutually reinforcing writing capacities: Writing to persuade, to explain, and to convey real or imagined experience. Evidence concerning the demands of college and career readiness gathered during development resulted in a shifting emphasis in types of writing. A focus on writing is an important step towards closing the achievement gap. A focus on writing improvement has been an important feature of model academic programs (please read the results from the 90-90-90 studies; <http://www.leadandlearn.com/sites/default/files/articles-source/90-90-90-schools-case-study.pdf>).

Grade	To Persuade	To Explain	To Convey Experience
4	30%	35%	35%
8	35%	35%	30%
12	40%	40%	20%

Several programs were considered for classroom piloting; **Units of Study in Opinion/Argument, Information, and Narrative Writing**, Being a Writer, The Write Tools , The WRITE Institute, and Step Up to Writing. The two pilot writing programs that were selected for pilot in the 2015-16 school year align with the standards and include a flexible writing curriculum for grades K–6 based on the writers workshop models.

Being a Writer: "There are few commercially-available elementary school curricula that really address growth in writing," says Richard Sterling, Director Emeritus of the National Writing Project. "Not just writing as a way to improve reading," he adds, "but writing on its own terms. *Being a Writer* is one of them. I served as advisor and Trustee for the Developmental Studies Center (DSC), the non-profit organization in Oakland that developed the program for several years, and I am pleased to see this program made available to schools and districts nation-wide." These research-driven and standards-aligned programs develop the academic writing critical to success with state assessments, college, and career. The *Being a Writer* program was field-tested in the Newark, CA school district in 2006–07. All eight of the district’s elementary schools participated. The percentage of students who tested at Below or Far Below Basic, declined from 22% to 3%; the percentage of students who tested at Basic, declined from 63% to 39%; the percentage of students who tested at Proficient, increased from 14% to 50%; and the percentage of students who tested at Advanced, increased from 1% to 7%.

The WRITE Institute: The Writing Reform Institute for Teaching Excellence (WRITE) is a national Academic Excellence model for sustained professional development in writing. WRITE establishes partnerships with schools to build teacher efficacy and skills in the teaching of writing. These research-driven and standards-aligned programs develop the academic writing critical to success with state assessments, college, and career. WRITE prepares all students to write effectively and think critically, while also providing differentiated strategies to meet the needs of English learners and struggling writers.

SpringBoard at the 6th Grade Level.

VUSD believes this is the most effective use of funds to meet the district’s goals for its unduplicated students including students with disabilities because SpringBoard is a comprehensive ELA/Literacy program created by College Board to prepare students for college and career readiness. Based on Wiggins and McTighe's "Understanding by Design" model, the SpringBoard program attempts to map knowledge into scholastic skill sets in preparation college success. Units of instruction are provided to students within and across grades levels, providing a vertically articulated curriculum framework that scaffolds learning skills and subject test knowledge. Implicit in the course curriculum, the program embeds pre-AP and AP teaching

and learning strategies across grade school levels and class work. The curriculum is applicable to grades 6 through 12. Teachers are provided with formative assessments, professional training, and a variety of teaching tools to track student progress. The instructional framework is integrated in the curriculum content and subject materials. SpringBoard is built on years of primary and secondary research, and it is supported by comprehensive, longitudinal studies as well as case studies, and both empirical and theoretical research. Other programs were considered for use in grades 6-11 to transition to the CCSS ELA/Literacy Standards. The other considerations were: The Synced Solutions and District created writing instructional modules. Springboard was chosen because of its clear, consistent, and rigorous program. It is aligned to college and work expectations. SpringBoard ELA provides the tools, content, and supports needed to engage students in the classroom.

Goal 3: Increase Parent Involvement

Services and Actions

Parent Focus Groups

Investing resources in Parent Involvement is the most effective use of funds to meet the district's goals for its unduplicated students including students with disabilities because parent involvement in the education process, and more specifically in their child's school and education, is a key component to a student's academic success, especially with low income students, English Language Learners and foster youth. This involvement allows a parent to build relationships and access supports for their child. The Vacaville Unified School District plans to increase Parent Involvement as outlined in the goals and services in the Local Control Accountability Plan. The Vacaville Unified School District will work to organize and facilitate a Foster Youth parent focus group, an English Language Learner parent focus group, as well as an overarching Local Control Accountability Plan advisory group, on which parents from the various stakeholder groups and school sites will be a part of. We will focus this year on no cost elements to increase parent involvement. The sites will increase their Parent University offerings to three annually, and work to increase their communication and family engagement throughout the year. These practices meet or exceed The Family Engagement Framework: A Tool for California School Districts (CDE, 2011) identified 5 model standards for family involvement (adapted from Family Area Network).

Other options discussed were the creation of school site and district level community liaisons that would act as a conduit between the school district, the individual school site, and the families throughout our city. It was decided that the liaison program would be discussed and planned through the various stakeholder groups and focus groups during the 2015-16 school year for future rollout district wide.

