

**Introduction:**

**LEA:** Visalia Unified School District **Contact (Name, Title, Email, Phone Number):** Jim Sullivan, Director of State and Federal Projects, jsullivan@vusd.org, 559-730-7566 **LCAP Year:** 2016-17

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

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

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

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

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

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

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

## State Priorities

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

### A. Conditions of Learning:

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

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

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

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

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

### B. Pupil Outcomes:

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

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

### C. Engagement:

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

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

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

**Section 1: Stakeholder Engagement**

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

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

**Guiding Questions:**

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

Involvement Process	Impact on LCAP
<p>During the months of September through January the District shared information regarding the funding and expenditures of the 2015/16 LCAP. The following is a list of community organizations and school committees that participated in the gathering of information:</p> <ul style="list-style-type: none"> <li>• School Site Principals</li> <li>• District Cabinet</li> <li>• District Advisory Committee</li> <li>• District English Learner Advisory Committee</li> </ul>	<p>Phase 1:                      This information reaffirmed our plan while giving us direction. The groups affirmed our 2014/15 year two plan. During the discussions social/emotional counseling services were requested as well as traditional services for students who were struggling academically.                      Information was shared:</p> <ul style="list-style-type: none"> <li>• regarding the amount budgeted for each activity for the current year.</li> <li>• Progress on activities such as the number of staff hired.</li> </ul>

<ul style="list-style-type: none"> <li>• CSEA Union meeting</li> <li>• American Indian Advisory Committee</li> <li>• Forum for Advanced Scholarship and Achievement (FASA)</li> <li>• Hispanic Community Advisory Committee</li> <li>• United Students Association of Visalia</li> </ul> <p>Presentation was presented to VUSD's School Board to discuss and share the process for developing the 2015/16 LCAP as well as information regarding current implementation and changes of the LCAP in October, November, December</p>	<ul style="list-style-type: none"> <li>• Number of students participating in summer school, winter academy,</li> <li>• Number of courses offered for summer school.</li> <li>• Number of intervention, AP, AVID, courses offered.</li> </ul> <p>Changes to our LCAP that were discussed:</p> <ul style="list-style-type: none"> <li>• Hired fewer teachers than planned due to teacher shortage</li> <li>• High School After School Federal Grant was approved; therefore the money was spent on classroom remodeling, distributed to school sites, additional cost for graphing calculators, purchased program to help monitor LCAP priorities for the 2015/16 school year.</li> <li>• Due to the teacher shortage, we hired more teachers with “emergency” credentials. Added additional resources to coach teachers with “emergency” credentials.</li> </ul>
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<p><b>Annual Update:</b></p> <p>During the months of February through May the District began gathering input from many parent/community organizations in order to gather ideas of how we may better serve our students. The following is a list of community organizations and school committees that participated in the gathering of information:</p> <ul style="list-style-type: none"> <li>• School Site Principals</li> <li>• Visalia Unified Teachers Association</li> <li>• CSEA</li> <li>• District Cabinet</li> <li>• District Managers</li> <li>• District Advisory Committee</li> <li>• District English Learner Advisory Committee</li> <li>• District Parent Teacher Associations</li> <li>• American Indian Advisory Committee</li> <li>• Hispanic Community Advisory Committee</li> <li>• Migrant Education Parent Advisory Committee</li> </ul>	<p><b>Annual Update:</b></p> <p>Additional suggestions were made and added to the 2016/17 LCAP:</p> <ul style="list-style-type: none"> <li>• Goals were rewritten to reflect 2016/17 VUSD's board goals</li> <li>• Metrics were added/changed/deleted</li> <li>• The Student Advocacy and Family Engagement Technicians role will focus on case load management</li> <li>• The elementary intervention program will be restructured in order to increase consistency and level of service.</li> <li>• The elementary intervention program will be shifted to high needs schools (Fairview, Crowley, Washington, Ivanhoe) will continue at Elbow Creek and Conyer.</li> <li>• Additional Resources were made available for buildings/modification of buildings due to all day kindergarten</li> <li>• Summer School was expanded to Elementary &amp; Middle School</li> <li>• Provide additional support for learning centers by through staff development and coaching</li> <li>• Increase the parenting classes to provide information for what is beyond</li> </ul>
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- United Students Association of Visalia
- Foster Youth & Parents
- VUSD Board (February, March, April, May, and June)

During the meeting (s) a information was shared regarding metrics the district progress towards metrics. During the meetings written and/or verbal suggestions were given to the district.

(<http://vusd.org/Departments.cfm?subpage=33306>)

On April 26 a rough draft of the LCAP will be presented to the school board along with the web based survey.

During the week of May 2nd a flyer will be distributed explaining our LCAP process and how the survey can be accessed.

During the May School Board meetings, changes based on suggestions will be shared with the school board.

On June 14 a public hearing will be held in order to receive additional feedback on VUSD's LCAP.

On June 28 the 2016/17 LCAP will be presented for approval.

high school.

- The district library program will become more cohesive under the direction of the district librarian.
- Partner with outside agency to provide social workers & other related counseling services
- Increase Connecting our Students To School team to Alternative Education schools.
- Additional paraprofessionals will be hired to provide assistance in kindergarten classrooms.

The district's LCAP webpage was shared along with the timeline. This Webpage:<http://vusd.org/Departments.cfm?subpage=33306> has all documents shared with Stake holders and suggestions.

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

### Instructions:

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

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

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

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

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

**Goal:** Describe the goal:

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

**Related State and/or Local Priorities:** Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

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

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

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

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

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

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

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

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

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.



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

**Guiding Questions:**

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

GOAL 1:	Visalia Unified School District will engage students in a challenging curriculum and providing them the support to be successful.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/>  COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/>  Local : Specify
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Identified Need :	<p>In 2014/15 school year:</p> <ul style="list-style-type: none"> <li>• Pct. in Cohort Attaining English Proficiency (AMAO 2 &lt;5 Years) is 22.4 vs. the state average of 24.2%.</li> <li>• Pct. in Cohort Attaining English Proficiency (AMAO 2 &gt;=5 Years) is 39% vs. the state average of 50.9%.</li> <li>• Pct. Making Progress Towards English Proficiency (AMAO 1) is 53.4% vs. the state average of 60.5%.</li> <li>• Continue to reduce the number of combination classes currently there are 21</li> <li>• 26% 11th grade students scored “Ready” on the EAP test in ELA while the state average was 25%.</li> <li>• 5% 11th grade students scored “Ready” on the EAP test in Math while the state average was 11%.</li> <li>• Middle School dropout rate was 0% while the state average was .3%</li> <li>• The district’s 4-year cohort high school dropout rate was 6% while the state average was 12%.</li> <li>• The district’s 4-year cohort high school graduation rate was 92% while the state average was 81%.</li> <li>• The percentage of English learners reclassified was 14% while the state average was 13%.</li> <li>• The percentage of 4 year cohort that completed a-g requirements was 39% while the state average was 36%.</li> <li>• The 4 year cohort that completed at least 1 career Technical Education Pathway is 18% while the state average is 17%.</li> <li>• The percentage of students who passed on the Advanced Placement Exam with a score of 3 or higher was 60% while the state average was 63%.</li> <li>• In 2014-15 42% of the students met or exceeded the standards in ELA</li> <li>• In 2014-15 32% of the students who are identified as SED met or exceeded the standards in ELA</li> <li>• In 2014-15 11% of the students who are identified as English learners met or exceeded the standards in ELA</li> <li>• In 2014-15 29% of the students met or exceeded the standards in Math</li> <li>• In 2014-15 24% of the students who are identified as SED met or exceeded the standards in Math</li> <li>• In 2014-15 11% of the students who are identified as English learners met or exceeded the standards in Math</li> </ul> <p>AVID</p> <ul style="list-style-type: none"> <li>• Over 1,200 students are in AVID. See AVID data posted on our website.</li> <li>• New AVID teachers as well as a team from each site participated in the AVID conference.</li> <li>• In 2014/15, 36 sections of AVID were offered while in 2015/16 43 sections were offered.</li> <li>• Currently 1 of our sites is considered highly certified.</li> </ul> <p>Linked Learning:</p> <ul style="list-style-type: none"> <li>• Number of students 2014-15: 103</li> <li>• Number of students 2015-16: 438</li> <li>• Number of classes 2014-15: 6 classes</li> <li>• Number of classes 2015-16: 36 classes</li> </ul>
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	<p>AP</p> <p>The percentage of students who took at least 1 AP Exam</p> <ul style="list-style-type: none"><li>• Percentage of students 2014-15: 18%</li><li>• Percentage of students 2013-14: 15%</li><li>• Percentage of SED students taking an AP class was 42% while the district high school average is 52%</li><li>• According to Williams visits 100% of our students have required textbooks.</li></ul>				
Goal Applies to:	<table border="1"><tr><td data-bbox="317 443 436 488">Schools:</td><td data-bbox="436 443 2003 488">All Schools</td></tr><tr><td data-bbox="317 488 436 711">Applicable Pupil Subgroups:</td><td data-bbox="436 488 2003 711"><p>All Students</p><ul style="list-style-type: none"><li>• English Learners</li><li>• Students with Special Needs</li><li>• Low Income Students</li><li>• Foster Youth</li><li>• African American</li></ul></td></tr></table>	Schools:	All Schools	Applicable Pupil Subgroups:	<p>All Students</p> <ul style="list-style-type: none"><li>• English Learners</li><li>• Students with Special Needs</li><li>• Low Income Students</li><li>• Foster Youth</li><li>• African American</li></ul>
Schools:	All Schools				
Applicable Pupil Subgroups:	<p>All Students</p> <ul style="list-style-type: none"><li>• English Learners</li><li>• Students with Special Needs</li><li>• Low Income Students</li><li>• Foster Youth</li><li>• African American</li></ul>				

**LCAP Year 1: 2016-17**

Expected Annual Measurable Outcomes:

- Pct. in Cohort Attaining English Proficiency (AMAO 2 <5 Years) will increase by 1%.
  - Pct. in Cohort Attaining English Proficiency (AMAO 2 >=5 Years) will increase by 3%.
  - Pct. Making Progress Towards English Proficiency (AMAO 1) will increase by 2%.
  - English Learner Reclassification Rate will remain above the state average.
  - The 11th grade students scoring "Ready" will increase by 2%.on the EAP.
  - The 11th grade students scored "Ready" on the EAP test in math by 5%.
  - Middle School dropout rate will continue to be 0%.
  - The district's 4-year cohort high school dropout rate will continue to drop by .5%
  - The district's 4-year cohort high school graduation rate will increase by .5%
  - The percentage of 4 year cohort that completed a-g requirements will continue to be higher than the state average.
  - The 4 year cohort that completed at least 1 career Technical Education Pathway will continue to be at least 18%.
  - The percentage of students who pass on an Advanced Placement Exam with a score of 3 or higher will grow by 1%.
  - 100% of our students have required textbooks.
  - The percentage of the students scoring met or exceeded the standards in ELA will increase by 5%.
  - The percentage of students who are identified as SED scoring "met or exceeded the standards in ELA" will increase by 6%.
  - The percentage of students who are identified as English learners scoring "met or exceeded the standards in ELA" will increase by 5%.
  - The percentage of the students scoring met or exceeded the standards in Math will increase by 5%.
  - The percentage of students who are identified as SED met or exceeded the standards in Math will increase by 10%.
  - The percentage of students who are identified as English learners met or exceeded the standards in Math will increase by 10%.
- AVID
- Continue to maintain sections of AVID
  - Develop a program and some of the elementary sites
- Linked Learning:
- Continue to expand the current academies to the next grade grade level.
- AP
- Increase the number of students taking AP/preAP courses by 10%

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1.1 In order to help schools meet the needs of low income, English learners, foster youth students, all qualified school wide schools receive state supplemental and concentration funds as well as Federal Title I funds. State funds are distributed based on unduplicated counts while Federal funds are distributed on Free and Reduced lunch counts.</p>	<p>School Wide</p>	<p><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 type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:</p>	<p>Supplemental materials 4000-4999: Books And Supplies Supplemental and Concentration \$1,074,082</p> <p>Contracts for additional support in printing, outside agencies, travel, 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$503,523</p> <p>Instructional aide support and specialized support to address the needs of low income and/or English learners 2000-2999:</p>

<p>The amount received for state funds for each unduplicated student is as follows:          Elementary-\$211          Middle schools-\$211          High Schools-\$126</p> <p>The following high impact elementary schools sites receive and additional \$15 per unduplicated student:          Crowley, Fairview, Four Creeks, Goshen, Highland, Houston, Ivanhoe, Washington</p> <p>The following high impact high schools sites receive and additional \$200 per unduplicated student:          Sequoia</p> <p>For Federal Title I funds, \$208.4905 is received for each student qualifying for Free &amp; Reduced lunch.</p> <p>The expenditure of these funds are addressed in each schools' Single Plan for Student Achievement. The expenditures are monitored by the school's School Site Council as well as the districts State &amp; Federal Projects department.</p> <p>According to Education Code section 64001 "LCAPs must be consistent with school plans". "The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans."</p> <p>07290</p>		<p>(Specify)</p>	<p>Classified Personnel Salaries Supplemental and Concentration \$917,976</p> <p>Additional certificated support for intervention, professional development, or substitutes for professional development 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$566,915</p> <p>Certificated and classified benefits 3000-3999: Employee Benefits Supplemental and Concentration \$594,876</p>
<p>1.2 Above the base teaching allocation, the district will include additional teachers to reduce class size and combination classes. These direct services will help all students but especially students who are learning English or low income. Due to the elimination of combination teachers, this will allow teachers to better target students who are learning English as well as meet the needs of students who are identified as low income.          07215</p>	<p>Elementary</p>	<p><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 type="checkbox"/> Other Subgroups:          (Specify)</p>	<p>Teacher Salaries (8) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$650,000</p> <p>3000-3999: Employee Benefits Supplemental and Concentration \$150,000</p>

<p>1.3 In order to ensure students have access to standards based aligned text books. In addition to the mandated set of books found in the classroom the district purchases textbooks for students to have at home. The district also purchases additional instructional resources (on-line subscriptions, supplemental books, magazines, etc..) to better meet the needs of students who is in need of language development, intervention, and/or acceleration. 07262</p>	<p>District Wide</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>New adoptions, replacement books, consumables 4000-4999: Books And Supplies Supplemental and Concentration \$2,309,700 on Line subscriptions 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$290,300 Instructional material printing 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$650,000</p>
<p>1.4 The district is restructuring the current elementary learning center model. At six sites an intervention teacher will be placed to work closely with the education specialist in the learning center. the education specialist will use the intervention program when appropriate to meet students' IEP goals.  The district will provide support for this intervention model by:</p> <ul style="list-style-type: none"> <li>• Providing the intervention teaches a case load of students based on their English language development and their performance on district assessments.</li> <li>• providing a highly qualified teacher.</li> <li>• providing instructional materials for the learning center and all 40 elementary ed specialist.</li> <li>• providing coordinated coaching support for the intervention teaches as well as the education specialists.</li> <li>• monitoring the progress of the students.</li> <li>• providing administrative support to organize and oversee meetings to discuss and develop plans for students who are not making progress towards English proficiency.</li> </ul> <p>07215</p>	<p>Elementary</p>	<p><input type="checkbox"/> All OR: <input checked="" 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>4 intervention teachers 1000-1999: Certificated Personnel Salaries Concentration \$325,000 3000-3999: Employee Benefits Concentration \$78,000 Materials &amp; supplies, computers 4000-4999: Books And Supplies Concentration \$155,000 Mileage 5000-5999: Services And Other Operating Expenditures Concentration \$5,000 Training with outside agency 5700-5799: Transfers Of Direct Costs Concentration \$9,000 2 intervention teachers 1000-1999: Certificated Personnel Salaries Concentration \$160,000 3000-3999: Employee Benefits Concentration \$40,000 1000-1999: Certificated Personnel Salaries Title II \$80,000 3000-3999: Employee Benefits Title II \$20,000</p>
<p>1.5 Above the base teaching allocation, as needed the district will provide additional teachers in the middle and high schools to allow additional learning sections of courses for Low income and English learners. These sections may include:</p> <ul style="list-style-type: none"> <li>• AVID</li> </ul>	<p>District Wide</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent</p>	<p>14 teachers for secondary schools &amp; coordinator 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$1,320,000 AVID contracts 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$55,000</p>

<ul style="list-style-type: none"> <li>Intervention classes in core subject areas</li> <li>Advanced Placement courses</li> <li>Pre-first/after-school courses</li> </ul> <p>07268</p>		<p>English proficient                  _ Other Subgroups:                  (Specify)</p>	<p>AVID subs 1000-1999: Certificated Personnel Salaries Concentration \$10,000</p> <p>Avid conference 5000-5999: Services And Other Operating Expenditures Concentration \$30,000</p> <p>Middle School intervention teachers &amp; Sequoia 1000-1999: Certificated Personnel Salaries Concentration \$495,000</p> <p>3000-3999: Employee Benefits Supplemental and Concentration \$441,061</p>
<p>1.6 In order to ensure English learners and students who are identified as low income are able to have the opportunity for credit recovery, acceleration, and for students who are wanting additional classes to enrich their learning, the district will offer extended year and intersession. (High School, Middle School, Elementary)</p> <p>07213</p>	<p>District Wide</p>	<p>_ All                  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners                  _ Foster Youth                  _ Redesignated fluent English proficient                  _ Other Subgroups:                  (Specify)</p>	<p>teacher &amp; administrative Salaries 1000-1999: Certificated Personnel Salaries Concentration \$813,244</p> <p>Office personnel, campus supervisor, custodial 2000-2999: Classified Personnel Salaries Concentration \$45,000</p> <p>3000-3999: Employee Benefits Supplemental and Concentration \$138,555</p> <p>Mailing, copy machine, printing, transportation, facilities, transportation 5000-5999: Services And Other Operating Expenditures Supplemental \$196,000</p> <p>Teacher, office, student materials &amp; supplies 4000-4999: Books And Supplies Supplemental \$175,000</p>
<p>1.7 In order to increase the number of students enrolled in pre-advanced placement courses and to create more enrichment opportunities for our high achieving low income and English learner students the district will:</p> <ul style="list-style-type: none"> <li>Provide all six grade students the opportunity to attend an outdoor school focusing on environmental science.</li> <li>Provide STEAM activities after school</li> <li>Provide opportunities for students who are interested in music to work with an instrumental repair teacher.</li> <li>Provide funds to allow the new middle school to offer an after school program</li> <li>Continue to provide funds to support after school programs in the 7-8 schools</li> </ul> <p>07214</p>	<p>District Wide</p>	<p>_ All                  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners                  _ Foster Youth                  _ Redesignated fluent English proficient                  _ Other Subgroups:                  (Specify)</p>	<p>Music Teacher on Special Assignment 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$85,000</p> <p>SCICON 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$400,000</p> <p>Contract with HEART for legobotics, growbortics, increase after school at the k-8 programs (2 grade levels @ Ivanhoe &amp; Willow Glen; 1 grade level at Mt. View &amp; Veva Blunt)</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$697,000</p> <p>Clerical staff, and after school program personnel 2000-2999: Classified Personnel Salaries Concentration \$120,000</p> <p>3000-3999: Employee Benefits Title I \$68,000</p> <p>Materials 4000-4999: Books And Supplies Concentration \$105,100</p> <p>Middle school after school support 2000-2999: Classified Personnel Salaries Concentration \$65,000</p> <p>3000-3999: Employee Benefits Concentration \$18,000</p> <p>After school transportation for Ridgeview 5700-5799:</p>

<p>1.8 In order to accelerate students English language development who are new to the United States the district has created a new comer program for 7-12. 07268</p>	<p>Secondary</p>	<p><input type="checkbox"/> 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)</p>	<p>Transfers Of Direct Costs Concentration \$15,000</p> <p>2.5 teachers 1000-1999: Certificated Personnel Salaries Concentration \$187,500</p> <p>Two 5.5 hour bilingual aides 2000-2999: Classified Personnel Salaries Concentration \$50,000</p> <p>Materials 4000-4999: Books And Supplies Concentration \$10,000</p> <p>Coaching support 1000-1999: Certificated Personnel Salaries Concentration \$85,000</p> <p>3000-3999: Employee Benefits Concentration \$97,500</p> <p>3000-3999: Employee Benefits Concentration \$25,000</p>
<p>1.9 The district provides support in the area of Single School Plans, budgeting , monitoring of LCAP funds,</p>	<p>District wide</p>	<p><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 type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Director of State &amp; Federal Projects 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$65,000</p> <p>classified staff 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$138,000</p> <p>3000-3999: Employee Benefits Supplemental and Concentration \$116,000</p> <p>Office materials 4000-4999: Books And Supplies Supplemental and Concentration \$15,000</p>
<p>1.10 The district provides support in the area of assessment focusing on data and metrics that are required in our LCAP. Provision of support in assessment will...</p> <ul style="list-style-type: none"> <li>Maintain focus on LCAP-related data and measurement indicators</li> <li>Lead to development, scheduling, and dissemination of assessments</li> <li>Assure proper LCAP reporting to stakeholders</li> <li>Provide input on progress of all subgroups</li> </ul> <p>07212</p>	<p>District Wide</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>Language Assessment Staff &amp; Clerical Staff 2000-2999: Classified Personnel Salaries Concentration \$255,000</p> <p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$130,000</p> <p>Illuminate, assessment costs 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$275,000</p> <p>3000-3999: Employee Benefits Supplemental and Concentration \$140,000</p> <p>Mileage for Language Assessment Center 5000-5999: Services And Other Operating Expenditures Concentration \$15,000</p> <p>Printing of assessments 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$45,000</p>
<p>1.11 In order to provide coordination for English learner services, intervention programs, student study teams and 504's the district is providing a coordinator to ensure</p>	<p>District-wide</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils</p>	<p>restructure current administration 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$115,000</p>



<p>monitoring and articulated services. The coordinator will provide training and coaching in these areas. 07221</p>		<p><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>3000-3999: Employee Benefits Supplemental and Concentration \$35,000                  Continue to purchase SST on line and other monitoring tools.                  5800: Professional/Consulting Services And Operating Expenditures Supplemental \$25,000</p>
<p>1.12 In order to help high achieving students low income and English learner students be more successful at the secondary level the district provides the following resources:</p> <ul style="list-style-type: none"> <li>• Reimbursement for AP tests on a sliding scale to students who qualify as low income.</li> <li>• Additional academic counseling at each of the high schools to help monitor students progress towards college and career ready.</li> <li>• Maintain our current counselor/student ratio</li> <li>• Counselors will provide additional workshops for parents to help in understanding college and career readiness.</li> <li>• Monitor 9th graders to decrease middle school drop out rates</li> <li>• Meet with students &amp; parents to help students understand collage requirements, Linked Learning Academies, AP classes, and "how to prepare for high school"</li> </ul> <p>07214 07222</p>	<p>School wide</p>	<p><input type="checkbox"/> All                  OR:  <input checked="" 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>Additional counselors/learning director                  Counselors (6) &amp; school Psch for parenting classes (1)                  1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$595,000                  3000-3999: Employee Benefits Supplemental and Concentration \$148,750                  Printing, mileage, conferences, 5000-5999: Services And Other Operating Expenditures Concentration \$65,000</p>
<p>1.13 Increase the number of sections for Linked Learning academies.                  Increase academies for all high school sites                  Linked Learning Academies at Visalia Unified School District                  Agricultural Bioscience &amp; Technology (VTECH High School)                  Architecture &amp; Engineering (Redwood High School)                  Business Finance Academy (Golden West High School)                  Computer Science (Mt. Whitney High School)</p>	<p>All high schools</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>5.0 Additional teachers to increase support for linked learning academies, admin 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$550,000                  Purchase equipment, materials, and other supplies 4000-4999: Books And Supplies Supplemental and Concentration \$134,811                  Outside agency contracts 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$155,230</p>

<p>Engineering &amp; Agricultural Manufacturing (Golden West High School)                  First Responders (Golden West High School)                  Health Sciences (Mt. Whitney High School)                  Law &amp; Justice (Redwood High School)                  Media Arts (El Diamante High School)                  STRONG (El Diamante High School)</p> <p>Continue to increase community/industry partnerships to provide opportunities for students to develop career readiness skills.</p> <p>Continue to recruit students through counseling and presentations to students and families to ensure all students understand Linked Learning including unduplicated count students, special education students, as well as high achieving students.</p> <p>Provide transportation for students whose parents are not able to provide transportation.                  07284</p>			<p>3000-3999: Employee Benefits Supplemental and Concentration \$137,500</p> <p>Transportation 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$105,000</p>
<p>1.14 In order to provide CTE courses that lead to pathway completion, career readiness and industry certifications, the district provides teaches, materials, and training.                  07285</p>	<p>District wide</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>Outside consultants, training, printing, 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$103,887</p> <p>Material &amp; supplies for courses 4000-4999: Books And Supplies Supplemental and Concentration \$215,000</p> <p>substitutes for professional development, teacher salaries 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$862,034</p> <p>3000-3999: Employee Benefits Supplemental and Concentration \$254,879</p>
<p>1.15 In order to increase reading scores and provide low income and English learners access to high interest books, the district has hired a district librarian and provides library clerks/technicians at all school sites. The implementation of a district library program will:</p> <ul style="list-style-type: none"> <li>• Provide a focus on low income and EL students' access to high-interest books.</li> <li>• Provide mentoring and support to school library clerks/technicians to maintain focus on low income and EL students' access to high-interest</li> </ul>	<p>District wide</p>	<p><input type="checkbox"/> All                  OR:  <input checked="" 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>District librarian 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$110,000</p> <p>Library Clerks (4 hrs @ each elementary,. additional clerks at secondary schools), VLC library clerk 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$625,000</p> <p>3000-3999: Employee Benefits Supplemental and Concentration \$212,500</p> <p>Additional library books for school libraries 4000-4999: Books</p>

<p>books.  <ul style="list-style-type: none"> <li>Ensure the development of a District-wide "Library Plan," specifically addressing the needs of low income and EL students.</li> </ul>                     07263</p>			<p>And Supplies Concentration \$660,000</p>
<p>1.16 To provide additional support for teen parents the district offers a program at Sequoia high school focusing on parental skills, and child care while the teen parent attends classes.                      07241</p>	<p>School wide</p>	<p><input type="checkbox"/> All                      OR:  <input checked="" 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>classified salaries 2000-2999: Classified Personnel Salaries Concentration \$125,000                      3000-3999: Employee Benefits Concentration \$50,500</p>
<p>1.17 In order to better prepare students for kindergarten the district provides services for some high needs student. Some services provided are preschool, speech services, home support.                      07211</p>	<p>District Wide</p>	<p><input type="checkbox"/> All                      OR:  <input checked="" 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>Program Manager, program specialist 1000-1999: Certificated Personnel Salaries Concentration \$220,000                      preschool classified teachers 2000-2999: Classified Personnel Salaries Concentration \$64,000                      Benefits 3000-3999: Employee Benefits Concentration \$76,000</p>

**LCAP Year 2: 2017-18**

Expected Annual Measurable Outcomes:

- Pct. in Cohort Attaining English Proficiency (AMAO 2 <5 Years) will increase by 1%.
  - Pct. in Cohort Attaining English Proficiency (AMAO 2 >=5 Years) will increase by 3%.
  - Pct. Making Progress Towards English Proficiency (AMAO 1) will increase by 2%.
  - English Learner Reclassification Rate will remain above the state average.
  - The 11th grade students scoring "Ready" will increase by 2%.on the EAP.
  - The 11th grade students scored "Ready" on the EAP test in math by 5%.
  - Middle School dropout rate will continue to be 0%.
  - The district's 4-year cohort high school dropout rate will continue to drop by .5%
  - The district's 4-year cohort high school graduation rate will increase by .5%
  - The percentage of 4 year cohort that completed a-g requirements will continue to be higher than the state average.
  - The 4 year cohort that completed at least 1 career Technical Education Pathway will continue to be at least 18%.
  - The percentage of students who pass on an Advanced Placement Exam with a score of 3 or higher will grow by 1%.
  - The percentage of the students scoring met or exceeded the standards in ELA will increase by 5%.
  - The percentage of students who are identified as SED scoring "met or exceeded the standards in ELA" will increase by 3%.
  - The percentage of students who are identified as English learners scoring "met or exceeded the standards in ELA" will increase by 3%.
  - The percentage of the students scoring met or exceeded the standards in Math will increase by 3%.
  - The percentage of students who are identified as SED met or exceeded the standards in Math will increase by 5%.
  - The percentage of students who are identified as English learners met or exceeded the standards in Math will increase by 5%.
- AVID
- Continue to maintain sections of AVID
  - Develop a program and some of the elementary sites
- Linked Learning:
- Continue to expand the current academies to the next grade grade level.
- AP
- Increase the number of students taking AP/preAP courses by 10%

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1.1 In order to help schools meet the needs of low income, English learners, foster youth students, all qualified school wide schools receive state supplemental and concentration funds as well as Federal Title I funds. State funds are distributed based on unduplicated counts while Federal funds are distributed on Free and Reduced lunch counts.</p> <p>The amount received for state funds for each unduplicated student is as follows: Elementary-\$211</p>	<p>School Wide</p>	<p><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 type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Supplemental materials 4000-4999: Books And Supplies Supplemental and Concentration \$1,022,840</p> <p>Contracts for additional support in printing, outside agencies, travel, 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$474,668</p> <p>Instructional aide support and specialized support to address the needs of low income and/or English learners 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$917,976</p> <p>Additional certificated support for intervention, professional</p>

<p>Middle schools-\$211 High Schools-\$126 Additional funds are added to meet the needs of the new elementary school that will open in the 17/18 school year.</p> <p>The following high impact elementary schools sites receive and additional \$15 per unduplicated student: Crowley, Fairview, Four Creeks, Goshen, Highland, Houston, Ivanhoe, Washington</p> <p>The following high impact high schools sites receive and additional \$200 per unduplicated student: Sequoia</p> <p>For Federal Title I funds, \$208.4905 is received for each student qualifying for Free &amp; Reduced lunch.</p> <p>The expenditure of these funds are addressed in each schools' Single Plan for Student Achievement. The expenditures are monitored by the school's School Site Council as well as the districts State &amp; Federal Projects department.</p> <p>According to Education Code section 64001 "LCAPs must be consistent with school plans". "The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans."</p> <p>07290</p>			<p>development, or substitutes for professional development 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$566,915</p> <hr/> <p>Certificated and classified benefits 3000-3999: Employee Benefits Supplemental and Concentration \$594,876</p>
<p>1.2 Above the base teaching allocation, the district will include additional teachers to reduce class size and combination classes. These direct services will help all students but especially students who are learning English or low income. Due to the elimination of combination teachers, this will allow teachers to better target students who are learning English as well as meet the needs of students who are identified as low income. 07215</p>	<p>Elementary</p>	<p><u>  </u> 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 Other Subgroups: (Specify)</p>	<p>Teacher Salaries (8) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$750,000</p> <hr/> <p>3000-3999: Employee Benefits Supplemental and Concentration \$150,000</p>

<p>1.3 In order to ensure students have access to standards based aligned text books. In addition to the mandated set of books found in the classroom the district purchases textbooks for students to have at home. The district will continue to purchase additional instructional resources (on-line subscriptions, supplemental books, magazines, etc..) to better meet the needs of students who is in need of language development, intervention, and/or acceleration. 07262</p>	<p>District Wide</p>	<p><input checked="" type="checkbox"/> All OR: Low Income pupils <input type="checkbox"/> English Learners Foster Youth <input type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>New adoptions, replacement books, consumables 4000-4999: Books And Supplies Supplemental and Concentration \$2,109,700 on Line subscriptions 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$290,300 Instructional material printing 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$650,000</p>
<p>1.4 The district restructured the current elementary learning center model. Expanding to 9 sites where an intervention teacher will be placed to work closely with the education specialist in the learning center. the education specialist will use the intervention program when appropriate to meet students' IEP goals.  The district will continue to provide support for this intervention model by:</p> <ul style="list-style-type: none"> <li>• Providing the intervention teaches a case load of students based on their English language development and their performance on district assessments.</li> <li>• providing a highly qualified teacher.</li> <li>• providing instructional materials for the learning center and all 40 elementary ed specialist.</li> <li>• providing coordinated coaching support for the intervention teaches as well as the education specialists.</li> <li>• monitoring the progress of the students.</li> <li>• providing administrative support to organize and oversee meetings to discuss and develop plans for students who are not making progress towards English proficiency.</li> </ul> <p>07215</p>	<p>Elementary</p>	<p><input type="checkbox"/> All OR: <input checked="" 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>9 intervention teachers 1000-1999: Certificated Personnel Salaries Concentration \$625,000 3000-3999: Employee Benefits Concentration \$128,000 Materials &amp; supplies, computers 4000-4999: Books And Supplies Concentration \$55,000 Mileage 5000-5999: Services And Other Operating Expenditures Concentration \$5,000 Training with outside agency 5700-5799: Transfers Of Direct Costs Concentration \$9,000 2 intervention teachers 1000-1999: Certificated Personnel Salaries Concentration \$160,000 3000-3999: Employee Benefits Concentration \$40,000 1000-1999: Certificated Personnel Salaries Title II \$80,000 3000-3999: Employee Benefits Title II \$20,000</p>
<p>1.5 Above the base teaching allocation, as needed the district will continue to provide additional teachers in the middle and high schools to allow additional learning sections of courses for Low income and English learners. Due to the new middle school additional teachers will be be needed.</p>	<p>District Wide</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners Foster Youth</p>	<p>14 teachers for secondary schools &amp; coordinator 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$1,520,000 AVID contracts 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$55,000</p>

<p>These sections may include:</p> <ul style="list-style-type: none"> <li>• AVID</li> <li>• Intervention classes in core subject areas</li> <li>• Advanced Placement courses</li> <li>• Pre-first/after-school courses</li> </ul> <p>07268</p>		<p>Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>AVID subs 1000-1999: Certificated Personnel Salaries Concentration \$10,000</p> <p>Avid conference 5000-5999: Services And Other Operating Expenditures Concentration \$30,000</p> <p>Middle School intervention teachers &amp; Sequoia 1000-1999: Certificated Personnel Salaries Concentration \$495,000</p> <p>3000-3999: Employee Benefits Supplemental and Concentration \$491,061</p>
<p>1.6 Continue to ensure English learners and students who are identified as low income are able to have the opportunity for credit recovery, acceleration, and for students who are wanting additional classes to enrich their learning, the district will offer extended year and intersession. (High School, Middle School, Elementary)</p> <p>07213</p>	<p>District Wide</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners Foster Youth Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>teacher &amp; administrative Salaries 1000-1999: Certificated Personnel Salaries Concentration \$813,244</p> <p>Office personnel, campus supervisor, custodial 2000-2999: Classified Personnel Salaries Concentration \$45,000</p> <p>3000-3999: Employee Benefits Supplemental and Concentration \$138,555</p> <p>Mailing, copy machine, printing, transportation, facilities, transportation 5000-5999: Services And Other Operating Expenditures Supplemental \$96,000</p> <p>Teacher, office, student materials &amp; supplies 4000-4999: Books And Supplies Supplemental \$175,000</p>
<p>1.7 Continue to increase the number of students enrolled in pre-advanced placement courses and to create more enrichment opportunities for our high achieving low income and English learner students the district will:</p> <ul style="list-style-type: none"> <li>• Provide all six grade students the opportunity to attend an outdoor school focusing on environmental science.</li> <li>• Provide STEAM activities after school</li> <li>• Provide opportunities for students who are interested in music to work with an instrumental repair teacher.</li> <li>• Provide funds to allow the new middle school to offer an after school program</li> <li>• Continue to provide funds to support after school programs in the 7-8 schools</li> </ul> <p>07214</p>	<p>District Wide</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Music Teacher on Special Assignment 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$85,000</p> <p>SCICON 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$400,000</p> <p>Contract with HEART for legobotics, growbortics, increase after school at the k-8 programs (2 grade levels @ Ivanhoe &amp; Willow Glen; 1 grade level at Mt. View &amp; Veva Blunt)</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$697,000</p> <p>Clerical staff, and after school program personnel 2000-2999: Classified Personnel Salaries Concentration \$120,000</p> <p>3000-3999: Employee Benefits Title I \$68,000</p> <p>Materials 4000-4999: Books And Supplies Concentration \$25109</p> <p>Middle school after school support 2000-2999: Classified Personnel Salaries Concentration \$65,000</p> <p>3000-3999: Employee Benefits Concentration \$18,000</p> <p>After school transportation for Ridgeview 5700-5799:</p>

<p>1.8 Continue to accelerate students English language development who are new to the United States the district has created a new comer program for 7-12. 07268</p>	<p>Secondary</p>	<p>All OR: Low Income pupils <input checked="" type="checkbox"/> English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Transfers Of Direct Costs Concentration \$15,000 2.5 teachers 1000-1999: Certificated Personnel Salaries Concentration \$187,500 Two 5.5 hour bilingual aides 2000-2999: Classified Personnel Salaries Concentration \$50,000 Materials 4000-4999: Books And Supplies Concentration \$10,000 Coaching support 1000-1999: Certificated Personnel Salaries Concentration \$85,000 3000-3999: Employee Benefits Concentration \$97,500 3000-3999: Employee Benefits Concentration \$25,000</p>
<p>1.9 The district continues to provide support in the area of Single School Plans, budgeting , monitoring of LCAP funds,</p>	<p>District wide</p>	<p>All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Director of State &amp; Federal Projects 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$65,000 classified staff 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$138,000 3000-3999: Employee Benefits Supplemental and Concentration \$116,000 Office materials 4000-4999: Books And Supplies Supplemental and Concentration \$15,000</p>
<p>1.10 The district continues to provide support in the area of assessment focusing on data and metrics that are required in our LCAP. Provision of support in assessment will...</p> <ul style="list-style-type: none"> <li>Maintain focus on LCAP-related data and measurement indicators</li> <li>Lead to development, scheduling, and dissemination of assessments</li> <li>Assure proper LCAP reporting to stakeholders</li> <li>Provide input on progress of all subgroups</li> </ul> <p>07212</p>	<p>District Wide</p>	<p><input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Language Assessment Staff &amp; Clerical Staff 2000-2999: Classified Personnel Salaries Concentration \$255,000 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$130,000 Illuminate, assessment costs 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$275,000 3000-3999: Employee Benefits Supplemental and Concentration \$140,000 Mileage for Language Assessment Center 5000-5999: Services And Other Operating Expenditures Concentration \$15,000 Printing of assessments 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$45,000</p>
<p>1.11 Continue to provide coordination for English learner services, intervention programs, student study teams and 504's the district is providing a coordinator to ensure</p>	<p>District-wide</p>	<p>All OR: <input checked="" type="checkbox"/> Low Income pupils</p>	<p>restructure current administration 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$115,000</p>



<p>monitoring and articulated services. The coordinator will provide training and coaching in these areas. 07221</p>		<p><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>3000-3999: Employee Benefits Supplemental and Concentration \$35,000                  Continue to purchase SST on line and other monitoring tools.                  5800: Professional/Consulting Services And Operating Expenditures Supplemental \$25,000</p>
<p>1.12 Continues to help high achieving students low income and English learner students be more successful at the secondary level the district provides the following resources:</p> <ul style="list-style-type: none"> <li>• Reimbursement for AP tests on a sliding scale to students who qualify as low income.</li> <li>• Additional academic counseling at each of the high schools to help monitor students progress towards college and career ready.</li> <li>• Maintain our current counselor/student ratio</li> <li>• Counselors will provide additional workshops for parents to help in understanding college and career readiness.</li> <li>• Monitor 9th graders to decrease middle school drop out rates</li> <li>• Meet with students &amp; parents to help students understand collage requirements, Linked Learning Academies, AP classes, and "how to prepare for high school"</li> </ul> <p>07214 07222</p>	<p>School wide</p>	<p><input type="checkbox"/> All                  OR:  <input checked="" 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>Additional counselors/learning director                  Counselors (6) &amp; school Psch for parenting classes (1)                  1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$695,000                  3000-3999: Employee Benefits Supplemental and Concentration \$198,750                  Printing, mileage, conferences, 5000-5999: Services And Other Operating Expenditures Concentration \$65,000</p>
<p>1.13 Continue to increase the number of sections for Linked Learning academies.                  Increase academies for all high school sites                  Linked Learning Academies at Visalia Unified School District                  Agricultural Bioscience &amp; Technology (VTECH High School)                  Architecture &amp; Engineering (Redwood High School)                  Business Finance Academy (Golden West High School)                  Computer Science (Mt. Whitney High School)</p>	<p>All high schools</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>5.0 Additional teachers to increase support for linked learning academies, admin 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$850,000                  Purchase equipment, materials, and other supplies 4000-4999: Books And Supplies Supplemental and Concentration \$174,811                  Outside agency contracts 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$155,230</p>

<p>Engineering &amp; Agricultural Manufacturing (Golden West High School)                  First Responders (Golden West High School)                  Health Sciences (Mt. Whitney High School)                  Law &amp; Justice (Redwood High School)                  Media Arts (El Diamante High School)                  STRONG (El Diamante High School)</p> <p>Continue to increase community/industry partnerships to provide opportunities for students to develop career readiness skills.</p> <p>Continue to recruit students through counseling and presentations to students and families to ensure all students understand Linked Learning including unduplicated count students, special education students, as well as high achieving students.</p> <p>Provide transportation for students whose parents are not able to provide transportation.                  07284</p>			<p>3000-3999: Employee Benefits Supplemental and Concentration \$137,500</p> <p>Transportation 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$105,000</p>
<p>1.14 Continue to provide CTE courses that lead to pathway completion, career readiness and industry certifications, the district provides teaches, materials, and training.                  07285</p>	<p>District wide</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>Outside consultants, training, printing, 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$103,887</p> <p>Material &amp; supplies for courses 4000-4999: Books And Supplies Supplemental and Concentration \$215,000</p> <p>substitutes for professional development, teacher salaries 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$862,034</p> <p>3000-3999: Employee Benefits Supplemental and Concentration \$254,879</p>
<p>1.15 Continue to increase reading scores and provide low income and English learners access to high interest books, the district has hired a district librarian and provides library clerks/technicians at all school sites. The implementation of a district library program will:</p> <ul style="list-style-type: none"> <li>• Provide a focus on low income and EL students' access to high-interest books.</li> <li>• Provide mentoring and support to school library clerks/technicians to maintain focus on low income and EL students' access to high-interest</li> </ul>	<p>District wide</p>	<p><input type="checkbox"/> All                  OR:  <input checked="" 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>District librarian 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$110,000</p> <p>Library Clerks (4 hrs @ each elementary,. additional clerks at secondary schools), VLC library clerk 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$625,000</p> <p>3000-3999: Employee Benefits Supplemental and Concentration \$212,500</p> <p>Additional library books for school libraries 4000-4999: Books</p>