Goal 4: Teacher Effectiveness and Student Engagement

Services and Actions

Beginning Teacher Support and Assessment (BTSA)

Investing in the Beginning Teacher Support and Assessment Induction Program is the most effective use of funds to meet the district's goals for its unduplicated students including students with disabilities because the effects of first best teaching by a supported, highly qualified teacher is most strongly tied to student achievement and engagement in the classroom. The California Beginning Teacher Support and Assessment (BTSA) Induction Program provides formative assessment, individualized support and advanced content for newly-credentialed teachers, and is the preferred pathway to a California Professional (Clear) Teaching Credential. The BTSA Induction Program is co-administered by the CDE and California Commission on Teacher Credentialing (CCTC). It provides unique professional development to beginning teachers and increases the rate of teacher retention (84%). The model of this program uses peer support providers for individualized assistance. The support provider serves in an advisory role and is trained in formative assessment, the CSTPs and induction standards, and the K-12 Common Core. The teacher has two options for completion: The two year induction program and the early completion program for teachers who have participated in a two year internship, or demonstrated excellent teaching over the past two years in a private school setting. Induction activities support each of the eight areas of state priority such as: Focus on student achievement with formative assessment and progress monitoring, Student work analysis, Student profiles and class profile analysis looking at assessments and needs, Student engagement strategies, At-risk students include bullying, dropout rates, LGBT students etc., Parent and Family communication, EL and special population students, Standards aligned lesson planning, units of study and year-long plans, Professional discussions of current research, Qualities of a Professional Educator, 21st Century skills and critical thinking, College and Career Readiness. The other option that was explored was not offering BTSA through the district but aligning opportunities for new teachers to obtain the induction requirement on their own. The VUSD felt that providing BTSA for the new teachers allowed for easier recruitment of quality new teachers as well as the opportunity to infuse our own vision into the induction process.

Class Size Reduction (Grade Span Adjustment- GSA) TK-3rd Grade

Reducing class sizes in grades transitional kindergarten through 3rd is the most effective use of funds to meet the district's goals for its unduplicated students including students with disabilities because the quality and quantity of teaching should be enhanced, because smaller classes allow teachers to give more individualized attention to their students and utilize small group instruction more effectively, allows for more focused learning and student teacher interaction, communication skills of students should be enhanced because there is more opportunity for them to participate in classroom discussion, improves teacher parent relationships and allows teachers to do more frequent student evaluation and follow-up.

The degree to which class sizes must be adjusted as we move toward the full LCFF funding is described in California Education Code 42238.02 and Assembly Bill 97, under the Local Control Funding Formula. *"For school districts and charter schools, the LCFF includes a K–3 GSA equal to 10.4 percent of the base LCFF grant for that grade span. Pursuant to Education Code section 42238.02, as a condition of receiving the K–3 GSA, school districts must meet one of the following conditions:"*

- *If a school site's average class enrollment in K–3 was more than 24 pupils in the prior year, make progress toward maintaining, at that school site, an average class enrollment in K–3 of not more than 24 pupils.*
- *If a school site's average class enrollment in K–3 was 24 pupils or less in the prior year, maintain, at that school site, an average class enrollment in K–3 of not more than 24 pupils.*
- *Agree to a collectively bargained alternative to the statutory K–3 GSA requirements.*

VUSD believes it has met all criteria for the Class Size Reduction/Grade Span Adjustment requirements as listed above and defined in California Education Code 42238.02

VUSD analyzed the facilities and staffing needed to meet the Grade Span Adjustment requirement and decided that it was possible to meet the necessary conditions for the 2015-2016 school year. Therefore, the school district did not consider other options such as a Memorandum of Understanding with the teachers' union since we are able to meet the requirement.

Goal 5: Increase Early Childhood Education Opportunities

Services and Actions

The National Institute for Early Education Research at Rutgers, New Jersey found that:

- *Many different preschool programs have been shown to produce positive effects on children's learning and development, but those effects vary in size and persistence by type of program*
- *Well-designed preschool education programs produce long-term improvements in school success, including higher achievement test scores, lower rates of grade repetition and special education, and higher educational attainment. Some preschool programs are also associated with reduced delinquency and crime in childhood and adulthood.*
- *The strongest evidence suggests that economically disadvantaged children reap long-term benefits from preschool. However, children from all other socioeconomic backgrounds have been found to benefit as well.*
- *Current public policies for child care, Head Start, and state pre-K do not ensure that most American children will attend highly effective preschool programs. Some attend no program at all, and others attend educationally weak programs. Children from middle-income families have least access, but many children in poverty also lack preschool experiences.*

- *Increasing child care subsidies under current federal and state policies is particularly unlikely to produce any meaningful improvements in children's learning and development. Given the poor quality of much child care, it might instead produce mild negative consequences.*

Therefore, investing in increasing early childhood opportunities is the most effective use of funds to meet the district's goals for its unduplicated students including students with disabilities because it is in the best interest of future Vacaville Unified students that the school district investigates and implements high quality, well-designed preschool programs for the families of Vacaville. These preschool programs would focus, first on the needs of the economically disadvantaged and special needs students, and then on working to provide a viable option for preschool for any Vacaville family. There is no cost associated with this goal for the 2015-16 school year.

There are many options that are under consideration as we begin the process developing quality early learning opportunities in our city; expanding our special education preschool to include general education students, aligning and expanding the Head Start preschool programs housed at our schools, and working with local preschools and at home day care providers to build quality early education opportunities.