<p>books.  <ul style="list-style-type: none"> <li>Ensure the development of a District-wide "Library Plan," specifically addressing the needs of low income and EL students.</li> </ul>                     07263</p>			<p>And Supplies Concentration \$660,000</p>
<p>1.16 Continue to provide additional support for teen parents the district offers a program at Sequoia high school focusing on parental skills, and child care while the teen parent attends classes.                      07241</p>	<p>School wide</p>	<p><input type="checkbox"/> All                      OR:  <input checked="" 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>classified salaries 2000-2999: Classified Personnel Salaries Concentration \$125,000                      3000-3999: Employee Benefits Concentration \$50,500</p>
<p>1.17 Continue to better prepare students for kindergarten the district provides services for some high needs student. Some services provided are preschool, speech services, home support.                      07211</p>	<p>District Wide</p>	<p><input type="checkbox"/> All                      OR:  <input checked="" 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>Program Manager, program specialist 1000-1999: Certificated Personnel Salaries Concentration \$220,000                      preschool classified teachers 2000-2999: Classified Personnel Salaries Concentration \$64,000                      Benefits 3000-3999: Employee Benefits Concentration \$76,000</p>

**LCAP Year 3: 2018-19**

**Expected Annual Measurable Outcomes:**

- Pct. in Cohort Attaining English Proficiency (AMAO 2 <5 Years) will increase by 1%.
  - Pct. in Cohort Attaining English Proficiency (AMAO 2 >=5 Years) will increase by 3%.
  - Pct. Making Progress Towards English Proficiency (AMAO 1) will increase by 2%.
  - English Learner Reclassification Rate will remain above the state average.
  - The 11th grade students scoring "Ready" will increase by 2%.on the EAP.
  - The 11th grade students scored "Ready" on the EAP test in math by 5%.
  - Middle School dropout rate will continue to be 0%.
  - The district's 4-year cohort high school dropout rate will continue to drop by .5%
  - The district's 4-year cohort high school graduation rate will increase by .5%
  - The percentage of 4 year cohort that completed a-g requirements will continue to be higher than the state average.
  - The 4 year cohort that completed at least 1 career Technical Education Pathway will continue to be at least 18%.
  - The percentage of students who pass on an Advanced Placement Exam with a score of 3 or higher will grow by 1%.
  - The percentage of the students scoring met or exceeded the standards in ELA will increase by 5%.
  - The percentage of students who are identified as SED scoring "met or exceeded the standards in ELA" will increase by 3%.
  - The percentage of students who are identified as English learners scoring "met or exceeded the standards in ELA" will increase by 3%.
  - The percentage of the students scoring met or exceeded the standards in Math will increase by 3%.
  - The percentage of students who are identified as SED met or exceeded the standards in Math will increase by 5%.
  - The percentage of students who are identified as English learners met or exceeded the standards in Math will increase by 5%.
- AVID
- Continue to maintain sections of AVID
  - Develop a program and some of the elementary sites
- Linked Learning:
- Continue to expand the current academies to the next grade grade level.
- AP
- Increase the number of students taking AP/preAP courses by 10%

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1.1 In order to help schools meet the needs of low income, English learners, foster youth students, all qualified school wide schools receive state supplemental and concentration funds as well as Federal Title I funds. State funds are distributed based on unduplicated counts while Federal funds are distributed on Free and Reduced lunch counts.</p> <p>The amount received for state funds for each unduplicated student is as follows: Elementary-\$211</p>	<p>School Wide</p>	<p><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 type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Supplemental materials 4000-4999: Books And Supplies Supplemental and Concentration \$1,474,082</p> <p>Contracts for additional support in printing, outside agencies, travel, 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$474,668</p> <p>Instructional aide support and specialized support to address the needs of low income and/or English learners 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$917,976</p> <p>Additional certificated support for intervention, professional</p>

<p>Middle schools-\$211 High Schools-\$126</p> <p>The following high impact elementary schools sites receive and additional \$15 per unduplicated student: Crowley, Fairview, Four Creeks, Goshen, Highland, Houston, Ivanhoe, Washington</p> <p>The following high impact high schools sites receive and additional \$200 per unduplicated student: Sequoia</p> <p>For Federal Title I funds, \$208.4905 is received for each student qualifying for Free &amp; Reduced lunch.</p> <p>The expenditure of these funds are addressed in each schools' Single Plan for Student Achievement. The expenditures are monitored by the school's School Site Council as well as the districts State &amp; Federal Projects department.</p> <p>According to Education Code section 64001 "LCAPs must be consistent with school plans". "The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans."</p> <p>07290</p>			<p>development, or substitutes for professional development 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$566,915</p> <p>Certificated and classified benefits 3000-3999: Employee Benefits Supplemental and Concentration \$594,876</p>
<p>1.2 Above the base teaching allocation, the district will continue to include additional teachers to reduce/maintain class size and combination classes. These direct services will help all students but especially students who are learning English or low income. Due to the elimination of combination teachers, this will allow teachers to better target students who are learning English as well as meet the needs of students who are identified as low income.</p> <p>07215</p>	<p>Elementary</p>	<p><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 Other Subgroups: (Specify)</p>	<p>Teacher Salaries (10) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$850,000</p> <p>3000-3999: Employee Benefits Supplemental and Concentration \$350,000</p>
<p>1.3 In order to ensure students have access to standards based aligned text books. In addition to the mandated set of books found in the classroom the</p>	<p>District Wide</p>	<p><input checked="" type="checkbox"/> All OR:</p>	<p>New adoptions, replacement books, consumables 4000-4999: Books And Supplies Supplemental and Concentration</p>

<p>district purchases textbooks for students to have at home. The district also purchases additional instructional resources (on-line subscriptions, supplemental books, magazines, etc..) to better meet the needs of students who is in need of language development, intervention, and/or acceleration. 07262</p>		<p>Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient                  Other Subgroups:                  (Specify)</p>	<p>\$2,209,700                  on Line subscriptions 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$290,300                  Instructional material printing 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$450,000</p>
<p>1.4 The district will continue to restructure the current elementary learning center model. At 16 sites an intervention teacher will be placed to work closely with the education specialist in the learning center. the education specialist will use the intervention program when appropriate to meet students' IEP goals.</p> <p>The district will continue to provide support for this intervention model by:</p> <ul style="list-style-type: none"> <li>• Providing the intervention teaches a case load of students based on their English language development and their performance on district assessments.</li> <li>• providing a highly qualified teacher.</li> <li>• providing instructional materials for the learning center and all 40 elementary ed specialist.</li> <li>• providing coordinated coaching support for the intervention teaches as well as the education specialists.</li> <li>• monitoring the progress of the students.</li> <li>• providing administrative support to organize and oversee meetings to discuss and develop plans for students who are not making progress towards English proficiency.</li> </ul> <p>07215</p>	<p>Elementary</p>	<p><input type="checkbox"/> All                  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient                  Other Subgroups:                  (Specify)</p>	<p>16 intervention teachers 1000-1999: Certificated Personnel Salaries Concentration \$1,360,250                  3000-3999: Employee Benefits Concentration \$138,000                  Materials &amp; supplies, computers 4000-4999: Books And Supplies Concentration \$155,000                  Mileage 5000-5999: Services And Other Operating Expenditures Concentration \$5,000                  Training with outside agency 5700-5799: Transfers Of Direct Costs Concentration \$9,000                  3 intervention teachers 1000-1999: Certificated Personnel Salaries Concentration \$260,000                  3000-3999: Employee Benefits Concentration \$80,000                  1000-1999: Certificated Personnel Salaries Title II \$80,000                  3000-3999: Employee Benefits Title II \$75,000</p>
<p>1.5 Above the base teaching allocation, as needed the district will continue to provide additional teachers in the middle and high schools to allow additional learning sections of courses for Low income and English learners. These sections may include:</p> <ul style="list-style-type: none"> <li>• AVID</li> <li>• Intervention classes in core subject areas</li> <li>• Advanced Placement courses</li> <li>• Pre-first/after-school courses</li> </ul>	<p>District Wide</p>	<p><input type="checkbox"/> All                  OR:  <input checked="" 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)</p>	<p>19 teachers for secondary schools &amp; coordinator 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$1,620,000                  AVID contracts 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$55,000                  AVID subs 1000-1999: Certificated Personnel Salaries Concentration \$15,000</p>

<p>07268</p>			<p>Avid conference 5000-5999: Services And Other Operating Expenditures Concentration \$30,000</p> <p>Middle School intervention teachers &amp; Sequoia 1000-1999: Certificated Personnel Salaries Concentration \$695,000</p> <p>3000-3999: Employee Benefits Supplemental and Concentration \$591,061</p>
<p>1.6 Continue to ensure English learners and students who are identified as low income are able to have the opportunity for credit recovery, acceleration, and for students who are wanting additional classes to enrich their learning, the district will offer extended year and intersession. (High School, Middle School, Elementary) 07213</p>	<p>District Wide</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners Foster Youth Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>teacher &amp; administrative Salaries 1000-1999: Certificated Personnel Salaries Concentration \$713,244</p> <p>Office personnel, campus supervisor, custodial 2000-2999: Classified Personnel Salaries Concentration \$45,000</p> <p>3000-3999: Employee Benefits Supplemental and Concentration \$138,555</p> <p>Mailing, copy machine, printing, transportation, facilities, transportation 5000-5999: Services And Other Operating Expenditures Supplemental \$196,000</p> <p>Teacher, office, student materials &amp; supplies 4000-4999: Books And Supplies Supplemental \$175,000</p>
<p>1.7 Continue to increase the number of students enrolled in pre-advanced placement courses and to create more enrichment opportunities for our high achieving low income and English learner students the district will:</p> <ul style="list-style-type: none"> <li>• Provide all six grade students the opportunity to attend an outdoor school focusing on environmental science.</li> <li>• Provide STEAM activities after school</li> <li>• Provide opportunities for students who are interested in music to work with an instrumental repair teacher.</li> <li>• Provide funds to allow the new middle school to offer an after school program</li> <li>• Continue to provide funds to support after school programs in the 7-8 schools</li> </ul> <p>07214</p>	<p>District Wide</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Music Teacher on Special Assignment 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$85,000</p> <p>SCICON 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$550,000</p> <p>Contract with HEART for legobotics, growbortics, increase after school at the k-8 programs (2 grade levels @ Ivanhoe &amp; Willow Glen; 1 grade level at Mt. View &amp; Veva Blunt) 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$397,000</p> <p>Clerical staff, and after school program personnel 2000-2999: Classified Personnel Salaries Concentration \$120,000</p> <p>3000-3999: Employee Benefits Title I \$68,000</p> <p>Materials 4000-4999: Books And Supplies Concentration \$105,100</p> <p>Middle school after school support 2000-2999: Classified Personnel Salaries Concentration \$65,000</p> <p>3000-3999: Employee Benefits Concentration \$18,000</p> <p>After school transportation for Ridgeview 5700-5799: Transfers Of Direct Costs Concentration \$15,000</p>

<p>1.8 Continue to accelerate students English language development who are new to the United States the district has created a new comer program for 7-12. 07268</p>	<p>Secondary</p>	<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)</p>	<p>3.5 teachers 1000-1999: Certificated Personnel Salaries Concentration \$187,500 Two 5.5 hour bilingual aides 2000-2999: Classified Personnel Salaries Concentration \$80,000 Materials 4000-4999: Books And Supplies Concentration \$20,000 Coaching support 1000-1999: Certificated Personnel Salaries Concentration \$125,000 3000-3999: Employee Benefits Concentration \$102,500 3000-3999: Employee Benefits Concentration \$25,000</p>
<p>1.9 Continue to provide support in the area of Single School Plans, budgeting , monitoring of LCAP funds,</p>	<p>District wide</p>	<p>All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Director of State &amp; Federal Projects 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$95,000 classified staff 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$158,000 3000-3999: Employee Benefits Supplemental and Concentration \$166,000 Office materials 4000-4999: Books And Supplies Supplemental and Concentration \$35,000</p>
<p>1.10 Continue to support in the area of assessment focusing on data and metrics that are required in our LCAP. Provision of support in assessment will...  <ul style="list-style-type: none"> <li>Maintain focus on LCAP-related data and measurement indicators</li> <li>Lead to development, scheduling, and dissemination of assessments</li> <li>Assure proper LCAP reporting to stakeholders</li> <li>Provide input on progress of all subgroups</li> </ul> 07212</p>	<p>District Wide</p>	<p>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>Language Assessment Staff &amp; Clerical Staff 2000-2999: Classified Personnel Salaries Concentration \$385,000 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$250,000 Illuminate, assessment costs 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$275,000 3000-3999: Employee Benefits Supplemental and Concentration \$140,000 Mileage for Language Assessment Center 5000-5999: Services And Other Operating Expenditures Concentration \$15,000 Printing of assessments 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$45,000</p>
<p>1.11 In order to continue to provide coordination for English learner services, intervention programs, student study teams and 504's the district is providing a coordinator to ensure monitoring and articulated services. The coordinator will provide training and</p>	<p>District-wide</p>	<p>All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth</p>	<p>restructure current administration 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$115,000 3000-3999: Employee Benefits Supplemental and</p>



<p>coaching in these areas. 07221</p>		<p><input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Concentration \$35,000 Continue to purchase SST on line and other monitoring tools. 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$25,000</p>
<p>1.12 In order to continue to help high achieving students low income and English learner students be more successful at the secondary level the district provides the following resources:</p> <ul style="list-style-type: none"> <li>• Reimbursement for AP tests on a sliding scale to students who qualify as low income.</li> <li>• Additional academic counseling at each of the high schools to help monitor students progress towards college and career ready.</li> <li>• Maintain our current counselor/student ratio</li> <li>• Counselors will provide additional workshops for parents to help in understanding college and career readiness.</li> <li>• Monitor 9th graders to decrease middle school drop out rates</li> <li>• Meet with students &amp; parents to help students understand collage requirements, Linked Learning Academies, AP classes, and "how to prepare for high school"</li> </ul> <p>07214 07222</p>	<p>School wide</p>	<p><input type="checkbox"/> All OR: <input checked="" 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>Additional counselors/learning director Counselors (6) &amp; school Psch for parenting classes (1) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$705,000 3000-3999: Employee Benefits Supplemental and Concentration \$168,750 Printing, mileage, conferences, 5000-5999: Services And Other Operating Expenditures Concentration \$65,000</p>
<p>1.13 Continue to increase the number of sections for Linked Learning academies. Increase academies for all high school sites Linked Learning Academies at Visalia Unified School District</p> <p>Agricultural Bioscience &amp; Technology (VTECH High School) Architecture &amp; Engineering (Redwood High School) Business Finance Academy (Golden West High School) Computer Science (Mt. Whitney High School) Engineering &amp; Agricultural Manufacturing (Golden West High School)</p>	<p>All high schools</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>9.0 Additional teachers to increase support for linked learning academies, admin 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$700,000 Purchase equipment, materials, and other supplies 4000-4999: Books And Supplies Supplemental and Concentration \$134,811 Outside agency contracts 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$155,230 3000-3999: Employee Benefits Supplemental and Concentration \$237,500</p>

<p>First Responders (Golden West High School)                  Health Sciences (Mt. Whiteny High School)                  Law &amp; Justice (Redwood High School)                  Media Arts (El Diamante High School)                  STRONG (El Diamante High School)</p> <p>Continue to increase community/industry partnerships to provide opportunities for students to develop career readiness skills.</p> <p>Continue to recruit students through counseling and presentations to students and families to ensure all students understand Linked Learning including unduplicated count students, special education students, as well as high achieving students.</p> <p>Provide transportation for students whose parents are not able to provide transportation.                  07284</p>			<p>Transportation 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$105,000</p>
<p>1.14 Continue to provide CTE courses that lead to pathway completion, career readiness and industry certifications, the district provides teaches, materials, and training.                  07285</p>	<p>District wide</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>Outside consultants, training, printing, 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$103,887</p> <p>Material &amp; supplies for courses 4000-4999: Books And Supplies Supplemental and Concentration \$315,000</p> <p>substitutes for professional development, teacher salaries 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$212,034</p> <p>3000-3999: Employee Benefits Supplemental and Concentration \$394,879</p>
<p>1.15 Continue to increase reading scores and provide low income and English learners access to high interest books, the district has hired a district librarian and provides library clerks/technicians at all school sites. The implementation of a district library program will:</p> <ul style="list-style-type: none"> <li>• Provide a focus on low income and EL students' access to high-interest books.</li> <li>• Provide mentoring and support to school library clerks/technicians to maintain focus on low income and EL students' access to high-interest books.</li> <li>• Ensure the development of a District-wide "Library</li> </ul>	<p>District wide</p>	<p><input type="checkbox"/> All                  OR:  <input checked="" 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>District librarian 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$110,000</p> <p>Library Clerks (4 hrs @ each elementary,. additional clerks at secondary schools), VLC library clerk 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$475,000</p> <p>3000-3999: Employee Benefits Supplemental and Concentration \$212,500</p> <p>Additional library books for school libraries 4000-4999: Books And Supplies Concentration \$431,145</p>

<p>Plan,” specifically addressing the needs of low income and EL students. 07263</p>			
<p>1.16 Continue to provide additional support for teen parents the district offers a program at Sequoia high school focusing on parental skills, and child care while the teen parent attends classes. 07241</p>	<p>School wide</p>	<p><input type="checkbox"/> All OR: <input checked="" 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>classified salaries 2000-2999: Classified Personnel Salaries Concentration \$175,000 3000-3999: Employee Benefits Concentration \$55,500</p>
<p>1.17 In order to better prepare students for kindergarten the district provides services for some high needs student. Some services provided are preschool, speech services, home support. 07211</p>	<p>District Wide</p>	<p><input type="checkbox"/> All OR: <input checked="" 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>Program Manager, program specialist 1000-1999: Certificated Personnel Salaries Concentration \$250,000 preschool classified teachers 2000-2999: Classified Personnel Salaries Concentration \$95,000 Benefits 3000-3999: Employee Benefits Concentration \$126,000</p>

Complete a copy of this table for each of the LEA’s goals. Duplicate and expand the fields as necessary.

<p>GOAL 2:</p>	<p>Visalia Unified will maintain a caring and encouraging learning environment for students and adults</p>	<p>Related State and/or Local Priorities:          1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/>           COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/>           Local : Specify</p>
<p>Identified Need :</p>	<ul style="list-style-type: none"> <li>• In 2014/15 15.6% of our students were identified as having irregular attendance while in 2015/16 14.9% were identified.</li> <li>• In 2014/15 8.85% of our students were identified as having a chronic absenteeism rate while in 2015/16 8.01% were identified.</li> <li>• In 2014/15 the district's suspension rate was 6% while the state average was 4.4%</li> <li>• In 2014/15 the district's expulsion rate was .2% while the state average was .1%</li> <li>• In 2014/15 the percentage of students who were suspended and qualify for F &amp; R lunch was 75.7% while 64% of the district qualifies for F &amp; R</li> <li>• In 2014/15 the percentage of students who were suspended and are identified as English learner was 15% while 15% of the district is identified as an English learner</li> <li>• In 2014/15 the district's truancy rate was 47.55% while the state average was 31.43%</li> <li>• According to Williams visits 100% of our students have required textbooks.</li> <li>• According to Williams visits 100% of our schools facilities are maintained and in good repair.</li> </ul>	
<p>Goal Applies to:</p>	<p>Schools: All Schools</p> <p>Applicable Pupil Subgroups:</p>	<p>African American Students          Native American Students          Students with Special Needs          Low Income Students          Special Ed          Hispanic          All Students</p>

LCAP Year 1: 2016-17

- Expected Annual Measurable Outcomes:
- Attendance Rate will maintain
  - Chronic Absenteeism Rate will decrease by .2%
  - Expulsion Rate will drop by .02%
  - The percentage of students being suspended and qualify for F & R lunches will drop by 1%.
  - Truancy Rate will drop by 1%
  - According to Williams visits 100% of our students have required textbooks.
  - 100% of our schools facilities will be maintained and in good repair.
  - To continue to encourage parent involvement the district will:
  - Continue the 2 year rotation of parent classes such as PIQE, school smarts, etc..
  - Continue community workshops on input for LCAP at all feeder groups
  - 100% of the schools will have a designate representative for our District Advisory Committee and District English Learner Advisory Committee
  - 100% of the schools will have a School Site Council and English Learner Advisory Committee that provides input for the district LCAP.
  - The district will provide a workshop on input specifically for our students with special needs, foster youth, and our advanced students

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>2.1 In order to provide additional resources to address the high number of low income students identified as at risk or having poor attendance the district has provided the following resources: Assistant Principals of Student Engagement, Learning Director, Counselors, Campus Supervisor positions will develop a plan to support low income students demonstrating at-risk behavior and/or poor attendance by...</p> <ul style="list-style-type: none"> <li>• Referrals to outside agencies</li> <li>• Academic and behavioral monitoring</li> </ul> <p>07222</p>	<p>high schools and Charter Alternative Academy</p>	<p><input type="checkbox"/> All 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 type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Assistant Principals 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$427,927</p> <p>3000-3999: Employee Benefits Supplemental and Concentration \$155,195</p> <p>Behavior Tech at Sequoia HS &amp; campus supervisor at charter alternative 2000-2999: Classified Personnel Salaries Concentration \$100,000</p>
<p>2.2 In order to increase opportunities for our low income students to become technology literate students, our district will continue to purchase additional computers and allocate resources to maintain the necessary infrastructure upgrades and technician support.</p> <p>07264</p>	<p>District wide</p>	<p><input type="checkbox"/> All 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 type="checkbox"/> Other Subgroups: (Specify)</p>	<p>computer technicians 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$230,000</p> <p>3000-3999: Employee Benefits Supplemental and Concentration \$82,000</p> <p>technology, chrome books, infrastructure 4000-4999: Books And Supplies Concentration \$980,000</p>