		Vacaville Unified (70573)							5/27/2015
Title 5 CCR § 15496		Minimum Proportionality Percentage (MPP): Summary Supplemental & Concentration Grant							
		2013-14	2014-15	2015-16	2016-17**	2017-18**	2018-19**	2019-20**	
2014-15 py exp (2013-14 exp) must >= 2012-13 EIA exp		TRUE							
15496(a)(3)	3. Difference [1] less [2]		5,791,959	4,070,164	2,790,593	2,300,689	1,891,009	1,677,136	
15496(a)(4)	4. Estimated Additional Supplemental & Concentration Grant Funding [3] * GAP funding rate		1,688,356	1,310,186	661,650	608,072	213,873	-	
	GAP funding rate		29.15%	32.19%	23.71%	26.43%	11.31%	0.00%	
15496(a)(5) 15496(a)(8)	5. Estimated Supplemental and Concentration Grant Funding [2] plus [4] (unless [3]<0 then [1]) LCAP Section 3, Part A		2,812,312	4,120,007	4,777,791	5,381,707	5,595,580	5,595,580	
15496(a)(6)	6. Base Funding LCFF Phase-In Entitlement less [5], excludes Targeted Instructional Improvement & Transportation		72,391,463	76,306,656	78,993,544	81,840,310	83,019,930	83,019,966	
	LCFF Phase-In Entitlement		76,586,065	81,808,953	85,153,625	88,604,307	89,997,800	89,997,836	
15496(a)(7) 15496(a)(8)	7/8. Minimum Proportionality Percentage* [5] / [6] LCAP Section 3, Part B		3.88%	5.40%	6.05%	6.58%	6.74%	6.74%	
*percentage by which services for unduplicated students must be increased or improved over services provided for all students in the LCAP year. If Step 3a <=0, then calculate the minimum proportionality percentage at Estimated Supplemental & Concentration Grant Funding, step 5.									
**Regulations only require an LEA to demonstrate how it is meeting the proportionality percentage in the LCAP year, not across all three years.									
		SUMMARY SUPPLEMENTAL & CONCENTRATION GRANT & MPP							
		2014-15	2015-16	2016-17	2017-18	2018-19	2019-20		
Current year estimated supplemental and concentration grant funding in the LCAP year		\$ 2,812,312	\$ 4,120,007	\$ 4,777,791	\$ 5,381,707	\$ 5,595,580	\$ 5,595,580		
Current year Minimum Proportionality Percentage (MPP)		3.88%	5.40%	6.05%	6.58%	6.74%	6.74%		

- 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.

5.4	%
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The Vacaville Unified School District (VUSD) has chosen to use the supplemental-concentration funds in a district wide manner. The supplemental-concentration funds will be expended to continue to enhance the five district goals; Response to Intervention (Rtl), implementation of the Common Core, increasing parent involvement, increasing instructional effectiveness and student engagement and increasing early childhood learning opportunities. The funds will be principally directed toward and are effective in meeting the district’s goals for our unduplicated pupils including students with disabilities. The 2015-16 percentages by which we are to increase and/or improve services for targeted students (low income, foster youth and English language learners) is **5.4%**. The VUSD has identified an increase in effort as 31.18% for Goal 1, 44.12% for Goal 2, and 17.70% for Goal 4. For Goals 3 and 5, no funds were required to increase the effort of services in these goals by an additional 10% objective for the targeted students.

Goal 1: Further develop a systematic Response to Intervention district-wide program that determines and provides what students need before they fail.

The services and actions provided by the increase of the number of SnapShot days, elementary and secondary Rtl coordinators, para professional support for the larger elementary schools, intern counselor services TK-6th grade, the Social Emotional Learning pilot and training, hiring of 1 elementary assistant principal, continued funding of the LinkCrew programs, and the purchase of the Educational Software for Guiding Instruction (ESGI) as related to RTI and improved student achievement have increased by **31.18%**

Goal 2: Continue implementation of Common Core Curriculum for student mastery of the State Standards. The services and actions provided by the pilot writing programs, the 3 additional computer technician positions, enhancing the digital specialist position, additional 8th grade dual immersion class at Jepson Middle School, additional translation, centralized services, additional AVID offerings, additional class (11th grade) for VECHS as related to the continued implementation of the Common Core State Standards and improved student achievement have increased by **44.12%**.

Goal 3: Increase Parent Involvement in order to increase student engagement and achievement. The services and actions provided by the individual sites in order to increase the opportunities for parent involvement and increased parent engagement in related to improved student achievement have increased by a **10%** objective though no funds will be expended under this goal in the 2015-16 school year.

Goal 4: Continue to increase Instructional Effectiveness and student engagement to improve student achievement. The services and actions provided by the continuation and enhancement of the BTSA program, and the additional class size reduction effort TK- 3rd grade as related to improved student achievement and instructional practice have increased by **17.70%**

Goal 5: Strengthen Preschool and Early Childhood Education opportunities that allow for preparation and early intervention for Kindergarten. The services and actions provided by the district (VUSD) in order to strengthen quality early childhood learning opportunities in relation to preparation and early intervention for improved student achievement in Kindergarten have increased by a **10%** objective though no funds will be expended under this goal in the 2015-16 LCAP.

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).

APPENDIX

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Definitions

ADA= Average Daily Attendance

API = Academic Performance Index (state target is 800)

AERIES = Attendance tracking program

ATOD = Alcohol Tobacco and Other Drugs

AVID = Advancement Via Individual Determination

BSP = Behavior Support Plan

BTSA = Beginning Teacher Support and Assessment

CAHSEE = California High School Exit Exam required for graduation

CCSS = Common Core State Standards

CELDT = Annual English learner progress monitoring test

CFA = Common Formative Assessment

CFU = Checking for Understanding

CSR = Class Size Reduction

CTE = Career Technical Education

DSA= Department of the State Architect

EDI = Explicit Direct Instruction

EL = English Learners

ELA = English Language Arts

ELD = English Language Development for English learners

ESGI = Educational Software for Guiding Instruction

FA = Functional Academic – Special Education Program to support like skill development in students with moderate to severe needs