<p>2.3 Purchase of additional classrooms to provide Kindergarten and Transitional Kindergarten students with all-day program, giving low income and EL students' additional learning time. 07261</p>	<p>District wide</p>	<p><input type="checkbox"/> All OR: <input checked="" 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>additional classrooms 6000-6999: Capital Outlay Concentration \$850,000</p>
<p>2.4 A high percentage of our low socially economic disadvantaged students are suspended or have poor attendance. To provide additional services for these to decrease suspensions and increase attendance the district provides the following services:  <ul style="list-style-type: none"> <li>• Provide social workers at all middle schools &amp; Charter Alternative</li> <li>• Provide substance abuse counseling</li> <li>• Provide behavior intervention technicians</li> <li>• Provide staff development in creating systems to better the cultural of the school</li> </ul> 07220</p>	<p>Secondary</p>	<p><input type="checkbox"/> All OR: <input checked="" 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>6 Social Workers for 2000-2999: Classified Personnel Salaries Concentration \$463,000  9 behavioral intervention techs at Middle &amp; High Schools 2000-2999: Classified Personnel Salaries Concentration \$352,432  3000-3999: Employee Benefits Concentration \$359,042  Consultants with outside agencies for substance abuse counseling, Handle with care 5000-5999: Services And Other Operating Expenditures Concentration \$345,500</p>
<p>2.5 The bilingual required Student Advocacy &amp; Family Engagement Technician (S.A.F.E.) address the concerns of our bilingual community as well as the districts needs to address the absenteeism of students identified as low income. The will provide the following services to all elementary &amp; alternative Education sites:  <ul style="list-style-type: none"> <li>• Case load of students who are determined having a difficult time connecting to school either by attendance or behavior concerns by school staff.</li> <li>• Works to help engage families in their child's education through: translation support, connecting families to outside agencies for social/emotional, building a report with families so they feel comfortable in the school environment.</li> <li>• Support families to insure students are receiving the proper services</li> </ul> </p>	<p>District-wide</p>	<p><input type="checkbox"/> All OR: <input checked="" 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>26 technicians and a supervisor 2000-2999: Classified Personnel Salaries Concentration \$1,010,000  Contracts with PTA, PIQE, and parenting network, training 5000-5999: Services And Other Operating Expenditures Concentration \$310,000  Mileage, 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$25,000  Materials for training, parenting classes, 4000-4999: Books And Supplies Supplemental and Concentration \$45,000  3000-3999: Employee Benefits Supplemental and Concentration \$384,400</p>

<p>needed to be successful.</p> <ul style="list-style-type: none"> <li>Organize and/or lead “Parent University” workshops: Importance of Attendance, California State Standards Workshops, Kindergarten workshops, PTA sponsored “School Smarts” , PIQE,</li> <li>Serve as interpreter/translator for all district communication and correspondence;</li> <li>Evaluate, compile data, maintain records, conduct native language and/or needs assessment, and progress reports for site and district use on a regularly scheduled basis</li> <li>Provide parent workshops for the District’s Spanish Parent University Programs</li> <li>Recruit parents for the School Site Council (SSC)and interpret for SSC</li> <li>Recruit for the schools’ English Learning Advisory Committee (ELAC) and interpret for ELAC</li> </ul> <p>07251</p>			
<p>2.6 As the district transitions into all day kindergarten and transitional kindergarten to support low social economic and English learner students the district will provide a paraprofessional at each of the elementary sites. The paraprofessional will provide the following services:</p> <ul style="list-style-type: none"> <li>Provide support to students in learning school routines and expectations</li> <li>Provide additional support for students who are acquiring English</li> </ul> <p>07215</p>	<p>School Wide</p>	<p><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 type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>25 paraprofessional positions at 5.5 hours 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$525,000</p> <hr/> <p>3000-3999: Employee Benefits Supplemental and Concentration \$323,500</p>
<p>2.7 All elementary school sites will receive .5 FTE of Assistant Principal support from LCAP. The position is designed to support our district goals by giving teachers and students more administrative support to create a caring and encouraging learning environment through our positive behavior intervention system (PBIS). Assistant Principals will also serve as English Learner and Student Study team site coordinators and provide instructional coaching and leadership to ensure all students have the opportunity to engage and succeed in</p>	<p>School Wide</p>	<p><input type="checkbox"/> All OR: <input checked="" 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>19 assistant principals placed at elementary sites: 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$1,855,000</p> <hr/> <p>3000-3999: Employee Benefits Supplemental and Concentration \$491,250</p> <hr/> <p>mileage, training in coaching, 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$10,000</p>

<p>a challenging curriculum.</p> <p>Additionally, some sites will be funded at a 1.0 FTE Assistant Principal. This is determined by multiple criteria including:</p> <ul style="list-style-type: none"> <li>• % of Socially-Economically Disadvantaged students</li> <li>• Total number of English Learners / % of English Learners</li> <li>• Special program (K-8 Elementary, CAP)</li> <li>• Enrollment of students</li> </ul> <p>07215</p>			
<p>2.8 In order to address the high number of low social economic students identified as having chronic or irregular attendance the district has implemented a team to collaborate with parents, social agencies, law enforcement, and the court system.</p> <p>07252</p>	<p>District wide</p>	<p><input type="checkbox"/> All  OR:  <input checked="" 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>5 Social Welfare and Attendance Clerks, School Attendance Review Board hearing officer, 2000-2999: Classified Personnel Salaries Concentration \$270,000</p> <hr/> <p>3000-3999: Employee Benefits Concentration \$75,000</p> <hr/> <p>Mileage, conferences, printing, 5000-5999: Services And Other Operating Expenditures Concentration \$15,000</p>
		<p><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)</p>	



LCAP Year 2: 2017-18

- Expected Annual Measurable Outcomes:
- Attendance Rate will maintain
  - Chronic Absenteeism Rate will decrease by .2%
  - Expulsion Rate will drop by .02%
  - The percentage of students being suspended and qualify for F & R lunches will drop by 1%.
  - Truancy Rate will drop by 1%
  - According to Williams visits 100% of our students have required textbooks.
  - 100% of our schools facilities will be maintained and in good repair.
  - To continue to encourage parent involvement the district will:
  - Continue the 2 year rotation of parent classes such as PIQE, school smarts, etc..
  - Continue community workshops on input for LCAP at all feeder groups
  - 100% of the schools will have a designate representative for our District Advisory Committee and District English Learner Advisory Committee
  - 100% of the schools will have a School Site Council and English Learner Advisory Committee that provides input for the district LCAP.
  - The district will provide a workshop on input specifically for our students with special needs, foster youth, and our advanced students

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>2.1 In order to continue to provide additional resources to address the high number of low income students identified as at risk or having poor attendance the district has provided the following resources: Assistant Principals of Student Engagement, Learning Director, Counselors, Campus Supervisor positions will develop a plan to support low income students demonstrating at-risk behavior and/or poor attendance by...</p> <ul style="list-style-type: none"> <li>• Referrals to outside agencies</li> <li>• Academic and behavioral monitoring</li> </ul> <p>07222</p>	<p>high schools and Charter Alternative Academy</p>	<p><input type="checkbox"/> All 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 Other Subgroups: (Specify)</p>	<p>Assistant Principals 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$556,782 3000-3999: Employee Benefits Supplemental and Concentration \$155,195 Behavior Tech at Sequoia HS &amp; campus supervisor at charter alternative 2000-2999: Classified Personnel Salaries Concentration \$100,000</p>
<p>2.2 In order to continue to increase opportunities for our low income students to become technology literate students, our district will continue to purchase additional computers and allocate resources to maintain the necessary infrastructure upgrades and technician support.</p> <p>07264</p>	<p>District wide</p>	<p><input type="checkbox"/> All 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 Other Subgroups: (Specify)</p>	<p>computer technicians 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$280,000 3000-3999: Employee Benefits Supplemental and Concentration \$82,000 technology, chrome books, infrastructure 4000-4999: Books And Supplies Concentration \$980,000</p>

		<p>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>2.4 A high percentage of our low socially economic disadvantaged students are suspended or have poor attendance. Continue to provide additional services for these to decrease suspensions and increase attendance the district provides the following services:</p> <ul style="list-style-type: none"> <li>• Provide social workers at all middle schools &amp; Charter Alternative</li> <li>• Provide substance abuse counseling</li> <li>• Provide behavior intervention technicians</li> <li>• Provide staff development in creating systems to better the cultural of the school</li> </ul> <p>07220</p>	<p>Secondary</p>	<p>All          OR:  <input checked="" 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>7 Social Workers for 2000-2999: Classified Personnel Salaries Concentration \$563,000</p> <p>9 behavioral intervention techs at Middle &amp; High Schools 2000-2999: Classified Personnel Salaries Concentration \$402,432</p> <p>3000-3999: Employee Benefits Concentration \$359,042</p> <p>Consultants with outside agencies for substance abuse counseling, Handle with care 5000-5999: Services And Other Operating Expenditures Concentration \$345,500</p>
<p>2.5 The bilingual required Student Advocacy &amp; Family Engagement Technician (S.A.F.E.) address the concerns of our bilingual community as well as the districts needs to address the absenteeism of students identified as low income. They will continue to provide the following services to all elementary &amp; alternative Education sites:</p> <ul style="list-style-type: none"> <li>• Case load of students who are determined having a difficult time connecting to school either by attendance or behavior concerns by school staff.</li> <li>• Works to help engage families in their child's education through: translation support, connecting families to outside agencies for social/emotional, building a report with families so they feel comfortable</li> </ul>	<p>District-wide</p>	<p>All          OR:  <input checked="" 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>26 technicians and a supervisor 2000-2999: Classified Personnel Salaries Concentration \$1,110,000</p> <p>Contracts with PTA, PIQE, and parenting network, training 5000-5999: Services And Other Operating Expenditures Concentration \$310,000</p> <p>Mileage, 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$50,000</p> <p>Materials for training, parenting classes, 4000-4999: Books And Supplies Supplemental and Concentration \$45,000</p> <p>3000-3999: Employee Benefits Supplemental and Concentration \$384,400</p>

<p>in the school environment.</p> <ul style="list-style-type: none"> <li>Support families to insure students are receiving the proper services needed to be successful.</li> <li>Organize and/or lead "Parent University" workshops: Importance of Attendance, California State Standards Workshops, Kindergarten workshops, PTA sponsored "School Smarts" , PIQE,</li> <li>Serve as interpreter/translator for all district communication and correspondence;</li> <li>Evaluate, compile data, maintain records, conduct native language and/or needs assessment, and progress reports for site and district use on a regularly scheduled basis</li> <li>Provide parent workshops for the District's Spanish Parent University Programs</li> <li>Recruit parents for the School Site Council (SSC)and interpret for SSC</li> <li>Recruit for the schools' English Learning Advisory Committee (ELAC) and interpret for ELAC</li> </ul> <p>07251</p>			
<p>2.6 As the district continues to transitions into all day kindergarten and transitional kindergarten to support low social economic and English learner students the district will continue to provide a paraprofessional at each of the elementary sites. The paraprofessional will provide the following services:</p> <ul style="list-style-type: none"> <li>Provide support to students in learning school routines and expectations</li> <li>Provide additional support for students who are acquiring English</li> </ul> <p>07215</p>	<p>School Wide</p>	<p>All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>26 paraprofessional positions at 5.5 hours 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$600,000</p> <hr/> <p>3000-3999: Employee Benefits Supplemental and Concentration \$353,500</p>
<p>2.7 All elementary school sites will continue to receive .5 FTE of Assistant Principal support from LCAP. The position is designed to support our district goals by giving teachers and students more administrative support to create a caring and encouraging learning environment through our positive behavior intervention system (PBIS). Assistant Principals will also serve as</p>	<p>School Wide</p>	<p>All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners Foster Youth Redesignated fluent</p>	<p>20 assistant principals placed at elementary sites: 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$1,955,000</p> <hr/> <p>3000-3999: Employee Benefits Supplemental and Concentration \$531,250</p> <hr/> <p>mileage, training in coaching, 5000-5999: Services And Other</p>

<p>English Learner and Student Study team site coordinators and provide instructional coaching and leadership to ensure all students have the opportunity to engage and succeed in a challenging curriculum.</p> <p>Additionally, some sites will be funded at a 1.0 FTE Assistant Principal. This is determined by multiple criteria including:</p> <ul style="list-style-type: none"> <li>• % of Socially-Economically Disadvantaged students</li> <li>• Total number of English Learners / % of English Learners</li> <li>• Special program (K-8 Elementary, CAP)</li> <li>• Enrollment of students</li> </ul> <p>07215</p>		<p>English proficient Other Subgroups: (Specify)</p>	<p>Operating Expenditures Supplemental and Concentration \$10,000</p>
<p>2.8 In order to continue to address the high number of low social economic students identified as having chronic or irregular attendance the district has implemented a team to collaborate with parents, social agencies, law enforcement, and the court system.</p> <p>07252</p>	<p>District wide</p>	<p>All ----- OR: <input checked="" type="checkbox"/> Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>6 Social Welfare and Attendance Clerks, School Attendance Review Board hearing officer, 2000-2999: Classified Personnel Salaries Concentration \$370,000</p> <hr/> <p>3000-3999: Employee Benefits Concentration \$115,000</p> <hr/> <p>Mileage, conferences, printing, 5000-5999: Services And Other Operating Expenditures Concentration \$15,000</p>
		<p><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)</p>	

LCAP Year 3: 2018-19

- Expected Annual Measurable Outcomes:
- Attendance Rate will maintain
  - Chronic Absenteeism Rate will decrease by .2%
  - Expulsion Rate will drop by .02%
  - The percentage of students being suspended and qualify for F & R lunches will drop by 1%.
  - Truancy Rate will drop by 1%
  - According to Williams visits 100% of our students have required textbooks.
  - 100% of our schools facilities will be maintained and in good repair.
  - To continue to encourage parent involvement the district will:
  - Continue the 2 year rotation of parent classes such as PIQE, school smarts, etc..
  - Continue community workshops on input for LCAP at all feeder groups
  - 100% of the schools will have a designate representative for our District Advisory Committee and District English Learner Advisory Committee
  - 100% of the schools will have a School Site Council and English Learner Advisory Committee that provides input for the district LCAP.
  - The district will provide a workshop on input specifically for our students with special needs, foster youth, and our advanced students

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>2.1 In order to provide additional resources to address the high number of low income students identified as at risk or having poor attendance the district has provided the following resources: Assistant Principals of Student Engagement, Learning Director, Counselors, Campus Supervisor positions will develop a plan to support low income students demonstrating at-risk behavior and/or poor attendance by...</p> <ul style="list-style-type: none"> <li>• Referrals to outside agencies</li> <li>• Academic and behavioral monitoring</li> </ul> <p>07222</p>	<p>high schools and Charter Alternative Academy</p>	<p><input type="checkbox"/> All 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 Other Subgroups: (Specify)</p>	<p>Assistant Principals 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$496,782 3000-3999: Employee Benefits Supplemental and Concentration \$185,195 Behavior Tech at Sequoia HS &amp; campus supervisor at charter alternative 2000-2999: Classified Personnel Salaries Concentration \$100,000</p>
<p>2.2 In order to increase opportunities for our low income students to become technology literate students, our district will continue to purchase additional computers and allocate resources to maintain the necessary infrastructure upgrades and technician support.</p> <p>07264</p>	<p>District wide</p>	<p><input type="checkbox"/> All 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 Other Subgroups: (Specify)</p>	<p>computer technicians 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$280,000 3000-3999: Employee Benefits Supplemental and Concentration \$82,000 technology, chrome books, infrastructure 4000-4999: Books And Supplies Concentration \$1,580,000</p>

		<p><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  Other Subgroups:  (Specify)</p>	
<p>2.4 A high percentage of our low socially economic disadvantaged students are suspended or have poor attendance. To provide additional services for these to decrease suspensions and increase attendance the district provides the following services:</p> <ul style="list-style-type: none"> <li>• Provide social workers at all middle schools &amp; Charter Alternative</li> <li>• Provide substance abuse counseling</li> <li>• Provide behavior intervention technicians</li> <li>• Provide staff development in creating systems to better the cultural of the school</li> </ul> <p>07220</p>	<p>Secondary</p>	<p><input type="checkbox"/> All  OR:  <input checked="" 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)</p>	<p>6 Social Workers for 2000-2999: Classified Personnel Salaries Concentration \$563,000</p> <p>10 behavioral intervention techs at Middle &amp; High Schools 2000-2999: Classified Personnel Salaries Concentration \$452,432</p> <p>3000-3999: Employee Benefits Concentration \$459,042</p> <p>Consultants with outside agencies for substance abuse counseling, Handle with care 5000-5999: Services And Other Operating Expenditures Concentration \$345,500</p>
<p>2.5 The bilingual required Student Advocacy &amp; Family Engagement Technician (S.A.F.E.) address the concerns of our bilingual community as well as the districts needs to address the absenteeism of students identified as low income. The will provide the following services to all elementary &amp; alternative Education sites:</p> <ul style="list-style-type: none"> <li>• Case load of students who are determined having a difficult time connecting to school either by attendance or behavior concerns by school staff.</li> <li>• Works to help engage families in their child's education through: translation support, connecting families to outside agencies for social/emotional, building a report with families so they feel comfortable in the school environment.</li> <li>• Support families to insure students are receiving the proper services</li> </ul>	<p>District-wide</p>	<p><input type="checkbox"/> All  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  Other Subgroups:  (Specify)</p>	<p>26 technicians and a supervisor 2000-2999: Classified Personnel Salaries Concentration \$1,310,000</p> <p>Contracts with PTA, PIQE, and parenting network, training 5000-5999: Services And Other Operating Expenditures Concentration \$310,000</p> <p>Mileage, 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$55,000</p> <p>Materials for training, parenting classes, 4000-4999: Books And Supplies Supplemental and Concentration \$65,000</p> <p>3000-3999: Employee Benefits Supplemental and Concentration \$444,400</p>

<p>needed to be successful.</p> <ul style="list-style-type: none"> <li>Organize and/or lead “Parent University” workshops: Importance of Attendance, California State Standards Workshops, Kindergarten workshops, PTA sponsored “School Smarts” , PIQE,</li> <li>Serve as interpreter/translator for all district communication and correspondence;</li> <li>Evaluate, compile data, maintain records, conduct native language and/or needs assessment, and progress reports for site and district use on a regularly scheduled basis</li> <li>Provide parent workshops for the District’s Spanish Parent University Programs</li> <li>Recruit parents for the School Site Council (SSC)and interpret for SSC</li> <li>Recruit for the schools’ English Learning Advisory Committee (ELAC) and interpret for ELAC</li> </ul> <p>07251</p>			
<p>2.6 As the district transitions into all day kindergarten and transitional kindergarten to support low social economic and English learner students the district will provide a paraprofessional at each of the elementary sites. The paraprofessional will provide the following services:</p> <ul style="list-style-type: none"> <li>Provide support to students in learning school routines and expectations</li> <li>Provide additional support for students who are acquiring English</li> </ul> <p>07215</p>	<p>School Wide</p>	<p>All          OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth          Redesignated fluent English proficient          Other Subgroups:          (Specify)</p>	<p>25 paraprofessional positions at 5.5 hours 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$595,000</p> <hr/> <p>3000-3999: Employee Benefits Supplemental and Concentration \$393,500</p>
<p>2.7 All elementary school sites will receive .5 FTE of Assistant Principal support from LCAP. The position is designed to support our district goals by giving teachers and students more administrative support to create a caring and encouraging learning environment through our positive behavior intervention system (PBIS). Assistant Principals will also serve as English Learner and Student Study team site coordinators and provide instructional coaching and leadership to ensure all students have the opportunity to engage and succeed in</p>	<p>School Wide</p>	<p>All          OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth          Redesignated fluent English proficient          Other Subgroups:          (Specify)</p>	<p>20 assistant principals placed at elementary sites: 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$1,555,000</p> <hr/> <p>3000-3999: Employee Benefits Supplemental and Concentration \$591,250</p> <hr/> <p>mileage, training in coaching, 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$60,000</p>

<p>a challenging curriculum.</p> <p>Additionally, some sites will be funded at a 1.0 FTE Assistant Principal. This is determined by multiple criteria including:</p> <ul style="list-style-type: none"> <li>• % of Socially-Economically Disadvantaged students</li> <li>• Total number of English Learners / % of English Learners</li> <li>• Special program (K-8 Elementary, CAP)</li> <li>• Enrollment of students</li> </ul> <p>07215</p>			
<p>2.8 In order to address the high number of low social economic students identified as having chronic or irregular attendance the district has implemented a team to collaborate with parents, social agencies, law enforcement, and the court system.</p> <p>07252</p>	<p>District wide</p>	<p>All  OR:  <input checked="" type="checkbox"/> Low Income pupils  English Learners  Foster Youth  Redesignated fluent English proficient  Other Subgroups:  (Specify)</p>	<p>6 Social Welfare and Attendance Clerks, School Attendance Review Board hearing officer, 2000-2999: Classified Personnel Salaries Concentration \$370,000</p> <p>3000-3999: Employee Benefits Concentration \$175,000</p> <p>Mileage, conferences, printing, 5000-5999: Services And Other Operating Expenditures Concentration \$15,000</p>
		<p><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)</p>	

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.