FIT = Facilities Inspection Test

FTE = Full Time Equivalent, a full time teacher

GATE = Gifted and Talented Education

GEN ED = General Education

G.O. Bond= General Obligation Bond

IA = Instructional Assistant

IEP = Individualized Education Plan

LCAP = Local Control Accountability Plan

LCFF = Local Control Funding Formula

LCFF Supplemental Grant = funds the district receives on top of base LCFF funds to serve English learners, foster children, and socioeconomically disadvantaged students

LEA = Local Educational Agency (school district)

MHSA = Mental Health Services Act

NCLB = No Child Left Behind

PARA = Para- professionals

PBIS = Positive Behavior Interventions and Supports

PERL = Program for Emotional Regulation and Learning

Definitions

PD = Professional Development – instruction for teachers and staff
PLC = Professional Learning Community, teacher group that analyzes data and plans improvements to instruction and instruction for students who are struggling
RFEP = Reclassified Fluent English Proficient
RRM = Restricted Routine Maintenance
RSP = Resource Specialist Program
RTI = Response to Instruction and Intervention
SARB = School Attendance Review Board (district level)
SART = School Attendance Review Team (school level)
SBAC = Smarter Balanced Assessment Consortium
SCC = Solano Community College
SCIL = Structured Class for Intensive Learning
SCOE = Solano County Office of Education
SDC = Special Day Class
SP ED = Special Education
STEM = Science, Technology, Engineering, and Mathematics
STEAM = Science, Technology, Engineering, Art, and Mathematics
TAP = Transitional Academic Program
Title I = Federal funds to serve low performing students
Title II = Federal funds for professional development
Title III = Federal funds for English learners
UC a-g = courses required for college admission
VECHS = Vacaville Early College High School
YTOT = Youth Taking on Tobacco

Metrics	2014-15 LCAP Metric Collection	Goal Number	State Priority	Page																																
Pupil Achievement																																				
Performance of statewide standardized test	<p>Not available at this time. District wide Smarter Balanced Assessment results will be reported in late July or early August 2015</p>		<p>State Priority 4</p>																																	
<p>Scores on Academic Performance</p> <ul style="list-style-type: none"> • English Language Arts • Math 	<p>No state calculation rate of API reports for 2014-15 in 2014 Growth API, 2014 Base API, and 2015 Growth API</p> <table border="1" data-bbox="430 699 1163 1141"> <thead> <tr> <th data-bbox="430 699 630 850">ELA Benchmark & Writing</th> <th data-bbox="630 699 819 850">ELA 2013-14 Above/At Grade Level</th> <th data-bbox="819 699 991 850">ELA 2014-15 Above/At Grade Level</th> <th data-bbox="991 699 1163 850">Writing 2014-15 Above/At Grade Level</th> </tr> </thead> <tbody> <tr> <td data-bbox="430 850 630 894">Kindergarten</td> <td data-bbox="630 850 819 894">82%</td> <td data-bbox="819 850 991 894">85%</td> <td data-bbox="991 850 1163 894">77%</td> </tr> <tr> <td data-bbox="430 894 630 938">First</td> <td data-bbox="630 894 819 938">80</td> <td data-bbox="819 894 991 938">78</td> <td data-bbox="991 894 1163 938">75</td> </tr> <tr> <td data-bbox="430 938 630 982">Second</td> <td data-bbox="630 938 819 982">41</td> <td data-bbox="819 938 991 982">39</td> <td data-bbox="991 938 1163 982">69</td> </tr> <tr> <td data-bbox="430 982 630 1026">Third</td> <td data-bbox="630 982 819 1026">48</td> <td data-bbox="819 982 991 1026">32</td> <td data-bbox="991 982 1163 1026">66</td> </tr> <tr> <td data-bbox="430 1026 630 1070">Fourth</td> <td data-bbox="630 1026 819 1070">55</td> <td data-bbox="819 1026 991 1070">25</td> <td data-bbox="991 1026 1163 1070">75</td> </tr> <tr> <td data-bbox="430 1070 630 1114">Fifth</td> <td data-bbox="630 1070 819 1114">62</td> <td data-bbox="819 1070 991 1114">49</td> <td data-bbox="991 1070 1163 1114">71</td> </tr> <tr> <td data-bbox="430 1114 630 1141">Sixth</td> <td data-bbox="630 1114 819 1141">86</td> <td data-bbox="819 1114 991 1141">72</td> <td data-bbox="991 1114 1163 1141">69</td> </tr> </tbody> </table>	ELA Benchmark & Writing	ELA 2013-14 Above/At Grade Level	ELA 2014-15 Above/At Grade Level	Writing 2014-15 Above/At Grade Level	Kindergarten	82%	85%	77%	First	80	78	75	Second	41	39	69	Third	48	32	66	Fourth	55	25	75	Fifth	62	49	71	Sixth	86	72	69	<p>Goals 1,2,8,11</p>	<p>State Priority 2,4,8</p>	<p>Pages 57,63,79,86</p>
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Third	48	32	66																																	
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<p>Scores on Academic Performance</p> <ul style="list-style-type: none"> Math 	<table border="1"> <thead> <tr> <th>ELA Benchmark LANGUAGE!</th> <th>Benchmark 1</th> <th>Benchmark 2</th> <th>Growth</th> </tr> </thead> <tbody> <tr> <td>Book A</td> <td>84</td> <td>107</td> <td>23</td> </tr> <tr> <td>Book B</td> <td>72</td> <td>185</td> <td>113</td> </tr> <tr> <td>Book C</td> <td>330</td> <td>350</td> <td>20</td> </tr> </tbody> </table>	ELA Benchmark LANGUAGE!	Benchmark 1	Benchmark 2	Growth	Book A	84	107	23	Book B	72	185	113	Book C	330	350	20												
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	Math Grades K-6	Math 2013-14 Above/At Grade Level	Math 2014-15 Above/At Grade Level																										
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Share of Pupils that meet the required entrance to UC and CSU or complete career technical education sequences or programs	<table border="1"> <tr> <th data-bbox="430 228 632 380">High Schools</th> <th data-bbox="632 228 810 380">% CSU/UC Requirement</th> </tr> <tr> <td data-bbox="430 380 632 428">District</td> <td data-bbox="632 380 810 428">51%</td> </tr> </table>				High Schools	% CSU/UC Requirement	District	51%	Goal 3	State Priority 4	Page 68							
High Schools	% CSU/UC Requirement																	
District	51%																	
Share of ELs that become English Proficient (AMAO 1)	<table border="1"> <tr> <th data-bbox="422 695 621 919">AMAO 1</th> <th data-bbox="621 695 800 919">Number Taking CELDT</th> <th data-bbox="800 695 953 919">Annual Growth</th> <th data-bbox="953 695 1161 919">English Proficiency (Less than 5 years)</th> <th data-bbox="1161 695 1373 919">English Proficiency (More than 5 years)</th> </tr> <tr> <td data-bbox="422 919 621 997">2013-14</td> <td data-bbox="621 919 800 997">1,065</td> <td data-bbox="800 919 953 997">539 (51%)</td> <td data-bbox="953 919 1161 997">933 (18%)</td> <td data-bbox="1161 919 1373 997">318 (42%)</td> </tr> </table>				AMAO 1	Number Taking CELDT	Annual Growth	English Proficiency (Less than 5 years)	English Proficiency (More than 5 years)	2013-14	1,065	539 (51%)	933 (18%)	318 (42%)	Goal 8	State Priority 4	Page 79	
AMAO 1	Number Taking CELDT	Annual Growth	English Proficiency (Less than 5 years)	English Proficiency (More than 5 years)														
2013-14	1,065	539 (51%)	933 (18%)	318 (42%)														
English Learner reclassification rate	<table border="1"> <tr> <th data-bbox="430 1052 632 1208">English Learner Reclassification Rates</th> <th data-bbox="632 1052 810 1208">Number in Cohort</th> <th data-bbox="810 1052 968 1208">#/% Attaining Proficiency Level</th> <th data-bbox="968 1052 1136 1208">Target/ Met</th> </tr> <tr> <td data-bbox="430 1208 632 1289">Less than 5 Years</td> <td data-bbox="632 1208 810 1289">940</td> <td data-bbox="810 1208 968 1289">159/17%</td> <td data-bbox="968 1208 1136 1289">22.8% Not Met</td> </tr> <tr> <td data-bbox="430 1289 632 1370">More than 5 Years</td> <td data-bbox="632 1289 810 1370">344</td> <td data-bbox="810 1289 968 1370">163/47%</td> <td data-bbox="968 1289 1136 1370">49% Not Met</td> </tr> </table>			English Learner Reclassification Rates	Number in Cohort	#/% Attaining Proficiency Level	Target/ Met	Less than 5 Years	940	159/17%	22.8% Not Met	More than 5 Years	344	163/47%	49% Not Met	Goal 8	State Priority 4	Page 79
English Learner Reclassification Rates	Number in Cohort	#/% Attaining Proficiency Level	Target/ Met															
Less than 5 Years	940	159/17%	22.8% Not Met															
More than 5 Years	344	163/47%	49% Not Met															

Share of pupils that pass Advanced Placement Exams with a 3 or higher	<p>Not available at this time Advanced Placement results will be reported in late June or July 2015</p>					<p>State Priority 4</p>																												
Share of pupils determined prepared for college by Early Assessment program	<table border="1" data-bbox="432 451 1121 695"> <thead> <tr> <th>EAP Subject Area</th> <th>College Ready</th> <th>College Ready Conditional</th> <th>No College Ready</th> </tr> </thead> <tbody> <tr> <td>Math</td> <td>14%</td> <td>55%</td> <td>31%</td> </tr> <tr> <td>ELA</td> <td>33%</td> <td>17%</td> <td>66%</td> </tr> </tbody> </table> <table border="1" data-bbox="432 735 1299 979"> <thead> <tr> <th>Vacaville Early College High School</th> <th>Students Enrolled</th> <th>Total College Credits Completed</th> <th>Number of Student Taking College Courses</th> <th>Students with 2.5 or Higher GPA</th> </tr> </thead> <tbody> <tr> <td>2013-14</td> <td>46</td> <td>64 units</td> <td>46</td> <td>45</td> </tr> <tr> <td>2014-15</td> <td>70</td> <td>138 units</td> <td>N/A</td> <td>N/A</td> </tr> </tbody> </table>				EAP Subject Area	College Ready	College Ready Conditional	No College Ready	Math	14%	55%	31%	ELA	33%	17%	66%	Vacaville Early College High School	Students Enrolled	Total College Credits Completed	Number of Student Taking College Courses	Students with 2.5 or Higher GPA	2013-14	46	64 units	46	45	2014-15	70	138 units	N/A	N/A	<p>Goal 3</p>	<p>State Priority 4</p>	<p>Page 68</p>
EAP Subject Area	College Ready	College Ready Conditional	No College Ready																															
Math	14%	55%	31%																															
ELA	33%	17%	66%																															
Vacaville Early College High School	Students Enrolled	Total College Credits Completed	Number of Student Taking College Courses	Students with 2.5 or Higher GPA																														
2013-14	46	64 units	46	45																														
2014-15	70	138 units	N/A	N/A																														
Pupil Engagement																																		
District attendance rates	<table border="1" data-bbox="432 1109 774 1304"> <thead> <tr> <th>District Attendance Rates</th> <th>ELA 2013-14 Above/At Grade Level</th> </tr> </thead> <tbody> <tr> <td>2013-14</td> <td>95%</td> </tr> <tr> <td>2014-15</td> <td>94%</td> </tr> </tbody> </table>				District Attendance Rates	ELA 2013-14 Above/At Grade Level	2013-14	95%	2014-15	94%	<p>Goals 1,6,9,14</p>	<p>State Priority 5</p>	<p>Pages 60,75, 81,94</p>																					
District Attendance Rates	ELA 2013-14 Above/At Grade Level																																	
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2014-15	94%																																	