GOAL 3:	Visalia Unified will recruit, hire, and retain highly qualified, talented and productive staff	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 _ 4 _ 5 _ 6 _ 7 _ 8 _  COE only: 9 _ 10 _  Local : Specify
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Identified Need :	<ul style="list-style-type: none"> <li>The number of teachers with Intern, Provisional, or Short-Term credentials increased from 3.9% in 2014/15 to 8% in 2015/16</li> </ul>
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Goal Applies to:	Schools: All Schools	Applicable Pupil Subgroups: All Students English Learners Students with Special Needs Low Income Students Foster Youth African American
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**LCAP Year 1: 2016-17**

Expected Annual Measurable Outcomes:	All teachers with an Intern, Provisional, or Short-Term teaching credentials will be supported through mentors. In Secondary: 80% of all leads will have participated in Literacy- Reading Comprehension; Academic Vocabulary; Writing; Balanced Literacy Model 80% of all math teachers (Math 7, Math 8, IM 1, IM 2, IM 3) will have participated in Mathematical Practices 80% of all history teachers will participate in Research and Literacy- Learning Lab-Library Focus In Elementary: 90% of all teachers will have participated in Building language through balanced Literacy All teachers will receive 3 visits from the grade level TOSA In the five targeted schools all teachers will receive an additional 6 visits.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3.1 New Teacher Support/Tenured teachers needing additional support <ul style="list-style-type: none"> <li>Participating Teachers will become reflective practitioners and demonstrate growth and competence in each of the California Standards of the Teaching Profession including working with English</li> </ul>	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:	Teacher on Special Assignment. This teacher focuses on coaching, collaborating, and providing professional development for teachers. Teacher stipends 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$166,000  Clerical support in order to maintain records and provide support in staff development. 2000-2999: Classified Personnel

<p>Learners and Special Populations.</p> <ul style="list-style-type: none"> <li>Support Providers/Mentors will meet regularly with their Participating Teachers and support the growth of the new teacher through reflective conversations and the formative assessment system.</li> </ul> <p>07265</p>		<p>(Specify)</p>	<p>Salaries Supplemental and Concentration \$38,600</p> <p>Reimbursement costs for recruitment travel 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$34,000</p> <p>3000-3999: Employee Benefits Supplemental and Concentration \$35,800</p>
<p>3.2 To support teachers in strategies to address the unique needs of low social economic income students, English learners, and students who are high achieving the district provides professional development services in the following areas:</p> <ul style="list-style-type: none"> <li>7 elementary teachers on special assignment (TOSA)that provides coaching in all subject areas with the main focus on language development. The TOSA's provide additional support to our sites with high unduplicated counts.</li> <li>Professional development in the area of literacy and assessment</li> <li>7 secondary teachers on special assignment (TOSA)that provides coaching in subject areas with the main focus on core content areas. The TOSA's provide additional support to our sites with high unduplicated counts.</li> <li>Professional development in the area of literacy and assessment for all content areas</li> <li>Professional development in professional learning communities.</li> <li>Professional development in subject specific strategies to better meet the needs of all students.</li> <li>Conferences for AP classes, AVID, Linked Learning Academies, and as well as other subjects.</li> </ul> <p>07266 07267</p>	<p>District wide</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>Secondary &amp; Elementary Teachers on Special Assignment, 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$995,000</p> <p>Secondary Teachers on Special Assignment 1000-1999: Certificated Personnel Salaries Title II \$660,000</p> <p>Teacher working with our teachers who teach classes/programs designed specifically for our English learners 1000-1999: Certificated Personnel Salaries Concentration \$180,000</p> <p>Contracts with outside agencies to provide expertise in specific areas such as: math, assessment, literacy, science, Professional Learning Communities. Conferences 5000-5999: Services And Other Operating Expenditures Concentration \$950,000</p> <p>3000-3999: Employee Benefits Concentration \$289,000</p> <p>Materials for professional development 4000-4999: Books And Supplies Title II \$125,000</p> <p>substitutes for Professional Development 1000-1999: Certificated Personnel Salaries Concentration \$455,000</p> <p>Teacher Stipends 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$75,000</p> <p>Curriculum department personnel 1000-1999: Certificated Personnel Salaries Title II \$275,000</p> <p>3000-3999: Employee Benefits Federal Funds \$223,000</p>
		<p><input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p>	

		<ul style="list-style-type: none"> <li>_ Foster Youth</li> <li>_ Redesignated fluent English proficient</li> <li>_ Other Subgroups: (Specify)</li> </ul>	
		<ul style="list-style-type: none"> <li>_ All -----</li> <li>OR:</li> <li>_ Low Income pupils</li> <li>_ English Learners</li> <li>_ Foster Youth</li> <li>_ Redesignated fluent English proficient</li> <li>_ Other Subgroups: (Specify)</li> </ul>	
		<ul style="list-style-type: none"> <li>_ All -----</li> <li>OR:</li> <li>_ Low Income pupils</li> <li>_ English Learners</li> <li>_ Foster Youth</li> <li>_ Redesignated fluent English proficient</li> <li>_ Other Subgroups: (Specify)</li> </ul>	
		<ul style="list-style-type: none"> <li>_ All -----</li> <li>OR:</li> <li>_ Low Income pupils</li> <li>_ English Learners</li> <li>_ Foster Youth</li> <li>_ Redesignated fluent English proficient</li> <li>_ Other Subgroups: (Specify)</li> </ul>	
		<ul style="list-style-type: none"> <li>_ All -----</li> <li>OR:</li> <li>_ Low Income pupils</li> <li>_ English Learners</li> <li>_ Foster Youth</li> <li>_ Redesignated fluent English proficient</li> </ul>	

		_ Other Subgroups: (Specify)	
		_ 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)	
3.3 Increase after school programs  <ul style="list-style-type: none"> <li>• Provide after school program for new middle school</li> <li>• Expand current after school programs for K-8 schools</li> </ul>	School Wide New Middle School Ivanhoe Willow Glen	<input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Partner with Pro-Youth Heart to expand services at existing K-8 Programs 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$60,000 <hr/> Provide Services at new middle school 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$90,000 <hr/> 3000-3999: Employee Benefits Supplemental and Concentration \$20,000 <hr/> Materials 4000-4999: Books And Supplies Supplemental and Concentration \$30,000

**LCAP Year 2: 2017-18**

Expected Annual Measurable Outcomes:	<p>All teachers with an Intern, Provisional, or Short-Term teaching credentials will be supported through mentors.</p> <p>In Secondary:              80% of all leads will have participated in Literacy- Reading Comprehension; Academic Vocabulary; Writing; Balanced Literacy Model              80% of all math teachers (Math 7, Math 8, IM 1, IM 2, IM 3) will have participated in Mathematical Practices              80% of all history teachers will participate in Research and Literacy- Learning Lab-Library Focus</p> <p>In Elementary:              90% of all teachers will have participated in Building language through balanced Literacy              All teachers will receive 3 visits from the grade level TOSA              In the five targeted schools all teachers will receive an additional 6 visits.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>3.1 New Teacher Support/Tenured teachers needing additional support</p> <ul style="list-style-type: none"> <li>Participating Teachers will become reflective practitioners and demonstrate growth and competence in each of the California Standards of the Teaching Profession including working with English Learners and Special Populations.</li> <li>Support Providers/Mentors will meet regularly with their Participating Teachers and support the growth of the new teacher through reflective conversations and the formative assessment system.</li> </ul> <p>07265</p>	District Wide	<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>Teacher on Special Assignment. This teacher focuses on coaching, collaborating, and providing professional development for teachers. Teacher stipends 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$666,000</p> <p>Clerical support in order to maintain records and provide support in staff development. 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$38,600</p> <p>Reimbursement costs for recruitment travel 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$34,000</p> <p>3000-3999: Employee Benefits Supplemental and Concentration \$65,800</p>
<p>3.2 Continue to support teachers in strategies to address the unique needs of low social economic income students, English learners, and students who are high achieving the district provides professional development services in the following areas:</p> <ul style="list-style-type: none"> <li>7 elementary teachers on special assignment (TOSA)that provides coaching in all subject areas with the main focus on language development. The TOSA's provide additional support to our sites with high unduplicated counts.</li> <li>Professional development in the area of literacy and</li> </ul>	District wide	<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>Secondary &amp; Elementary Teachers on Special Assignment, 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$995,000</p> <p>Secondary Teachers on Special Assignment 1000-1999: Certificated Personnel Salaries Title II \$660,000</p> <p>Teacher working with our teachers who teach classes/programs designed specifically for our English learners 1000-1999: Certificated Personnel Salaries Concentration \$180,000</p> <p>Contracts with outside agencies to provide expertise in specific areas such as: math, assessment, literacy, science,</p>

<p>assessment</p> <ul style="list-style-type: none"> <li>• 7 secondary teachers on special assignment (TOSA) that provides coaching in subject areas with the main focus on core content areas. The TOSA's provide additional support to our sites with high unduplicated counts.</li> <li>• Professional development in the area of literacy and assessment for all content areas</li> <li>• Professional development in professional learning communities.</li> <li>• Professional development in subject specific strategies to better meet the needs of all students.</li> <li>• Conferences for AP classes, AVID, Linked Learning Academies, and as well as other subjects.</li> </ul> <p>07266 07267</p>			<p>Professional Learning Communities. Conferences 5000-5999: Services And Other Operating Expenditures Concentration \$950,000</p> <p>3000-3999: Employee Benefits Concentration \$289,000</p> <p>Materials for professional development 4000-4999: Books And Supplies Title II \$125,000</p> <p>substitutes for Professional Development 1000-1999: Certificated Personnel Salaries Concentration \$455,000</p> <p>Teacher Stipends 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$75,000</p> <p>Curriculum department personnel 1000-1999: Certificated Personnel Salaries Title II \$275,000</p> <p>3000-3999: Employee Benefits Federal Funds \$223,000</p>
		<p><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)</p>	
		<p><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)</p>	
		<p><input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p>	

		<ul style="list-style-type: none"> <li>_ Foster Youth</li> <li>_ Redesignated fluent English proficient</li> <li>_ Other Subgroups: (Specify)</li> </ul>	
		<ul style="list-style-type: none"> <li>_ All -----</li> <li>OR:</li> <li>_ Low Income pupils</li> <li>_ English Learners</li> <li>_ Foster Youth</li> <li>_ Redesignated fluent English proficient</li> <li>_ Other Subgroups: (Specify)</li> </ul>	
		<ul style="list-style-type: none"> <li>_ All -----</li> <li>OR:</li> <li>_ Low Income pupils</li> <li>_ English Learners</li> <li>_ Foster Youth</li> <li>_ Redesignated fluent English proficient</li> <li>_ Other Subgroups: (Specify)</li> </ul>	
		<ul style="list-style-type: none"> <li>_ All -----</li> <li>OR:</li> <li>_ Low Income pupils</li> <li>_ English Learners</li> <li>_ Foster Youth</li> <li>_ Redesignated fluent English proficient</li> <li>_ Other Subgroups: (Specify)</li> </ul>	
		<ul style="list-style-type: none"> <li>_ All -----</li> <li>OR:</li> <li>_ Low Income pupils</li> <li>_ English Learners</li> <li>_ Foster Youth</li> <li>_ Redesignated fluent English proficient</li> </ul>	

		_ Other Subgroups: (Specify)	
3.3 Continue after school programs  <ul style="list-style-type: none"> <li>Provide after school program for new middle school</li> <li>Expand current after school programs for K-8 schools</li> </ul>	School Wide New Middle School Ivanhoe Willow Glen	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Partner with Pro-Youth Heart to expand services at existing K-8 Programs 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$60,000  Provide Services at new middle school 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$90,000  3000-3999: Employee Benefits Supplemental and Concentration \$20,000  Materials 4000-4999: Books And Supplies Supplemental and Concentration \$30,000

**LCAP Year 3: 2018-19**

Expected Annual Measurable Outcomes:	All teachers with an Intern, Provisional, or Short-Term teaching credentials will be supported through mentors. In Secondary: 80% of all leads will have participated in Literacy- Reading Comprehension; Academic Vocabulary; Writing; Balanced Literacy Model 80% of all math teachers (Math 7, Math 8, IM 1, IM 2, IM 3) will have participated in Mathematical Practices 80% of all history teachers will participate in Research and Literacy- Learning Lab-Library Focus In Elementary: 90% of all teachers will have participated in Building language through balanced Literacy All teachers will receive 3 visits from the grade level TOSA In the five targeted schools all teachers will receive an additional 6 visits.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3.1 New Teacher Support/Tenured teachers needing additional support <ul style="list-style-type: none"> <li>Participating Teachers will become reflective practitioners and demonstrate growth and competence in each of the California Standards of the Teaching Profession including working with English Learners and Special Populations.</li> <li>Support Providers/Mentors will meet regularly with their Participating Teachers and support the growth of the new teacher through reflective conversations and the formative assessment system.</li> </ul>	District Wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Teacher on Special Assignment. This teacher focuses on coaching, collaborating, and providing professional development for teachers. Teacher stipends 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$166,000  Clerical support in order to maintain records and provide support in staff development. 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$38,600  Reimbursement costs for recruitment travel 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$34,000  3000-3999: Employee Benefits Supplemental and Concentration \$85,800



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<p>3.2 To support teachers in strategies to address the unique needs of low social economic income students, English learners, and students who are high achieving the district provides professional development services in the following areas:</p> <ul style="list-style-type: none"> <li>• 7 elementary teachers on special assignment (TOSA)that provides coaching in all subject areas with the main focus on language development. The TOSA's provide additional support to our sites with high unduplicated counts.</li> <li>• Professional development in the area of literacy and assessment</li> <li>• 7 secondary teachers on special assignment (TOSA)that provides coaching in subject areas with the main focus on core content areas. The TOSA's provide additional support to our sites with high unduplicated counts.</li> <li>• Professional development in the area of literacy and assessment for all content areas</li> <li>• Professional development in professional learning communities.</li> <li>• Professional development in subject specific strategies to better meet the needs of all students.</li> <li>• Conferences for AP classes, AVID, Linked Learning Academies, and as well as other subjects.</li> </ul> <p>07266 07267</p>	District wide	<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>Secondary &amp; Elementary Teachers on Special Assignment, 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$995,000</p> <p>Secondary Teachers on Special Assignment 1000-1999: Certificated Personnel Salaries Title II \$660,000</p> <p>Teacher working with our teachers who teach classes/programs designed specifically for our English learners 1000-1999: Certificated Personnel Salaries Concentration \$180,000</p> <p>Contracts with outside agencies to provide expertise in specific areas such as: math, assessment, literacy, science, Professional Learning Communities. Conferences 5000-5999: Services And Other Operating Expenditures Concentration \$950,000</p> <p>3000-3999: Employee Benefits Concentration \$289,000</p> <p>Materials for professional development 4000-4999: Books And Supplies Title II \$125,000</p> <p>substitutes for Professional Development 1000-1999: Certificated Personnel Salaries Concentration \$455,000</p> <p>Teacher Stipends 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$75,000</p> <p>Curriculum department personnel 1000-1999: Certificated Personnel Salaries Title II \$275,000</p> <p>3000-3999: Employee Benefits Federal Funds \$223,000</p>
		<p><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)</p>	

		<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)	
		<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)	
		<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)	
		<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)	
		<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)	
		<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)	
3.3 Increase after school programs  <ul style="list-style-type: none"> <li>• Provide after school program for new middle school</li> <li>• Expand current after school programs for K-8 schools</li> </ul>	School Wide New Middle School Ivanhoe Willow Glen	<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)	Partner with Pro-Youth Heart to expand services at existing K-8 Programs 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$60,000  Provide Services at new middle school 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$90,000  3000-3999: Employee Benefits Supplemental and Concentration \$20,000  Materials 4000-4999: Books And Supplies Supplemental and Concentration \$30,000

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 4:		Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _  COE only: 9 _ 10 _  Local : Specify
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Identified Need :

Goal Applies to:	Schools:		
	Applicable Pupil Subgroups:	All students Students with Disabilities	

**LCAP Year 1: 2016-17**

Expected Annual Measurable Outcomes:

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
		_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

**LCAP Year 2: 2017-18**

Expected Annual Measurable Outcomes:

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
		_ All OR: _ Low Income pupils	

		_ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
<b>LCAP Year 3: 2018-19</b>			
Expected Annual Measurable Outcomes:			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
		_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 5:		Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _  COE only: 9 _ 10 _  Local : Specify
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Identified Need :	Need:
	Metric:

Goal Applies to:	Schools:
	Applicable Pupil Subgroups: All Students

**LCAP Year 1: 2016-17**

Expected Annual Measurable Outcomes:	
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
		_ All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

**LCAP Year 2: 2017-18**

Expected Annual Measurable Outcomes:

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
		_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

**LCAP Year 3: 2018-19**

Expected Annual Measurable Outcomes:

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
		_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 6:		Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _  COE only: 9 _ 10 _  Local : Specify
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Identified Need :	
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Goal Applies to:	Schools:	
	Applicable Pupil Subgroups:	All Students

**LCAP Year 1: 2016-17**

Expected Annual Measurable Outcomes:	
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
		_ 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)	



**LCAP Year 2: 2017-18**

Expected Annual Measurable Outcomes:

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
		_ 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)	

**LCAP Year 3: 2018-19**

Expected Annual Measurable Outcomes:

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
		_ 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)	

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 7:				Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _  COE only: 9 _ 10 _  Local : Specify
Identified Need :				
Goal Applies to:	Schools:			
	Applicable Pupil Subgroups:	All Students		
<b>LCAP Year 1: 2016-17</b>				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
<b>LCAP Year 2: 2017-18</b>				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
<b>LCAP Year 3: 2018-19</b>				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 8:				Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _  COE only: 9 _ 10 _  Local : Specify
Identified Need :				
Goal Applies to:	Schools:			
	Applicable Pupil Subgroups:			
<b>LCAP Year 1: 2016-17</b>				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
<b>LCAP Year 2: 2017-18</b>				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
<b>LCAP Year 3: 2018-19</b>				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	

**Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.**

GOAL 9:				Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _  COE only: 9 _ 10 _  Local : Specify
Identified Need :				
Goal Applies to:	Schools:			
	Applicable Pupil Subgroups:			
<b>LCAP Year 1: 2016-17</b>				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
<b>LCAP Year 2: 2017-18</b>				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
<b>LCAP Year 3: 2018-19</b>				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	

**Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.**

GOAL 10:				Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _  COE only: 9 _ 10 _  Local : Specify
Identified Need :				
Goal Applies to:	Schools:			
	Applicable Pupil Subgroups:			
<b>LCAP Year 1: 2016-17</b>				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
<b>LCAP Year 2: 2017-18</b>				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
<b>LCAP Year 3: 2018-19</b>				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

## Annual Update

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

### Guiding Questions:

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

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

<p>Original GOAL 1 from prior year LCAP:</p>	<p>STUDENT ACHIEVEMENT All students will be effective learners and graduate college and career ready.</p>	<p>Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 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</p>	
<p>Goal Applies to:</p>	<p>Schools: All Schools ----- Applicable Pupil Subgroups: All Students • English Learners • Students with Special Needs • Low Income Students • Foster Youth • African American</p>		
<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> <li>• Pct. in Cohort Attaining English Proficiency (AMAO 2 &lt;5 Years) will increase to 19%</li> <li>• Pct. in Cohort Attaining English Proficiency (AMAO 2 &gt;=5 Years) will increase to 35%</li> <li>• Pct. Making Progress Towards English Proficiency (AMAO 1) will increase to 55%</li> <li>• API Growth (Not Applicable)</li> <li>• API Score (Not Applicable)</li> <li>• STAR/CAASPP ELA Proficient or Advanced (Not Applicable)</li> <li>• STAR/CAASPP Math Proficient or Advanced (Not Applicable)</li> <li>• STAR/CAASPP Science Proficient or Advanced will increase</li> <li>• CAHSEE ELA 3 Year Pass Rate will increase by 1%</li> <li>• CAHSEE ELA Proficient Rate will increase by 1%</li> <li>• CAHSEE Math 3 Year Pass Rate will increase by 1%</li> <li>• English Learner Reclassification Rate will increase by 1 %</li> <li>• Reduce the number of combination classes</li> <li>• 26% 11th grade students scored "Ready" on the EAP test in ELA while the state average was 25%.</li> <li>• 5% 11th grade students scored "Ready" on the EAP test in Math while the state average was 11%.</li> </ul>	<p>Actual Annual Measurable Outcomes:</p>	<p>In 2014/15 school year:</p> <ul style="list-style-type: none"> <li>• Pct. in Cohort Attaining English Proficiency (AMAO 2 &lt;5 Years) is 22.4 vs. the state average of 24.2%.</li> <li>• Pct. in Cohort Attaining English Proficiency (AMAO 2 &gt;=5 Years) is 39% vs. the state average of 50.9%.</li> <li>• Pct. Making Progress Towards English Proficiency (AMAO 1) is 53.4% vs. the state average of 60.5%.</li> <li>• 26% 11th grade students scored "Ready" on the EAP test in ELA while the state average was 25%.</li> <li>• 5% 11th grade students scored "Ready" on the EAP test in Math while the state average was 11%.</li> <li>• Continue to reduce the number of combination classes currently there are 21</li> <li>• 26% 11th grade students scored "Ready" on the EAP test in ELA while the state average was 25%.</li> <li>• 5% 11th grade students scored "Ready" on the EAP test in Math while the state average was 11%.</li> <li>• Middle School dropout rate was 0% while the state average was .3%</li> <li>• The district's 4-year cohort high school dropout rate was 6% while the state average was 12%.</li> <li>• The district's 4-year cohort high school graduation rate was 92% while the state average was 81%.</li> </ul>