Chronic Absenteeism Rate	<table border="1"> <thead> <tr> <th data-bbox="436 228 604 383">Chronic Absences</th> <th data-bbox="613 228 781 383">Number of Students and %</th> <th data-bbox="789 228 949 383">Number Referred to SART or SST</th> </tr> </thead> <tbody> <tr> <td data-bbox="436 386 604 427">OCT -DEC</td> <td data-bbox="613 386 781 427">926/8%</td> <td data-bbox="789 386 949 427">569</td> </tr> <tr> <td data-bbox="436 430 604 470">JAN- MAR</td> <td data-bbox="613 430 781 470">1,064/9%</td> <td data-bbox="789 430 949 470">639</td> </tr> </tbody> </table>				Chronic Absences	Number of Students and %	Number Referred to SART or SST	OCT -DEC	926/8%	569	JAN- MAR	1,064/9%	639	Goals 1,6,9,14	State Priority 5	Page s 60,75, 81,94	
Chronic Absences	Number of Students and %	Number Referred to SART or SST															
OCT -DEC	926/8%	569															
JAN- MAR	1,064/9%	639															
Middle School Dropout Rate	Data regarding the middle school dropout rate in not kept in CALPADS. A query search indicated 2 students.				Goals 1,6,9,14	State Priority 5	Page s 60,75, 81,94										
High School Graduation and Dropout Rate	<table border="1"> <thead> <tr> <th data-bbox="436 677 604 776">Cohort Students</th> <th data-bbox="613 677 781 776">Cohort Graduates</th> <th data-bbox="789 677 949 776">Cohort Graduation Rate</th> <th data-bbox="957 677 1117 776">Cohort Dropout</th> <th data-bbox="1125 677 1285 776">Cohort Dropout Rate</th> </tr> </thead> <tbody> <tr> <td data-bbox="436 779 604 816">1,069</td> <td data-bbox="613 779 781 816">888</td> <td data-bbox="789 779 949 816">83.1</td> <td data-bbox="957 779 1117 816">78</td> <td data-bbox="1125 779 1285 816">7.3</td> </tr> </tbody> </table>				Cohort Students	Cohort Graduates	Cohort Graduation Rate	Cohort Dropout	Cohort Dropout Rate	1,069	888	83.1	78	7.3	Goals 1,6,9,14	State Priority 5	Page s 60,75, 81,94
Cohort Students	Cohort Graduates	Cohort Graduation Rate	Cohort Dropout	Cohort Dropout Rate													
1,069	888	83.1	78	7.3													

Other Pupil Outcomes						
Other indicators of pupil performance Areas of Study: <ul style="list-style-type: none"> Response to Intervention 	Academic Interventions Tier 1	Number of Students Moving to Tier 2		Goals 1,11	State Priority 8	Page 57,86
	Grades K-6	326				
	Academic Interventions Tier 2	Number of Students Served	Students Successful in the Intervention			
	Grades K-6	1,190	979			
	Academic Interventions Tier 3	Number of Students Served	Students Successful in the Intervention			
	Grades K-6	341	256			
	Academic Interventions Tier 1	Number of Students Moving to Tier 2				
	Grades 7-12	3,119				
	Academic Interventions Tier 2	Number of Students Served	Students Successful in the Intervention			
	Students 7-12	1,380	418			
	Academic Interventions Tier 3	Number of Students Served	Students Successful in the Intervention			
	Grades 7-12	567	177			

<ul style="list-style-type: none"> • Common Formative Assessment 	<table border="1"> <thead> <tr> <th>Social Emotional Intervention Intern Counselors</th> <th>Number of Students Contacts</th> <th>Percentage with Improved Academics</th> <th>Percentage with Improved Discipline</th> <th>Percentage with Improved Attendance</th> </tr> </thead> <tbody> <tr> <td>Grades K-6</td> <td>134</td> <td>34%</td> <td>42%</td> <td>49%</td> </tr> </tbody> </table>	Social Emotional Intervention Intern Counselors	Number of Students Contacts	Percentage with Improved Academics	Percentage with Improved Discipline	Percentage with Improved Attendance	Grades K-6	134	34%	42%	49%			
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	<table border="1"> <thead> <tr> <th>Behavioral Intervention Data</th> <th>Number Offered</th> <th>Number Successful with Interventions</th> </tr> </thead> <tbody> <tr> <td>Grades 7-12</td> <td>21</td> <td>435</td> </tr> </tbody> </table>	Behavioral Intervention Data	Number Offered	Number Successful with Interventions	Grades 7-12	21	435							
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Common Formative Assessment	Math CFAs	ELA CFAs												
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Grades 7-12	154	135												
<ul style="list-style-type: none"> • STEAM/STEM 	<table border="1"> <thead> <tr> <th>STEAM/STEM</th> <th>Number of Participants</th> </tr> </thead> <tbody> <tr> <td>Grades K-6</td> <td>1,562</td> </tr> <tr> <td>Grades 7-12</td> <td>1,887</td> </tr> </tbody> </table>	STEAM/STEM	Number of Participants	Grades K-6	1,562	Grades 7-12	1,887							
STEAM/STEM	Number of Participants													
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Grades 7-12	1,887													