		<ul style="list-style-type: none"> <li>• The percentage of English learners reclassified was 14% while the state average was 13%.</li> <li>• The percentage of 4 year cohort that completed a-g requirements was 39% while the state average was 36%.</li> <li>• The 4 year cohort that completed at least 1 career Technical Education Pathway is 18% while the state average is 17%.</li> <li>• The percentage of students who passed on the Advanced Placement Exam with a score of 3 or higher was 60% while the state average was 63%.</li> <li>• Students are no longer required to take the CAHSEE; therefore, that data is not available.</li> <li>• Pct. in Cohort Attaining English Proficiency (AMAO 2 &lt;5 Years) is 22.4 vs. the state average of 24.2%.</li> <li>• Pct. in Cohort Attaining English Proficiency (AMAO 2 &gt;=5 Years) is 39% vs. the state average of 50.9%.</li> <li>• Pct. Making Progress Towards English Proficiency (AMAO 1) is 53.4% vs. the state average of 60.5%.</li> <li>• Continue to reduce the number of combination classes currently there are 21</li> </ul>
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**LCAP Year: 2015-16**

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>1.1 School support of LCAP goals distributed by unduplicated counts is \$183 per student to be monitored and written into the schools' Single School Plan for Student Achievement:</p> <p>The Single School Plan for Student Achievement (SSPSA) will address LCAP goals and will be developed by the schools' School Site Councils, in consultation with the sites' English Learner Advisory Committees to monitor. The School Site Council at each site will monitor and review expenditures to insure they address the goals written into the plan.</p> <p>All LCAP expenditures will be monitored by the District's State &amp; Federal Projects.</p>	<p>See all Schools' Single School Plan for Student Achievement for further information. <a href="http://www.vusd.org/about.cfm?subpage=25948">http://www.vusd.org/about.cfm?subpage=25948</a></p> <p>4000-4999: Books And Supplies Supplemental and Concentration 1,376,849</p> <p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration 675,941</p> <p>2000-2999: Classified Personnel Salaries Supplemental and Concentration \$791,316</p> <p>3000-3999: Employee Benefits Supplemental and Concentration \$481,962</p> <p>5000-5999: Services And Other</p>	<p>Every expenditure was approved through the State &amp; Federal Office. Sites purchased supplemental materials, hired additional support for students (teacher intervention hourly, behavior intervention aides, instructional aides, as well as purchased additional technology)</p>	<p>4000-4999: Books And Supplies Supplemental and Concentration \$1,074,082</p> <p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$866,915</p> <p>2000-2999: Classified Personnel Salaries Supplemental and Concentration \$917,976</p> <p>3000-3999: Employee Benefits Supplemental and Concentration \$686,544</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$474,688</p>

<p>Our district's current unduplicated percentage is over 66%. All but the following two schools are identified as schoolwide: Hurley &amp; Oak Grove Elementary. Hurley and Oak Grove are considered targeted schools.</p>	<p>Operating Expenditures Supplemental and Concentration \$485,971</p>		
<p>Scope of Service: District Wide</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>Scope of Service: District Wide</p> <p><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 type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>1.2 Additional funds to schools that have over 90% of unduplicated students is \$25 per student: Crowley, Fairview, Goshen, Highland, Houston, Ivanhoe, Four Creeks, Washington, &amp; Sequoia to be monitored</p> <p>The Single School Plan for Student Achievement (SSPSA) will address LCAP goals and will be developed by the schools' School Site Councils, in consultation with the sites' English Learner Advisory Committees to monitor.</p>	<p>See all Schools' Single School Plan for Student Achievement for further information.  <a href="http://www.vusd.org/about.cfm?subpage=25948">http://www.vusd.org/about.cfm?subpage=25948</a> 4000-4999: Books And Supplies Concentration \$109,875</p>	<p>Sites purchased supplemental materials, hired additional support for students (teacher intervention hourly, behavior intervention aides, instructional aides, as well as purchased additional technology)</p>	<p>1000-1999: Certificated Personnel Salaries Concentration \$109,875</p>
<p>Scope of Service: School Wide</p>		<p>Scope of Service: School Wide</p>	

<p><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 type="checkbox"/> Other Subgroups: (Specify)</p>		<p><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 type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>1.3 Continue to provide additional support to sites in the areas of budgets, assessments, Single School Plans for Student Achievement, School Accountability Report Card, School Site Councils, and English Language Development Committees, assessment Office .</p> <ul style="list-style-type: none"> <li>• Administrative support</li> <li>• Budgeting support</li> <li>• Assessment Support</li> </ul>	<p>All schools 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$66,976</p> <hr/> <p>2000-2999: Classified Personnel Salaries Supplemental and Concentration \$17,793</p> <hr/> <p>3000-3999: Employee Benefits Supplemental and Concentration \$44,928</p>	<p>Provided support to sites in School Site Counsel agendas, English Learner Advisory Committees, visited School Site Councils, created school documents, provided information to parents regarding their students placement in the English learner program. Monitored and supported school site budgets as well as district LCAP budgets.</p>	<p>.4 of classified support 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$20,282</p> <hr/> <p>.4 of administrator 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$99,347</p> <hr/> <p>3000-3999: Employee Benefits Supplemental and Concentration \$39,120</p>
<p>Scope of Service   District Wide</p> <hr/> <p><input checked="" type="checkbox"/> All ----- OR: <input checked="" 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>Scope of Service   District Wide</p> <hr/> <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>1.4 Provide additional support for learning centers by hiring additional teachers. The teachers' responsibilities will include:</p> <ul style="list-style-type: none"> <li>• The focus of the teachers will be English Learner students</li> </ul>	<p>Additional 13.54 Teachers for learning centers 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$815,763</p> <hr/> <p>2.66 teaches for intervention</p>	<p>Materials were purchased that teachers are reported under action. Six intervention teachers plus intervention kits for all 40 elementary education specialists.</p>	<p>intervention teachers 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$1,132,152</p> <hr/> <p>3000-3999: Employee Benefits Supplemental and Concentration</p>

<ul style="list-style-type: none"> <li>Assists the classroom teacher in developing individualized learning plans for progress in content areas.</li> <li>Research best practices in content areas and is able to communicate this information effectively.</li> <li>Works effectively with staff and administration to bring about needed change.</li> <li>Direct instruction to students in intervention.</li> <li>Monitor English Learners progress</li> <li>Provide intervention for English Learners</li> </ul>	<p>classes 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$183,773</p> <p>3000-3999: Employee Benefits Supplemental and Concentration \$507,623</p> <p>Intervention Materials 4000-4999: Books And Supplies Supplemental and Concentration \$55,000</p>		<p>\$455,678</p> <p>supplemental books and other materials 4000-4999: Books And Supplies Supplemental and Concentration \$10,233</p>
<p>Scope of Service</p> <p>School wide: Conyer, Elbow Creek, Shannon Ranch, Manuel Hernandez, Pinkham, Crowley, Green Acres, Mt. Whitney, &amp; Golden West, Redwood, and El Diamante</p> <hr/> <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>Scope of Service</p> <p>school Wide</p> <hr/> <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>1.5 Provide support for high achieving students: Elementary:</p>	<p>Reimburse school sites for students' AP, PSAT, SAT, tests. 5700-5799: Transfers Of Direct Costs</p>	<p>All elementary sites were offered: STEAM Activities: • Legobotics</p>	<p>2. certificated teachers 7 counselors/learning director 1000-1999: Certificated Personnel</p>

<p>STEAM Activities:</p> <ul style="list-style-type: none"> <li>• Legobotics</li> <li>• Growbotics</li> </ul> <p>Counseling Services:</p> <ul style="list-style-type: none"> <li>• Meet with 6th grade students</li> <li>• Meet with 5/6 parents</li> </ul> <p>Middle Schools:</p> <ul style="list-style-type: none"> <li>• Meet with 7th &amp; 8th grade students during RtI</li> <li>• Meet with 7th &amp; 8th grade parents</li> <li>• To ensure all students wanting Pre-AP classes are able to enroll in the course additional teachers will be hired.</li> <li>• Provide an opportunity for students to take the Pre-PACT</li> </ul> <p>High Schools:</p> <ul style="list-style-type: none"> <li>• Increased academic counseling</li> <li>• A common set of advanced courses and increased academic counseling</li> <li>• Flexible access to courses</li> <li>• Increased support for student taking advanced classes</li> <li>• Counseling Services:</li> <li>• Monitor student progress</li> <li>• College entry counseling</li> <li>• College application workshops</li> <li>• Personal Narrative workshops</li> <li>• AP course extension seminars</li> <li>• Preparing for an AP assessment</li> <li>• To ensure all students wanting AP classes are able to enroll in the course additional teachers will be hired</li> <li>• Provide a sliding scale fee for AP testing fees, PSAT fees, and similar tests for students qualifying for F &amp; R .</li> <li>• Identify Pre-AP/AP and ELD students that are struggling at the</li> </ul>	<p>Concentration \$40,000</p> <p>Purchase books for AP 4000-4999: Books And Supplies Supplemental and Concentration \$105,000</p> <p>Additional 1.266 teachers for Pre-Advanced Placement/ Advanced Placement 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 150,000</p> <p>3000-3999: Employee Benefits Supplemental and Concentration \$65,292</p> <p>Provide Training for AP teachers 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$20,000</p> <p>Contract with outside agencies for after school enrichment programs for all elementary sites 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$550,000</p> <p>Hire counselors/learning directors 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$450,000</p> <p>3000-3999: Employee Benefits Supplemental and Concentration \$283,490</p>	<ul style="list-style-type: none"> <li>• Growbotics</li> </ul> <p>Counseling Services:</p> <ul style="list-style-type: none"> <li>• Provided a workshop to all 5th grade students</li> <li>• Provided a workshop to all 5th grade parents</li> </ul> <p>Middle Schools:</p> <ul style="list-style-type: none"> <li>• Meet with 7th &amp; 8th grade students during RtI at Green Acres and Divisidero</li> <li>• Meet with 7th &amp; 8th grade parents</li> <li>• To ensure all students wanting Pre-AP classes are able to enroll in the course additional teachers will be hired.</li> <li>• Provide an opportunity for students to take the Pre-PACT was not offered this academic year.</li> </ul> <p>High Schools:</p> <ul style="list-style-type: none"> <li>• Increased academic counseling by 1 at 3 high schools at a learning director at El Diamante</li> <li>• A common set of advanced courses and increased academic counseling was shared at a parent meeting.</li> <li>• Flexible access to courses</li> <li>• Increased support for student taking advanced classes</li> <li>• Counseling Services:</li> <li>• College workshops for parents</li> <li>• The district provided a Personal Narrative workshop</li> <li>• AP course extension seminars</li> <li>• Preparing for an AP assessment</li> <li>• The district continues to address the need for additional teachers for AP classes</li> <li>• Provide a sliding scale fee for AP testing fees, PSAT fees, and similar tests for students qualifying for F &amp; R .</li> <li>• The district continues to develop</li> </ul>	<p>Salaries Supplemental and Concentration \$788,049</p> <p>3000-3999: Employee Benefits Supplemental and Concentration \$363,490</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration</p>
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<p>6 week grading periods.</p> <ul style="list-style-type: none"> <li>• Form small groups that will be followed on a 6 week cycle.</li> <li>• Groups will meet during RTI at the middle schools.</li> <li>• Develop districtwide “workshops” for AP classes focusing on test taking skills, content, and enrichment.</li> </ul> <p>53% of high school students are eligible for Free and Reduce lunch. For all students in AP courses 41% of students enrolled receive Free and Reduce lunch.</p> <p>Increased support for student taking pre AP and AP courses through tutoring</p>		<p>districtwide “workshops” for AP classes focusing on test taking skills, content, and enrichment.</p>	
<p>Scope of Service   District Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service   District Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>1.6 Offer additional opportunities for students for credit recovery, Intervention, acceleration, during intersession, summer school, after school: These courses maybe offered on-line or in a classroom setting. The classes</p>	<p>Teacher &amp; administrative Salaries 1000-1999: Certificated Personnel Salaries Supplemental \$368,579</p> <p>Teacher 1000-1999: Certificated Personnel Salaries Supplemental \$200,000</p>	<p>Offer additional opportunities for students for credit recovery, Intervention, acceleration, during intersession, summer school, after school: These courses maybe offered on-line or in a classroom setting.</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$682,244</p> <p>2000-2999: Classified Personnel Salaries Supplemental and Concentration \$23,788</p>

<p>are offered for the following reasons:</p> <ul style="list-style-type: none"> <li>• Courses offered for all students who failed a course</li> <li>• Courses offered for students wanting to take an additional elective during the school year</li> <li>• Courses offered for students who are in need of intervention</li> </ul> <p>Summer school while 53% of high school students are eligible for Free and Reduce lunch 58% of students enrolled in summer school were eligible for F &amp; R lunch.</p> <p>Transportation for prefirst classes for outlying areas where over 90% of those students are eligible for Free and Reduced lunch.</p>	<p>Office personnel, campus supervisor, custodial 3000-3999: Employee Benefits Supplemental \$110,247</p> <p>3000-3999: Employee Benefits Supplemental \$72,299</p> <p>Teacher, office, student materials &amp; supplies 4000-4999: Books And Supplies Supplemental \$22,670</p> <p>Mailing, copy machine, printing, transportation, facilities, 5000-5999: Services And Other Operating Expenditures Supplemental \$96,818</p>	<p>The classes are offered for the following reasons:</p> <ul style="list-style-type: none"> <li>• Courses offered for all students who failed a course</li> <li>• Courses offered for students wanting to take an additional elective during the school year</li> <li>• Courses offered for students who are in need of intervention</li> </ul> <p>2689 students attended</p> <p>Provided summer school for students on an IEP</p>	<p>3000-3999: Employee Benefits Supplemental and Concentration \$119,185</p> <p>Materials &amp; supplies Supplemental and Concentration \$11,974</p> <p>photo copy contracts travel, 5000-5999: Services And Other Operating Expenditures Supplementary Programs - Specialized Secondary \$13,468</p> <p>Transportation for prefirst 5700-5799: Transfers Of Direct Costs Supplemental and Concentration \$92,000</p> <p>Special Education 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$199,000</p>
<p>Scope of Service   District Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service   District Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>1.7 Hire teachers to reduce combination classes with the goal to have no more than 1 combination class at each elementary campus.</p>	<p>9 FTE salaries 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$585,000</p> <p>3000-3999: Employee Benefits Supplemental and Concentration \$239,850</p>	<p>Hire additional teachers at high impact schools in order to ensure additional combination classes were not created: Fairview, Golden Oak, Highland, Ivanhoe, Conyer, and Annie R. Mitchell. All schools where teachers are places have more than 65% of their students</p>	<p>6 teachers 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$486,000</p> <p>3000-3999: Employee Benefits Supplemental and Concentration \$122,574</p>

		qualifying as a targeted students. Combination classes were reduced from 29 to 21.					
<table border="1"> <tr> <td>Scope of Service</td> <td>District Wide</td> </tr> </table>	Scope of Service	District Wide		<table border="1"> <tr> <td>Scope of Service</td> <td>District Wide</td> </tr> </table>	Scope of Service	District Wide	
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1.8 Additional Support for English Learners: <ul style="list-style-type: none"> <li>Offer "Winter Academy" for English Learner students who have not passed the CAHSEE</li> <li>Offer additional classes in secondary for English Learners who are struggling readers</li> <li>Offer additional classes in secondary for English Learners who are struggling academically</li> <li>Provide services for students who are learning English through the Language Assessment Center</li> <li>Provide additional support for learning centers by hiring additional teachers.</li> </ul>	1000-1999: Certificated Personnel Salaries Concentration \$426,063 2000-2999: Classified Personnel Salaries Concentration \$ 187,981 3000-3999: Employee Benefits Concentration \$295,745	The district did not offer "Winter Academy" due to students not needing pass the CAHSEE. District provided EL intervention teachers during the school day.	2.5795 FTE 1000-1999: Certificated Personnel Salaries Concentration \$186,702 3000-3999: Employee Benefits Supplemental and Concentration \$78,178 materials & supplies 4000-4999: Books And Supplies Concentration \$53,000				
<table border="1"> <tr> <td>Scope of Service</td> <td>District Wide</td> </tr> </table>	Scope of Service	District Wide		<table border="1"> <tr> <td>Scope of Service</td> <td>District Wide</td> </tr> </table>	Scope of Service	District Wide	
Scope of Service	District Wide						
Scope of Service	District Wide						
<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners		<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners					



<p>_ Foster Youth          _ Redesignated fluent English proficient          _ Other Subgroups: (Specify)  <u>Special Education</u></p>		<p>_ Foster Youth          _ Redesignated fluent English proficient          _ Other Subgroups: (Specify)</p>	
<p>_ All          -----          OR:          _ Low Income pupils          _ English Learners          _ Foster Youth          _ Redesignated fluent English proficient          _ Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p>_ All          -----          OR:          _ Low Income pupils          _ English Learners          _ Foster Youth          _ Redesignated fluent English proficient          _ Other Subgroups: (Specify)</p>	
<p>Scope of Service</p> <hr/> <p>_ All          -----          OR:          _ Low Income pupils          _ English Learners          _ Foster Youth          _ Redesignated fluent English proficient          _ Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p>_ All          -----          OR:          _ Low Income pupils          _ English Learners          _ Foster Youth          _ Redesignated fluent English proficient          _ Other Subgroups: (Specify)</p>	
<p>_ All          -----          OR:          _ Low Income pupils          _ English Learners          _ Foster Youth          _ Redesignated fluent English proficient          _ Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p>_ All          -----          OR:          _ Low Income pupils          _ English Learners          _ Foster Youth          _ Redesignated fluent English proficient          _ Other Subgroups: (Specify)</p>	
<p>_ All          -----          OR:</p>		<p>Scope of Service</p> <hr/>	

<ul style="list-style-type: none"> <li>_ Low Income pupils</li> <li>_ English Learners</li> <li>_ Foster Youth</li> <li>_ Redesignated fluent English proficient</li> <li>_ Other Subgroups: (Specify)</li> </ul>		<ul style="list-style-type: none"> <li>_ All</li> </ul> <p>OR:</p> <ul style="list-style-type: none"> <li>_ Low Income pupils</li> <li>_ English Learners</li> <li>_ Foster Youth</li> <li>_ Redesignated fluent English proficient</li> <li>_ Other Subgroups: (Specify)</li> </ul>	
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<p><input type="checkbox"/> All</p> <hr style="border-top: 1px dashed black;"/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <hr style="border-top: 1px dashed black;"/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
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<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 order for the district's LCAP goals to meet the Board goals Goal 1 was changed to "Visalia Unified School District will engage students in a challenging curriculum and providing them the support to be successful" . The district continues to change the role of the learning centers which created the need to purchase additional instructional materials. The district continues to review and change summer school in order to better meet the needs of all students.</p>		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

<p>Original GOAL 2 from prior year LCAP:</p>	<p>STUDENT, PARENT, COMMUNITY ENGAGEMENT</p> <ul style="list-style-type: none"> <li>• Increase students, parents, and community engagement to support student success</li> <li>• Reduce chronic and irregular attendance for all students</li> <li>• Reduce incidents that lead to suspension and expulsion</li> <li>• Increase parent/community/business partnerships to support increased student success</li> </ul>	<p>Related State and/or Local Priorities:                  1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 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</p>	
<p>Goal Applies to:</p>	<p>Schools: All Schools</p> <hr/> <p>Applicable Pupil Subgroups:</p> <ul style="list-style-type: none"> <li>African American Students</li> <li>Native American Students</li> <li>Students with Special Needs</li> <li>Low Income Students</li> <li>Special Ed</li> <li>Hispanic</li> <li>All Students</li> </ul>		
<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> <li>• Attendance Rate will maintain</li> <li>• Chronic Absenteeism Rate will increase by .2%</li> <li>• Percent Completing UC/CSU Required Courses will increase to 37%</li> <li>• High School Cohort Dropout Rate will maintain</li> <li>• High School Cohort Graduation Rate will maintain</li> <li>• Middle School Dropout Rate will maintain</li> <li>• Expulsion Rate will drop by .02%</li> <li>• Suspension Rate will drop by .05%</li> <li>• Truancy Rate will drop by 1%</li> <li>• A base line of data will be collected by California Healthy Kids Survey</li> <li>• A base line of data will be collected by California Healthy Kids Staff Survey</li> <li>• A base line of data will be collected by California Healthy Kids Parental Survey</li> <li>• The number of partners involved with the Linked Learning Academies will increase by 10%</li> <li>• 105 students were enrolled in Linked Learning Academics-Career Pathways in 2014-2015</li> <li>• Decrease the counselor to student ratio by 10%</li> <li>• Decrease the nurse to student ratio by 10%</li> </ul>	<p>Actual Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> <li>• Attendance Rate was increased by .03%</li> <li>• Chronic Absenteeism Rate was decreased by 210 students.</li> <li>• Percent Completing UC/CSU Required Courses will increase to 37%</li> <li>• High School Cohort Dropout Rate dropped by 2%</li> <li>• High School Cohort Graduation Rate increased by 4%</li> <li>• Middle School Dropout Rate maintained</li> <li>• Expulsion Rate increased by .01%</li> <li>• Suspension Rate maintained the 6%</li> <li>• Truancy Rate will drop by 1.45%</li> <li>• A base line of data was collected by California Healthy Kids Survey</li> <li>• The number of partners involved with the Linked Learning Academies will increase by 13%</li> <li>• 105 students were enrolled in Linked Learning Academics-Career Pathways in 2014-2015</li> <li>• Decrease the counselor to student ratio by 9%</li> <li>• The ratio of nurses to students was decreased.</li> <li>• 43 AVID courses were offered in the 2015-16 school year.</li> </ul>

<ul style="list-style-type: none"> <li>• Increase the academic support to middle schools by providing at least 1 additional parent class per middle school</li> <li>• The ratio of nurses to students was 2545 students to every 1 certificated school nurse in the 2014-2015 school year</li> <li>• 36 AVID courses were offered in the 2014-2015</li> </ul>	
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**LCAP Year: 2015-16**

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>2.1 Continue to develop the District School Climate and Student Engagement Support Team. The team will continue to be assigned case loads of students to monitor and work with families. The team will continue to link families to school and outside agencies as needed as well as develop programs to help increase student achievement. The team communicates regularly to insure services are coordinated among all departments:</p> <p>The Student Advocacy &amp; Family Engagement Technician (Bilingual required Position) will provide the following services to all elementary &amp; alternative Education sites:</p> <ul style="list-style-type: none"> <li>• Case load of students who are determined having a difficult time connecting to school either by attendance or behavior concerns by school staff. Over 60% of students identified as having Chronic or irregular attendance receive F &amp; R lunch.</li> <li>• Works to help engage families in their child's education through: translation support, connecting families to outside agencies for social/emotional, building a report with families so they feel comfortable</li> </ul>	<p>Four district liaisons for 7-12, child welfare and attendance officer, Student Advocacy and Family Engagement Technicians, Behavioral Intervention Technicians 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$1,851,889</p> <p>Additional academic counseling for 7-12, K-6 &amp; 9-12 assistant principals for additional coordination of services, 2 School Psychologists, program specialist, &amp; nurse for Behavioral Intervention Team 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$2,492,715</p> <p>3000-3999: Employee Benefits Supplemental and Concentration \$1,570,358</p> <p>Parent University expenses. 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$115,992</p> <p>Partner with outside agency to provide social workers &amp; other related counseling services 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$975,272</p> <p>Materials 4000-4999: Books And</p>	<p>Continue to develop the District School Climate and Student Engagement Support Team. The team will continue to be assigned case loads of students to monitor and work with families. The team will continue to link families to school and outside agencies as needed as well as develop programs to help increase student achievement. The team communicates regularly to insure services are coordinated among all departments:</p> <p>The Student Advocacy &amp; Family Engagement Technician (Bilingual required Position) will provide the following services to all elementary &amp; alternative Education sites:</p> <ul style="list-style-type: none"> <li>• Case load of students who are determined having a difficult time connecting to school either by attendance or behavior concerns by school staff. Over 75% of students identified as having Chronic or irregular attendance receive F &amp; R lunch.</li> <li>• Works to help engage families in their child's education through: translation support, connecting families to outside agencies for social/emotional, building a report with families so they feel comfortable in the school environment.</li> </ul>	<p>9.85 certificated Salaries 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$896,500</p> <p>40 classified salaries 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$1,502,560</p> <p>3000-3999: Employee Benefits Supplemental and Concentration \$772,393</p> <p>Supplemental and Concentration \$136,000</p>

<p>in the school environment.</p> <ul style="list-style-type: none"> <li>Support families to insure students are receiving the proper services needed to be successful.</li> <li>Organize and/or lead "Parent University" workshops: Importance of Attendance, California State Standards Workshops, Kindergarten workshops, PTA sponsored "School Smarts" , PIQE,</li> <li>Serve as interpreter/translator for all district communication and correspondence;</li> <li>Evaluate, compile data, maintain records, conduct native language and/or needs assessment, and progress reports for site and district use on a regularly scheduled basis;</li> <li>Provide parent workshops for the District's Spanish Parent University Programs</li> <li>Recruit parents for the School Site Council (SSC)and interpret for SSC</li> <li>Recruit for the schools' English Learning Advisory Committee (ELAC) and interpret for ELAC</li> </ul> <p>Provide additional Counseling support:</p> <ul style="list-style-type: none"> <li>1 Counselor to be added to each high school for additional academic counseling: Current the district ratio of counselor to student is 1: 490.</li> <li>Increase academic counseling in the middle schools</li> <li>Counselors will provide additional workshops for parents to help in understanding college and career opportunities.</li> <li>Monitor 9th graders to decrease</li> </ul>	<p>Supplies Supplemental and Concentration \$16,048</p> <hr/> <p>Mileage 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$21,160</p>	<ul style="list-style-type: none"> <li>Support families to insure students are receiving the proper services needed to be successful.</li> <li>Organize and/or lead "Parent University" workshops: Importance of "School Smarts" , PIQE, provided "Getting Ready for kindergarten", "Meeting with the principals",</li> <li>Serve as interpreter/translator for all district communication and correspondence;</li> <li>Evaluate, compile data, maintain records, conduct native language and/or needs assessment, and progress reports for site and district use on a regularly scheduled basis;</li> <li>Recruit parents for the School Site Council (SSC)and interpret for SSC</li> <li>Recruit for the schools' English Learning Advisory Committee (ELAC) and interpret for ELAC</li> </ul> <p>Counseling see Goal #1</p> <p>Provide Behavioral Support Behavioral Intervention Technician</p> <ul style="list-style-type: none"> <li>Each Middle &amp; High School is assigned a Behavioral Intervention Technician as well at 12 for elementary sites. The goal of these positions is to prevent incidents of suspensions and expulsions. They will provide the following services:</li> <li>Case load of students who are determined to have a difficult time connecting to school due to behavior.</li> <li>Support students in how to manage their behavior</li> <li>Support families to insure students are receiving the proper services needed to be successful.</li> </ul>	
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<p>middle school drop out rates</p> <ul style="list-style-type: none"> <li>• Meet with students &amp; parents to help students understand collage requirements, Linked Learning Academies, AP classes, and "how to prepare for high school"</li> </ul> <p>Provide Behavioral Support: Behavioral Intervention Technician</p> <ul style="list-style-type: none"> <li>• Each Middle &amp; High School is assigned a Behavioral Intervention Technician as well at 10 for elementary sites. The goal of these positions is to prevent incidents of suspensions and expulsions. They will provide the following services:</li> <li>• Case load of students who are determined to have a difficult time connecting to school due to behavior.</li> <li>• Support students in how to manage their behavior</li> <li>• Support families to insure students are receiving the proper services needed to be successful.</li> </ul> <p>Assistant Principals of Student Engagement</p> <ul style="list-style-type: none"> <li>• Coordinate all services regarding the COST team at high school sites</li> <li>• Coordinate Positive Behavior Intervention Systems (PBIS)</li> <li>• Coordinate parent workshops (PiQE, college ready, etc..)</li> </ul> <p>Social Workers Partnership with Child Welfare Services &amp; Parenting Network to help students connect to school. Provide</p> <ul style="list-style-type: none"> <li>• Parent workshops on behavior</li> </ul>		<p>Assistant Principals of Student Engagement</p> <ul style="list-style-type: none"> <li>• Coordinate all services regarding the COST team at high school sites</li> <li>• Coordinate Positive Behavior Intervention Systems (PBIS)</li> <li>• Coordinate parent workshops (PiQE, college ready, etc..)</li> </ul> <p>Social Workers were hired in October/November Partnership with Child Welfare Services &amp; Parenting Network to help students connect to school. Parenting Network provides</p> <ul style="list-style-type: none"> <li>• Parent workshops on behavior</li> <li>• Small group student counseling services</li> <li>• Intensive services for our high needs students/families.</li> <li>• Social workers will be hired at all middle school schools for the following:</li> <li>• Parent workshops on behavior</li> <li>• Small group student counseling services</li> <li>• Connect students to services to increase student achievement</li> </ul> <p>School nurse was hired to provide support of teenage moms</p> <ul style="list-style-type: none"> <li>• Decrease the ration of student to nurse ratio</li> </ul>	
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<ul style="list-style-type: none"> <li>• Small group student counseling services</li> <li>• Connect students to services to increase student achievement</li> <li>• Elementary Behavioral Intervention Team</li> <li>• Social workers will be hired at all middle school schools for the following:</li> <li>• Parent workshops on behavior</li> <li>• Small group student counseling services</li> <li>• Connect students to services to increase student achievement</li>   <li>• Nurse Provide support of teenage moms</li> <li>• Decrease the ration of student to nurse ratio</li> </ul>			
<p>Scope of Service   District Wide</p> <hr/> <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>Scope of Service   District Wide</p> <hr/> <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>2.2 Continue to provide support for parenting teens including day care to allow students to attend school.</p>	<p>Instructional Aides for children of teenage mothers 2000-2999: Classified Personnel Salaries Concentration \$87,540</p> <p>Nurse for additional services 1000-1999: Certificated Personnel Salaries Concentration \$23,624</p> <p>3000-3999: Employee Benefits Concentration \$82,545</p>	<p>2.2 Continue to provide support for parenting teens including day care to allow students to attend school.</p>	<p>3.5 positions 2000-2999: Classified Personnel Salaries Concentration \$90,240</p> <p>3000-3999: Employee Benefits Concentration \$80,921</p>



Scope of Service	School Wide: Sequoia		Scope of Service	School Wide: Sequoia	
<input type="checkbox"/> All OR: <input checked="" 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"/> All OR: <input checked="" 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)		
Scope of Service			Scope of Service		
<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)			<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)		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		In order for the District's LCAP goals to meet the Board goals Goal 2 was changed to " Visalia Unified will maintain a caring and encouraging learning environment for students and adults ". The focus of the SAFE technicians will become more on caseload management. The behavioral team will continue to implement PBIS and many of the behavioral team may also participate in the caseload management training. The Social Workers will continue to work more closely with the SAFE's at the elementary level. They may also work with families at the high school as well. The additional counseling support will continue.			

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

<p>Original GOAL 3 from prior year LCAP:</p>	<p>CONDITIONS OF LEARNING</p> <ul style="list-style-type: none"> <li>All students will have access to materials, essential courses, safe facilities and properly assigned teachers</li> <li>Implement California State Standards</li> <li>All teachers will be highly qualified and appropriately credentialed for their teaching assignments</li> <li>All facilities will be safe, clean, secure, and well-maintained</li> <li>Students will have access to essential courses</li> </ul>	<p>Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8</p> <p>COE only: 9 _ 10 _</p> <p>Local : Specify</p>	
<p>Goal Applies to:</p>	<p>Schools: All Schools</p> <hr/> <p>Applicable Pupil Subgroups:</p> <ul style="list-style-type: none"> <li>All Students</li> <li>English Learners</li> <li>Students with Special Needs</li> <li>Low Income Students</li> <li>Foster Youth</li> <li>African American</li> </ul>		
<p>Expected Annual Measurable Outcomes:</p>	<p>Increase Linked Learning academics-career pathways access to students in grade 10.</p> <p>Increase AVID courses to 2 sections offered at each grade level at each site for grades 7-12.</p> <p>Insure all teachers are highly qualified &amp; properly credentialed</p> <p>The number of AP courses will be by 5%</p> <p>VUSD will retain highly effective teachers. This is demonstrated through annual teacher retention data analysis.</p> <p>Increase technology support for students and teachers to provide for more consistent access to technology that supports increased learning.</p> <p>learning activities that lead to certification or post-secondary training and education by 5%.</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>AVID</p> <ul style="list-style-type: none"> <li>Over 1,200 students are in AVID. See AVID data posted on our website.</li> <li>New AVID teachers as well as a team from each site participated in the AVID conference.</li> <li>In 2014/15, 36 sections of AVID were offered while in 2015/16 43 sections were offered.</li> <li>Currently 1 of our sites is considered highly certified.</li> </ul> <p>Teacher Retention</p> <ul style="list-style-type: none"> <li>The number of teachers with Intern, Provisional, or Short-Term teachers increased from 3.9% in 2014/15 to 8% in 2015/16</li> </ul> <p>Linked Learning:</p> <ul style="list-style-type: none"> <li>Number of students 2014-15: 103</li> <li>Number of students 2015-16: 438</li> <li>Number of classes 2014-15: 6 classes</li> <li>Number of classes 2015-16: 36 classes</li> </ul> <p>AP courses</p> <p>In 2014/15 during the first semester 80 sections of AP courses were offered while in the 2015/16 school year 81 sections were offered.</p> <p>97.3% teacher credential rate</p> <p>1.8% teachers taught outside subject area</p>

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>3.1 Continue to purchase &amp; print materials for implementation of state standards</p> <p>In order to help students meet our standards of college and career ready, new text books are purchased aligned to the new California State Standards.</p> <p>Due to the new funding model, funds allocated specifically for text books were folded into LCFF/LCAP.</p>	<p>Purchase books, text books, other instructional material for curriculum 4000-4999: Books And Supplies Supplemental and Concentration \$1,479,400</p> <p>Purchase supplemental books for English Learners 4000-4999: Books And Supplies Concentration \$25,000</p> <p>Purchase Digital licensing 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$240,300</p> <p>Printing for in instructional materials 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$600,000</p> <p>Purchase supplemental books for intervention classes 4000-4999: Books And Supplies Supplemental and Concentration \$16,000</p> <p>Purchase library books for school libraries that align to common core 4000-4999: Books And Supplies Supplemental and Concentration \$285,000</p>	<p>In order to help students meet our standards of college and career ready, new text books were purchased aligned to the new California State Standards. The district chose to adopt a new ELA program in the 2016/17 school year.</p> <p>Funds were used to purchase reading assessment kits to be used by all primary teachers in order to better meet the needs of the English learners.</p> <p>Due to the new funding model, funds allocated specifically for text books were folded into LCFF/LCAP.</p>	<p>Books, instructional material 4000-4999: Books And Supplies Supplemental and Concentration \$3,709,700</p> <p>Printing, on line subscriptions 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$890,300</p>
<p>Scope of Service</p> <p>District Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p>		<p>Scope of Service</p> <p>District Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p>	

<p><input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>3.2 Continue to develop stronger program of courses in AVID, academic enrichment, and academic support. Hire Additional teachers</p> <ul style="list-style-type: none"> <li>• Offer additional classes in English Language Development at high schools.</li> <li>• Offer additional "academic assist classes":</li> <li>• Works with all staff to insure the understanding of technology for career studies</li> </ul>	<p>6.7867 Teachers for Advance Via Individual Determination (AVID), .25 of administrator &amp; subs 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$463,733</p> <p>3000-3999: Employee Benefits Supplemental and Concentration \$175,171</p> <p>8 school sites Membership Fee 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$27,880</p> <p>Professional Development Training 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$25,000</p> <p>Office supplies, AVID Weekly 4000-4999: Books And Supplies Supplemental and Concentration \$56,500</p>	<p>Over 1,200 students are in AVID. See AVID data posted on our website. New AVID teachers as well as a team from each site participated in the AVID conference. Currently 1 of our sites is considered highly certified.</p>	<p>6.5867 Teachers for Advance Via Individual Determination (AVID), .25 of administrator &amp; subs 1000-1999: Certificated Personnel Salaries Concentration \$564,345</p> <p>3000-3999: Employee Benefits Concentration \$217,807</p> <p>Conference, travel 5000-5999: Services And Other Operating Expenditures Concentration \$63,172</p>
<p>Scope of Service   School Wide: Middle Schools/High Schools</p> <hr/> <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>Scope of Service   School Wide: Middle Schools/High Schools</p> <hr/> <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>3.3 Increase the number of sections for Linked Learning academies. Increase academies o all high school</p>	<p>Fund classified salaries &amp; benefits for clerical support and for the to</p>	<p>3.3 All academies were implemented. Our partnerships increased from 130 in 14/15 to 192</p>	<p>Purchase of materials and supplies 4000-4999: Books And Supplies</p>

<p>sites                  El Diamante~Media Arts                  Golden West~Engineering &amp; Ag Manufacturing                  Mt. Whitney~ Health Science &amp; Computer Science                  Redwood~ Architecture &amp; Engineering                  VTEC~Agriculture Bioscience &amp; Technology</p> <p>Continue to increase community/industry partnerships to provide opportunities for students to develop career readiness skills.</p> <p>Continue to recruit students through counseling and presentations to students and families to ensure all students understand Linked Learning including unduplicated count students, special education students, as well as high achieving students.</p> <p>Professional Development for CTE courses.</p>	<p>increase community/industry partnerships to provide opportunities for students to develop career readiness skills 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$89,148</p> <p>Fund 5.26 additional Teachers salaries &amp; benefits for courses 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$225,528</p> <p>3000-3999: Employee Benefits Supplemental and Concentration \$137,929</p> <p>Provide transportation for students participating in Link Learning Academies 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$100,000</p> <p>Upgrade facilities 6000-6999: Capital Outlay Supplemental and Concentration \$65,148</p> <p>Provide Coaching to programs 4000-4999: Books And Supplies Supplemental and Concentration \$236,000</p>	<p>Number of classes increased from 6 in 14/15 to 36 classes offered in 15/16                  Number of students participating in 14/15 was 103 in currently in 15/16 438 students</p>	<p>Supplemental and Concentration \$104,811</p> <p>3.3 FTE 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$253,759</p> <p>Classified position &amp; secretary to develop partnerships with community/industry partners 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$120,212</p> <p>3000-3999: Employee Benefits Supplemental and Concentration \$156,177</p> <p>Consultants, travel, conferences 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$35,041</p>				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 5px;">Scope of Service</td> <td style="padding: 5px;">School Wide: High Schools</td> </tr> </table> <hr style="border-top: 1px dashed black;"/> <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>	Scope of Service	School Wide: High Schools		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 5px;">Scope of Service</td> <td style="padding: 5px;">School Wide: High Schools</td> </tr> </table> <hr style="border-top: 1px dashed black;"/> <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>	Scope of Service	School Wide: High Schools	
Scope of Service	School Wide: High Schools						
Scope of Service	School Wide: High Schools						

<p>3.4 Continue to offer strong CTE pathways that follow an industry aligned program of study and aligns to industry certifications and post-secondary opportunities.</p> <p>Continue to recruit students through counseling and presentations to students and families to ensure all students understand Linked Learning including unduplicated count students, special education students, as well as high achieving students.</p>	<p>Certificated salaries &amp; benefits for courses 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$703,655</p> <p>3000-3999: Employee Benefits Supplemental and Concentration \$460,168</p> <p>Rent &amp; Lease equipment for program Travel 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$31,787</p> <p>Printing &amp; supplies 5700-5799: Transfers Of Direct Costs Supplemental and Concentration \$2,100</p> <p>Consulting for program 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$30,000</p> <p>Materials &amp; supplies for programs 4000-4999: Books And Supplies Supplemental and Concentration \$168,090</p>	<p>3.4 We continued to offer strong CTE pathways that follow an industry aligned program of study and aligns to industry certifications and post-secondary opportunities. The number of classes did not decrease.</p> <p>We applied for a grant to increase services.</p> <p>We asked our counselors to continue to recruit students through counseling and presentations to students and families to ensure all students understand Linked Learning including unduplicated count students, special education students, as well as high achieving students.</p>	<p>Travel, printing, conferences Supplemental and Concentration \$121,197</p> <p>10 teachers &amp; .85 of administrator 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$936,670</p> <p>2000-2999: Classified Personnel Salaries Supplemental and Concentration \$1,127</p> <p>3000-3999: Employee Benefits Supplemental and Concentration \$341,689</p> <p>Materials and supplies 4000-4999: Books And Supplies Supplemental and Concentration \$181,768</p>				
<table border="1"> <tr> <td style="width: 10%;">Scope of Service</td> <td>School Wide All High Schools &amp; Middle Schools</td> </tr> </table> <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>	Scope of Service	School Wide All High Schools & Middle Schools		<table border="1"> <tr> <td style="width: 10%;">Scope of Service</td> <td>School Wide All High Schools &amp; Middle Schools</td> </tr> </table> <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>	Scope of Service	School Wide All High Schools & Middle Schools	
Scope of Service	School Wide All High Schools & Middle Schools						
Scope of Service	School Wide All High Schools & Middle Schools						
<p>3.5 Increase technology support for students and teachers to provide for</p>	<p>Salaries tech support 2000-2999:</p>	<p>The district did not hire a teacher on special assignment or a teacher to</p>	<p>4 classified positions 2000-2999:</p>				

<p>more consistent access to technology that supports increased learning.</p> <p>Hire Technology Teacher on Special Assignment</p> <ul style="list-style-type: none"> <li>Works with all staff to insure the understanding of technology support by the base programs to increase student achievement.</li> <li>Works with all staff to insure the understanding of technology for advanced students for student enrichment, engagement,</li> <li>Works with all staff to insure the understanding of technology for career studies</li> </ul> <p>Hire an On-Line Teacher</p> <ul style="list-style-type: none"> <li>Allows students to access Computer High for acceleration/credit recovery</li> </ul> <p>Hire computer technicians</p> <ul style="list-style-type: none"> <li>Needed for additional work load due to the additional computers purchased, technology components for classrooms instruction, additional teachers due to Linked Learning, class size reduction, on-line courses.</li> </ul>	<p>Classified Personnel Salaries Supplemental and Concentration \$157,500</p> <p>3000-3999: Employee Benefits Supplemental and Concentration \$126,651</p> <p>4000-4999: Books And Supplies Supplemental and Concentration \$175,843</p> <p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$140,000</p>	<p>provide the on-line accounts. The on-line teacher was provided through our charter school.</p> <p>Hired computer technicians Needed for additional work load due to the additional computers purchased, technology components for classrooms instruction, additional teachers due to Linked Learning, class size reduction, on-line courses.</p> <p>Additional computers to continue to decrease the computer to student ratio</p> <p>additional upgrades in the district's infrastructure was purchased.</p>	<p>Classified Personnel Salaries Supplemental and Concentration \$213,392</p> <p>3000-3999: Employee Benefits Supplemental and Concentration \$109,632</p> <p>4000-4999: Books And Supplies Supplemental and Concentration \$1,177,717</p>
<p>Scope of Service: District Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: District Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	