Course Access																														
Advanced Placement	<table border="1"> <thead> <tr> <th data-bbox="430 305 627 376">AP Enrollment</th> <th colspan="2" data-bbox="627 305 798 376">Percent by Group</th> </tr> </thead> <tbody> <tr> <td data-bbox="430 376 627 420">Asian</td> <td colspan="2" data-bbox="627 376 798 420">6%</td> </tr> <tr> <td data-bbox="430 420 627 540">Black or African American</td> <td colspan="2" data-bbox="627 420 798 540">4%</td> </tr> <tr> <td data-bbox="430 540 627 621">Hispanic or Latino</td> <td colspan="2" data-bbox="627 540 798 621">24%</td> </tr> <tr> <td data-bbox="430 621 627 664">White</td> <td colspan="2" data-bbox="627 621 798 664">66%</td> </tr> <tr> <td data-bbox="430 664 627 706">Low SES</td> <td colspan="2" data-bbox="627 664 798 706">12%</td> </tr> <tr> <td data-bbox="430 706 627 748">ELL</td> <td colspan="2" data-bbox="627 706 798 748">1%</td> </tr> <tr> <td data-bbox="430 748 627 824">Other (RFEP)</td> <td colspan="2" data-bbox="627 748 798 824">8%</td> </tr> </tbody> </table>			AP Enrollment	Percent by Group		Asian	6%		Black or African American	4%		Hispanic or Latino	24%		White	66%		Low SES	12%		ELL	1%		Other (RFEP)	8%		Goal 3	State Priority 7	Page 68
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Other School Measures • Wellness	Elementary site wellness coordinators organize at least 3 student wellness activities at the school sites.				Goal 9	State Priority 8	Page 81																												

Parental Involvement																												
Promotion of Parental Participation	All sites have schoolwide communication with parents 7-9 times monthly.	Goal 4	State Priority 3	Page 71																								
	<table border="1"> <thead> <tr> <th>Parent Involvement Attendance at Events</th> <th>Number of Parent Events and Activities Offered</th> <th>Parent Attendance</th> </tr> </thead> <tbody> <tr> <td>Grades K-12</td> <td>43</td> <td>5,433</td> </tr> </tbody> </table>	Parent Involvement Attendance at Events	Number of Parent Events and Activities Offered	Parent Attendance	Grades K-12	43	5,433																					
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<p>Pupil access to standards-aligned instructional materials</p>	<p>SCOE Williams Compliant – November 14, 2015 compliance report to the board</p> <table border="1" data-bbox="430 337 953 816"> <thead> <tr> <th colspan="2">Adopted Textbooks Grades K-6</th> </tr> </thead> <tbody> <tr> <td>ELA (K-6)</td> <td>Treasures 2011</td> </tr> <tr> <td>Math (K-6)</td> <td>Envision 2006</td> </tr> <tr> <td>Science (K-6)</td> <td>McGraw Hill 2008</td> </tr> <tr> <td>Social Studies (K-5)</td> <td>Houghton-Mifflin 2009</td> </tr> <tr> <td>Social Studies (6)</td> <td>Ancient World, Glencoe 2009</td> </tr> </tbody> </table>	Adopted Textbooks Grades K-6		ELA (K-6)	Treasures 2011	Math (K-6)	Envision 2006	Science (K-6)	McGraw Hill 2008	Social Studies (K-5)	Houghton-Mifflin 2009	Social Studies (6)	Ancient World, Glencoe 2009	<p>Goal 10</p>	<p>State Priority 1</p>	<p>Page 83</p>
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<p>Facilities maintained in good repair</p>	<table border="1" data-bbox="430 881 989 1110"> <thead> <tr> <th>Facilities Inspection Tool (FIT)</th> </tr> </thead> <tbody> <tr> <td>Monthly Inspection</td> </tr> <tr> <td>All School Covered throughout the year</td> </tr> <tr> <td>Inspection good for 1 year</td> </tr> <tr> <td>FIT Report available by site</td> </tr> </tbody> </table>	Facilities Inspection Tool (FIT)	Monthly Inspection	All School Covered throughout the year	Inspection good for 1 year	FIT Report available by site	<p>Goal 13</p>	<p>State Priority 1</p>	<p>Page 92</p>							
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Implementation of State Standards																
Implementation of State Board of Education-adopted academic content and performance standards for all pupils, including English learners	<table border="1" data-bbox="430 321 1026 675"> <tr> <td data-bbox="430 321 1026 370" style="text-align: center;">English Language Development</td> </tr> <tr> <td data-bbox="430 370 1026 483">Daily 30 minutes of ELD instruction for EL students built into all elementary and secondary master schedules.</td> </tr> <tr> <td data-bbox="430 483 1026 597">Response to Intervention (see data above) EL student receive ELD and RTI support</td> </tr> <tr> <td data-bbox="430 597 1026 675">Targeted and Focused ELD Instruction - speaking and listening and writing</td> </tr> </table> <table border="1" data-bbox="430 786 1251 1003"> <thead> <tr> <th data-bbox="430 786 644 948">Intervention for English Learners</th> <th data-bbox="644 786 858 948">Number of Types of Interventions Offered</th> <th data-bbox="858 786 1062 948">Number of Students Receiving Interventions</th> <th data-bbox="1062 786 1251 948">Number Showing Growth</th> </tr> </thead> <tbody> <tr> <td data-bbox="430 948 644 1003">Grades K-6</td> <td data-bbox="644 948 858 1003">48</td> <td data-bbox="858 948 1062 1003">477</td> <td data-bbox="1062 948 1251 1003">411</td> </tr> </tbody> </table>	English Language Development	Daily 30 minutes of ELD instruction for EL students built into all elementary and secondary master schedules.	Response to Intervention (see data above) EL student receive ELD and RTI support	Targeted and Focused ELD Instruction - speaking and listening and writing	Intervention for English Learners	Number of Types of Interventions Offered	Number of Students Receiving Interventions	Number Showing Growth	Grades K-6	48	477	411	Goals 2,3,8,11	State Priority 2,8	Pages 66,68, 79,86
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Course Access																
Pupil access and enrollment in all required areas of study	<table border="1"> <tr> <td colspan="2">Foster and Homeless Youth</td> </tr> <tr> <td colspan="2">Administrators and Clerical Trainings – August 5, 2014 and September 2, 2014 regarding transfer of health and education records.</td> </tr> <tr> <td colspan="2">Communication with SCOE 2 times per month regarding educational status and progress information regarding foster and homeless youth</td> </tr> <tr> <td colspan="2">Ongoing reporting and fulfilling requests to probation officers and social workers regarding juvenile court and educational services.</td> </tr> </table>	Foster and Homeless Youth		Administrators and Clerical Trainings – August 5, 2014 and September 2, 2014 regarding transfer of health and education records.		Communication with SCOE 2 times per month regarding educational status and progress information regarding foster and homeless youth		Ongoing reporting and fulfilling requests to probation officers and social workers regarding juvenile court and educational services.		Goal 14	State Priority 10	Page 94				
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Other Metrics																
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Preschool	Headstart/Early Start															
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Expelled Youth	<table border="1"> <tr> <td colspan="2">Instructional Program Placement</td> </tr> <tr> <td>Thruer Opportunity Program</td> <td>6 students</td> </tr> <tr> <td>Country High Opportunity Program</td> <td>3 students</td> </tr> <tr> <td>Independent Study Program</td> <td>5 students</td> </tr> <tr> <td>Markham</td> <td>1 student</td> </tr> <tr> <td>Vacaville Independent Study Program</td> <td>1 student</td> </tr> </table>	Instructional Program Placement		Thruer Opportunity Program	6 students	Country High Opportunity Program	3 students	Independent Study Program	5 students	Markham	1 student	Vacaville Independent Study Program	1 student	Goal 6	State Priority 9	
Instructional Program Placement																
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Vacaville Independent Study Program	1 student															



Measure A

» Project List - Phase 1

- > Vacaville High School 2 Story Classroom Building
- > Will C. Wood Stadium
- > Jepson Middle School Modernization
- > Vacaville High School Parking Lot and Tennis Courts
- > Vacaville High School Career & Technical Education
- > Sierra Vista Re-opening
- > Technology Projects
- > Orchard Paving Project

Phase 1 Project List >



Measure A

- » Alamo ES
 - > Expand MP Room/Shade Structure
- » Browns Valley ES
 - > Classroom and site improvements
- » Callison ES
 - > Convert Library to Media Center and safety projects
- » Cooper ES
 - > Classroom and site improvements
- » Fairmont Charter ES
 - > Security projects & building system upgrades
- » Hemlock ES
 - > Add support spaces
- » ACE Charter
 - > Replace portables with modular building
- » Markham ES
 - > New MP
 - > Replace Portables or
 - > New school
- » Orchard ES
 - > New classroom and support spaces
 - > Site improvements
- » Padan ES
 - > Expand parking
 - > Additional support spaces
 - > Exterior improvements
- » Sierra Vista School
 - > Modernize for re-opening
 - > Grade level undecided

Complete Project List >



Measure A

- » Jepson Middle
 - > Major modernization
- » Vaca Pena Middle
 - > Covered lunch shelter expansion
 - > HVAC upgrades
- » Vacaville High School
 - > New 2-story classroom building
 - > Major classroom modernization
 - > Replace portables with new modular classrooms
 - > Move tennis courts, improve parking
 - > New gym
 - > New MP Room w/ stage
 - > Upgrade Career Tech classrooms
 - > Zunino Stadium Improvements
- » WillC. Wood High
 - > New stadium
 - > Theatre upgrades
- » Buckingham Charter High
 - > Purchase gym
 - > Add small kitchen
 - > Add science labs and shade structure
- » Country High
 - > Shade structure
 - > Possible Career Tech classroom
- » Kairos
 - > 25% matching grant funds for modernization
- » District Wide Projects
 - > Technology Upgrades
 - > Energy Projects
 - > Infrastructure Projects
 - > ADA Compliance Projects

Complete Project List >