<p>3.6 To increase access to student selected books aligned to common core all elementary school libraries will be staffed at a minimum with a four hour Library Media Aide. The Library Media Aides ~Hire a District Library Media Librarian to support all school libraries</p>	<p>Staff knowledgeable personnel in library to assist students and teachers 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$313,728 3000-3999: Employee Benefits Supplemental and Concentration \$173,840 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$70,000</p>	<p>Provided library techs at each of the elementary sites.  District Library Media Librarian will begin work July 1, 2016</p>	<p>25 classified positions 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$385,458 3000-3999: Employee Benefits Supplemental and Concentration \$177,958</p>
<p>Scope of Service   District Wide</p> <hr/> <p><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 type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service   District Wide</p> <hr/> <p><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 type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>3.7 Continue to develop stronger programs in academic enrichment, and academic support beyond the school day. (after school, summer school, intersession, &amp; Saturday programs) • Supplemental STEAM activities (Legobotics, Growbotics, Science Olympiad, etc..)  Of the schools receiving STEAM after school activities all but two schools qualify as schoolwide under the LCFF regulations.</p>	<p>Teacher Salary 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$263,501 Classified Salary 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$159,081 3000-3999: Employee Benefits Supplemental and Concentration \$100,082 Teacher supplies, office supply, 4000-4999: Books And Supplies Supplemental and Concentration \$128,871 Postage, printing, photo copy rentals, 5000-5999: Services And Other Operating Expenditures</p>	<p>We continued to work with ProYouth HEART to provide these services. All elementary students were offered the opportunity to participate in an after school STEAM activity.</p>	<p>See 1.5</p>



	<p>Supplemental and Concentration \$123,836</p> <p>Contract with outside agency for after school enrichment programs. 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$637,184</p> <p>Provide transportation for prefirst/late start classes 5000-5999: Services And Other Operating Expenditures Supplementary Programs - Specialized Secondary \$250,000</p>		
<p>Scope of Service District Wide</p> <hr/> <p>X All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service District Wide</p> <hr/> <p>X All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>3.8 Provide support for teachers in the area of staff development, credentialing, highly qualified, and teachers on emergency credentials</p> <p>New Teacher Support/Tenured teachers needing additional support</p> <ul style="list-style-type: none"> <li>Participating Teachers will become reflective practitioners and demonstrate growth and competence in each of the California Standards of the Teaching Profession including working with English Learners and Special Populations.</li> </ul>	<p>Mentor teachers, administrator, substitutes, Additional music support 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$797,835</p> <p>3000-3999: Employee Benefits Supplemental and Concentration \$440,761</p> <p>Staff development books, office supplies, 4000-4999: Books And Supplies Supplemental and Concentration \$14,331</p> <p>Professional Development contracts 5000-5999: Services And</p>	<p>100% of all new teachers needing teacher support was served.</p> <p>All elementary teachers were visited by the teachers on special assignment with a focus on English learners, writing.</p> <p>The teachers teaching the ELDclasses were supported though various visits and professional development.</p>	<p>8.8 teachers on special assignment; substitute teachers, etc.. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$1,060,905</p> <p>hourly for classified staff development 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$8,080</p> <p>3000-3999: Employee Benefits Supplemental and Concentration \$283,000</p> <p>Materials and supplies, computers for training, 4000-4999: Books And</p>

<ul style="list-style-type: none"> <li>Support Providers/Mentors will meet regularly with their PTs and support the growth of the new teacher through reflective conversations and the formative assessment system.</li> </ul> <p>Additional Staff Development</p> <ul style="list-style-type: none"> <li>Support in the implementation of California State Standards focus: writing, student engagement, subject matter</li> <li>Support in the implementation of California State Standards English Language Development</li> <li>Classroom coaching regarding implementation of common core state standards</li> <li>Classroom coaching regarding integrating technology into the classroom</li> <li>Support in the implementation of teacher collaboration to support student achievement</li> <li>Professional Development to transition to next generation science standards</li> </ul>	<p>Other Operating Expenditures Supplemental and Concentration \$576,550</p>		<p>Supplies Supplemental and Concentration \$437,000</p> <p>outside consultants for Professional development in ELD, Professional learning communities, 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$593,798</p>
<p>Scope of Service   District Wide</p> <hr/> <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>Scope of Service   District Wide</p> <hr/> <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>3.9 Facility upgrade:</p> <ul style="list-style-type: none"> <li>• Additional classrooms for class size reduction, all day kindergarten</li> <li>• Middle/high School Science labs and other classrooms to address the needs of Linked Learning, additional AP &amp; AVID classes, etc..</li> </ul> <p>The upgrade facilities are due to the Linked Learning Academies. Science classroom room upgrades at middle schools to better prepare for the new science standards. The purchase of a classroom to meet the needs of additional students qualifying or our preschool program.</p>	<p>Facilities, continue to provide replacement furniture, 6000-6999: Capital Outlay Supplemental and Concentration \$347,007</p>	<p>District implemented all day kinder in 3 sites. Funds were used for upgrade in computer labs at Mt Whitney, , preschool classroom at Crestwood,</p>	<p>6000-6999: Capital Outlay Supplemental and Concentration \$948,792</p>
<p>Scope of Service   District Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service   District Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p>		<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p>	

_ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ Other Subgroups: (Specify)	
_ All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service ----- _ All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ 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?	Many of these activities will be moved into goal 1 or goal 2 in the 2016/17 LCAP. Goal 3 will align with the district goal of recruitment. Goals were changed through working with the district DAC/DELAC in order to meet the District's board goals.		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 4 from prior year LCAP:			Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _  COE only: 9 _ 10 _  Local : Specify
Goal Applies to:	Schools:		
	Applicable Pupil Subgroups:	All students Students with Disabilities	
Expected Annual Measurable Outcomes:			Actual Annual Measurable Outcomes:
<b>LCAP Year: 2015-16</b>			
<b>Planned Actions/Services</b>		<b>Actual Actions/Services</b>	
	<b>Budgeted Expenditures</b>		<b>Estimated Actual Annual Expenditures</b>
		The LCAP Advisory Team will meet three times throughout the year. October January March  The team will review progress of implementation, community input, and metrics.	
		The LCAP Advisory Team will meet three times throughout the year. October January March  The team will review progress of implementation, community input, and metrics.	

<p><input type="checkbox"/> All</p> <hr style="border-top: 1px dashed black;"/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <hr style="border-top: 1px dashed black;"/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
		<p>The LCAP Advisory Team will meet three times throughout the year.</p> <p>October</p> <p>January</p> <p>March</p> <p>The team will review progress of implementation, community input, and metrics.</p>	
<p><input type="checkbox"/> All</p> <hr style="border-top: 1px dashed black;"/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <hr style="border-top: 1px dashed black;"/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><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>			

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 5 from prior year LCAP:			Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _  COE only: 9 _ 10 _  Local : Specify
Goal Applies to:	Schools:	Applicable Pupil Subgroups: All Students	
Expected Annual Measurable Outcomes:			Actual Annual Measurable Outcomes:
<b>LCAP Year: 2015-16</b>			
Planned Actions/Services		Actual Actions/Services	
Budgeted Expenditures		Estimated Actual Annual Expenditures	
		The LCAP Advisory Team will meet three times throughout the year. October January March  The team will review progress of implementation, community input, and metrics.	
Scope of Service			Scope of Service
_ 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)	

		<p>The LCAP Advisory Team will meet three times throughout the year.                  October                  January                  March</p> <p>The team will review progress of implementation, community input, and metrics.</p>	
<p><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)</p>		<p>Scope of Service</p> <hr/> <p><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)</p>	
		<p>The LCAP Advisory Team will meet three times throughout the year.                  October                  January                  March</p> <p>The team will review progress of implementation, community input, and metrics.</p>	
<p>Scope of Service</p> <hr/> <p><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</p>		<p>Scope of Service</p> <hr/> <p><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)</p>	



_ 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?			

**Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.**

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 6 from prior year LCAP:			Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _  COE only: 9 _ 10 _  Local : Specify
Goal Applies to:	Schools:	Applicable Pupil Subgroups: All Students	
Expected Annual Measurable Outcomes:			Actual Annual Measurable Outcomes:
<b>LCAP Year: 2015-16</b>			
Planned Actions/Services		Actual Actions/Services	
Budgeted Expenditures		Estimated Actual Annual Expenditures	
		<p>The LCAP Advisory Team will meet three times throughout the year. October January March</p> <p>The team will review progress of implementation, community input, and metrics.</p>	
Scope of Service			Scope of Service
_ 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)	

		<p>The LCAP Advisory Team will meet three times throughout the year.                  October                  January                  March</p> <p>The team will review progress of implementation, community input, and metrics.</p>	
<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
		<p>The LCAP Advisory Team will meet three times throughout the year.                  October                  January                  March</p> <p>The team will review progress of implementation, community input, and metrics.</p>	
<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English</p>		<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p>	

proficient _ Other Subgroups: (Specify)		_ 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?			

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 7 from prior year LCAP:			Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _  COE only: 9 _ 10 _  Local : Specify
Goal Applies to:	Schools:		
	Applicable Pupil Subgroups:	All Students	
Expected Annual Measurable Outcomes:			Actual Annual Measurable Outcomes:
<b>LCAP Year: 2015-16</b>			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?			

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 8 from prior year LCAP:			Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _  COE only: 9 _ 10 _  Local : Specify	
Goal Applies to:	Schools:			
	Applicable Pupil Subgroups:			
Expected Annual Measurable Outcomes:			Actual Annual Measurable Outcomes:	
<b>LCAP Year: 2015-16</b>				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?				

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 9 from prior year LCAP:			Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _  COE only: 9 _ 10 _  Local : Specify	
Goal Applies to:	Schools:	-----		
	Applicable Pupil Subgroups:			
Expected Annual Measurable Outcomes:			Actual Annual Measurable Outcomes:	
<b>LCAP Year: 2015-16</b>				
Planned Actions/Services			Actual Actions/Services	
Budgeted Expenditures			Estimated Actual Annual Expenditures	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?				

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 10 from prior year LCAP:			Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _  COE only: 9 _ 10 _  Local : Specify
Goal Applies to:	Schools:		
	Applicable Pupil Subgroups:		
Expected Annual Measurable Outcomes:			Actual Annual Measurable Outcomes:
<b>LCAP Year: 2015-16</b>			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?			

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.



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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	<u>\$34,100,069</u>
<p>Our district's current unduplicated percentage is over 66%. 64% of our students qualify for Free and Reduced lunch and all but two (Hurley Elementary &amp; Oak Grove Elementary) of our 35 schools are considered Schoolwide in Title I. Given the large group of low income students, all district goals and activities are principally directed at our unduplicated students. The focus of the district's LCAP is to provide personnel and focus support to each individual student depending on their own specific needs. Written into our LCAP to help address needs specific to our English Learner, Low Income, and Foster youth students are many programs. The following are district wide services principally directed to serve all our unduplicated students. These services we are able to reach and serve the populations that generated the funds:</p> <p>3.1 New Teacher Support/Tenured teachers needing additional support</p> <p>3.2 To support teachers in strategies to address the unique needs of low social economic income students, English learners, and students who are high achieving the district provides professional development services.</p> <p>3.3 Increase after school programs</p> <p>2.7 All elementary school sites will receive .5 FTE of Assistant Principal support from LCAP. The position is designed to support our district goals by giving teachers and students more administrative support to create a caring and encouraging learning environment through our positive behavior intervention system (PBIS).</p> <p>1.3 In order to ensure students have access to standards based aligned text books. In addition to the mandated set of books found in the classroom the district purchases textbooks for students to have at home.</p> <p>1.11 In order to provide coordination for English learner services, intervention programs, student study teams and 504's the district is providing a coordinator to ensure monitoring and articulated services.</p> <p>1.13 Increase the number of sections for Linked Learning academies.</p> <p>Increase academies for all high school sites</p> <p>Linked Learning Academies at Visalia Unified School District</p> <p>Since our unduplicated count makes up 66%of our students, all of these services are principally directed towards our duplicated students. These activities are in support the state eight priorities.</p>	

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.

16.9	%
2	

Visalia Unified has demonstrated the district is meeting its minimum proportionality requirement by expenditure of the total 2016-17. These targeted services demonstrate the efforts made to increase and/or improve services for the unduplicated pupils of Visalia Unified School District, thus ensuring that the District is meeting its minimum proportionality requirement by expenditure of the total 2016-17 Supplemental and Concentration Grant Funding

Examples of activities that are directly related to English Learners, Low Income, and/or Foster Youth are:

- 2.1 In order to provide additional resources to address the high number of low income students identified as at risk or having poor attendance the district has provided the following resources:  
Assistant Principals of Student Engagement, Learning Director, Counselors, Campus Supervisor positions will develop a plan to support low income students demonstrating at-risk behavior and/or poor attendance
- 2.2 In order to increase opportunities for our low income students to become technology literate students, our district will continue to purchase additional computers and allocate resources to maintain the necessary infrastructure upgrades and technician support.
- 2.3 Purchase of additional classrooms to provide Kindergarten and Transitional Kindergarten students with all-day program, giving low income and EL students' additional learning time
- 2.4 A high percentage of our low socially economic disadvantaged students are suspended or have poor attendance. To provide additional services for these to decrease suspensions and increase attendance the district provides the following services:
  - Provide social workers at all middle schools & Charter Alternative
  - Provide substance abuse counseling
  - Provide behavior intervention technicians
  - Provide staff development in creating systems to better the cultural of the school
- 2.5 The bilingual required Student Advocacy & Family Engagement Technician (S.A.F.E.) address the concerns of our bilingual community as well as the districts needs to address the absenteeism of students identified as low income.
- 2.8 In order to address the high number of low social economic students identified as having chronic or irregular attendance the district has implemented a team to collaborate with parents, social agencies, law enforcement, and the court system.
- 2.6 As the district transitions into all day kindergarten and transitional kindergarten to support low social economic and English learner students the district will provide a paraprofessional at each of the elementary sites.
- 1.4 The district is restructuring the current elementary learning center model.
- 1.5 Above the base teaching allocation, as needed the district will provide additional teachers in the middle and high schools to allow additional learning sections of courses for Low income and English learners

1.6 In order to ensure English learners and students who are identified as low income are able to have the opportunity for credit recovery, acceleration, and for students who are wanting additional classes to enrich their learning, the district will offer extended year and intersession. (High School, Middle School, Elementary)

1.8 In order to accelerate students English language development who are new to the United States the district has created a new comer program for 7-12.

1.12 In order to help high achieving students low income and English learner students be more successful at the secondary level the district provides the following resources:

- Reimbursement for AP tests on a sliding scale to students who qualify as low income.
- Additional academic counseling at each of the high schools to help monitor students progress towards college and career ready.
- Maintain our current counselor/student ratio
- Counselors will provide additional workshops for parents to help in understanding college and career readiness.
- Monitor 9th graders to decrease middle school drop out rates
- Meet with students & parents to help students understand collage requirements, Linked Learning Academies, AP classes, and "how to prepare for high school"

1.15 In order to increase reading scores and provide low income and English learners access to high interest books, the district has hired a district librarian and provides library clerks/technicians at all school sites

1.16 To provide additional support for teen parents the district offers a program at Sequoia high school focusing on parental skills, and child care while the teen parent attends classes.

## Section 4: Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-17	2017-18	2018-19	2016-17- 2018-19 Total
All Funding Sources	27,760,085.0 0	25,678,665.0 0	35,551,069.0 0	36,699,836.0 0	38,778,464.0 0	111,029,369. 00
	0.00	0.00	0.00	0.00	0.00	0.00
Concentration	1,278,373.00	1,366,062.00	11,477,818.0 0	11,187,827.0 0	13,520,213.0 0	36,185,858.0 0
Federal Funds	0.00	0.00	223,000.00	223,000.00	223,000.00	669,000.00
Supplemental	870,613.00	0.00	396,000.00	296,000.00	396,000.00	1,088,000.00
Supplemental and Concentration	25,361,099.0 0	24,299,135.0 0	22,226,251.0 0	23,765,009.0 0	23,356,251.0 0	69,347,511.0 0
Supplementary Programs - Specialized Secondary	250,000.00	13,468.00	0.00	0.00	0.00	0.00
Title I	0.00	0.00	68,000.00	68,000.00	68,000.00	204,000.00
Title II	0.00	0.00	1,160,000.00	1,160,000.00	1,215,000.00	3,535,000.00

Total Expenditures by Object Type						
Object Type	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-17	2017-18	2018-19	2016-17- 2018-19 Total
All Expenditure Types	27,760,085.0 0	25,678,665.0 0	35,551,069.0 0	36,699,836.0 0	38,778,464.0 0	111,029,369. 00
	0.00	269,171.00	0.00	0.00	0.00	0.00
0001-0999: Unrestricted: Locally Defined	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	9,035,710.00	8,262,463.00	12,513,620.0 0	14,242,475.0 0	13,852,725.0 0	40,608,820.0 0
2000-2999: Classified Personnel Salaries	3,722,952.00	3,283,115.00	5,484,008.00	5,959,008.00	6,315,008.00	17,758,024.0 0
3000-3999: Employee Benefits	5,368,941.00	4,004,346.00	5,280,308.00	5,570,308.00	6,665,308.00	17,515,924.0 0
4000-4999: Books And Supplies	4,270,477.00	6,748,311.00	6,033,693.00	5,642,460.00	6,854,838.00	18,530,991.0 0
5000-5999: Services And Other Operating Expenditures	4,907,750.00	2,070,467.00	5,065,440.00	4,961,585.00	4,766,585.00	14,793,610.0 0
5700-5799: Transfers Of Direct Costs	42,100.00	92,000.00	24,000.00	24,000.00	24,000.00	72,000.00
5800: Professional/Consulting Services And Operating Expenditures	0.00	0.00	300,000.00	300,000.00	300,000.00	900,000.00
6000-6999: Capital Outlay	412,155.00	948,792.00	850,000.00	0.00	0.00	850,000.00

Total Expenditures by Object Type and Funding Source
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Object Type	Funding Source	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-17	2017-18	2018-19	2016-17- 2018-19 Total
All Expenditure Types	All Funding Sources	27,760,085.00	25,678,665.00	35,551,069.00	36,699,836.00	38,778,464.00	111,029,369.00
		0.00	0.00	0.00	0.00	0.00	0.00
	Concentration	0.00	0.00	0.00	0.00	0.00	0.00
	Supplemental and Concentration	0.00	269,171.00	0.00	0.00	0.00	0.00
0001-0999: Unrestricted: Locally Defined	Concentration	0.00	0.00	0.00	0.00	0.00	0.00
0001-0999: Unrestricted: Locally Defined	Supplemental and Concentration	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries		0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Concentration	449,687.00	860,922.00	2,930,744.00	3,230,744.00	4,240,994.00	10,402,482.00
1000-1999: Certificated Personnel Salaries	Supplemental	568,579.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	8,017,444.00	7,401,541.00	8,567,876.00	9,996,731.00	8,596,731.00	27,161,338.00
1000-1999: Certificated Personnel Salaries	Title II	0.00	0.00	1,015,000.00	1,015,000.00	1,015,000.00	3,045,000.00
2000-2999: Classified Personnel Salaries	Concentration	275,521.00	90,240.00	2,919,432.00	3,269,432.00	3,760,432.00	9,949,296.00
2000-2999: Classified Personnel Salaries	Supplemental	0.00	0.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Supplemental and Concentration	3,447,431.00	3,192,875.00	2,564,576.00	2,689,576.00	2,554,576.00	7,808,728.00
3000-3999: Employee Benefits	Concentration	378,290.00	298,728.00	1,108,042.00	1,198,042.00	1,468,042.00	3,774,126.00
3000-3999: Employee Benefits	Federal Funds	0.00	0.00	223,000.00	223,000.00	223,000.00	669,000.00
3000-3999: Employee Benefits	Supplemental	182,546.00	0.00	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits	Supplemental and Concentration	4,808,105.00	3,705,618.00	3,861,266.00	4,061,266.00	4,831,266.00	12,753,798.00
3000-3999: Employee Benefits	Title I	0.00	0.00	68,000.00	68,000.00	68,000.00	204,000.00
3000-3999: Employee Benefits	Title II	0.00	0.00	20,000.00	20,000.00	75,000.00	115,000.00
4000-4999: Books And Supplies	Concentration	134,875.00	53,000.00	1,910,100.00	1,730,109.00	2,291,245.00	5,931,454.00
4000-4999: Books And Supplies	Supplemental	22,670.00	0.00	175,000.00	175,000.00	175,000.00	525,000.00
4000-4999: Books And Supplies	Supplemental and Concentration	4,112,932.00	6,695,311.00	3,823,593.00	3,612,351.00	4,263,593.00	11,699,537.00

4000-4999: Books And Supplies	Title II	0.00	0.00	125,000.00	125,000.00	125,000.00	375,000.00
5000-5999: Services And Other Operating Expenditures	Concentration	0.00	63,172.00	1,735,500.00	1,735,500.00	1,735,500.00	5,206,500.00
5000-5999: Services And Other Operating Expenditures	Supplemental	96,818.00	0.00	196,000.00	96,000.00	196,000.00	488,000.00
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration	4,560,932.00	1,993,827.00	3,133,940.00	3,130,085.00	2,835,085.00	9,099,110.00
5000-5999: Services And Other Operating Expenditures	Supplementary Programs - Specialized Secondary	250,000.00	13,468.00	0.00	0.00	0.00	0.00
5700-5799: Transfers Of Direct Costs	Concentration	40,000.00	0.00	24,000.00	24,000.00	24,000.00	72,000.00
5700-5799: Transfers Of Direct Costs	Supplemental and Concentration	2,100.00	92,000.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental	0.00	0.00	25,000.00	25,000.00	25,000.00	75,000.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental and Concentration	0.00	0.00	275,000.00	275,000.00	275,000.00	825,000.00
6000-6999: Capital Outlay	Concentration	0.00	0.00	850,000.00	0.00	0.00	850,000.00
6000-6999: Capital Outlay	Supplemental and Concentration	412,155.00	948,792.00	0.00	0.00	0.00	0.00

**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).