

.§ 15497. Local Control and Accountability Plan and Annual Update Template.**Introduction:****LEA: Coachella Valley Unified School District Contact: Jason Angle, Asst. Superintendent, LCAP@cvusd.us, (760) 399-5137 LCAP Year: 2014-2015*****Local Control and Accountability Plan and Annual Update Template***

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process	Impact on LCAP
<p>Meaningful engagement of parents, pupils, teachers, and other stakeholders is critical to the LCAP and budget process. In collaboration with RCOE, CVUSD took an unprecedented approach to engage all stakeholders during the input process through an informational campaign. Parents, students, teachers, and all stakeholders were contacted via phone, text messages, email, radio, television, and paper flyers about the time and place of each of the informational presentations. Several parent leaders distributed flyers door to door. All communication was in English and Spanish.</p> <p>Coachella Valley Unified School District (CVUSD) began the process by sending representatives from the Educational Services to Local Control Funding Formula (LCFF) trainings during the spring and fall of 2013. The representatives sought guidance from Riverside County Office of Education (RCOE). CVUSD staff and RCOE consultants formed the Local Control Accountability Plan (LCAP) Planning Team to support community engagement and the input-gathering process. CVUSD staff attended presentations at two other districts to better understand and design the stakeholder engagement process for CVUSD.</p>	<p>The involvement process resulted in stakeholders having greater access to information and metrics. The district informed stakeholders of the district initiatives and state priorities and the metrics that would be used to measure success.</p>
<p>Beginning in January the LCAP Planning Team met weekly. The team developed the presentation in January and revised as needed throughout February. The district requested each existing parent committee to select a representative for the District Parent Advisory Committee (DPAC). In addition, each School Site Council (SSC) selected one parent member of the council to be a representative at the District Parent Advisory Committee (DPAC).</p> <p>LCAP presentations for the public were on the following days at the following sites:</p> <ul style="list-style-type: none"> ● District English Learner Acquisition Committee (DELAC) on February 4th, 2014 ● Coachella Valley High School on February 11th, 2014. Open to all stakeholders. ● CVUSD District Office on February 12th, 2014. Open to Migrant Parent Advisory Committee (PAC). ● Desert Mirage High School on February 18th, 2014. Open to all stakeholders. ● Desert Mirage High School and Coachella Valley High School on February 20th, 2014. Open to all stakeholders. ● Coachella Valley High School on February 20th, 2014. Open to students. ● Desert Mirage High School on February 21st, 2014. Open to students. 	<p>Stakeholders provided feedback at each of the presentations. The District also learned from each of the presentations and revised the presentations based on the lessons learned during the presentations. Lessons learned from each presentation included:</p> <ul style="list-style-type: none"> ● 22 DELAC members attended the DELAC presentation on February 4th. Members suggested a more detailed explanation of the metrics. ● 120 stakeholders attended Coachella Valley High School on February 11th. Attendees suggested we provide a forum for discussion, separate English presentation from the Spanish presentation, increase access to the presenter, and online access to the input forms. ● 45 Migrant Parents attended the February 12th presentation. Parents suggested access to the forms at each of the schools. ● 70 stakeholders attended Desert Mirage High School on February 18th. Stakeholders suggested extending the window for input. ● 30 teachers and students attended Coachella Valley High School presentation on February 20th. ● 20 teachers attended Desert mirage high school presentation on February 21st.

- West Shores High School on February 25th, 2014. Open to all stakeholders.
- Coachella Valley Teacher Association (CVTA) at the Empowerment Zone in Coachella, CA on February 26, 2014. Open to teachers.

Part of the LCAP input-gathering process included multiple presentations at each of the three high schools. Besides the presentations at each of the high schools, other presentations included presentations to:

- District English Learner Advisory Committees (DELAC),
- Migrant Parent Advisory Committee (Migrant PAC),
- District Parent Advisory Committee (DPAC),
- Coachella Valley Teacher’s Association (CVTA),
- California School Employees Association (CSEA),
- Team United for Student Achievement (Team USA),
- Parents Empowering Parents (PEP),
- Common Core Curriculum Committee (C4),
- Principals’ meeting,
- Assistant Principal meeting,
- School board meeting,

Interactive meetings were also held with various community organizing groups:

- Inland Congregations United for Change (ICUC),
- *Consejo de Federaciones Mexicanas en Norteamérica (COFEM)*

The informational presentations were opened to all community members. Attendance to each of the informational presentations included parents, students, faculty, staff, community organizers, and board members. Each of the informational presentations offered an opportunity for stakeholders to provide input verbally or in written form using the designated forms. In addition, the presentation and input forms were made available electronically through the district website. The Assistant Superintendent of Educational Services presents an LCAP update to the Board members at every meeting.

Part of the LCAP input-gathering process included multiple presentations at each of the three high schools to Associated Student Body (ASB). During the ASB presentations, students were engaged in meaningful rhetoric about the conditions of learning, pupil

Teachers requested the input window be extended until March.

- 80 stakeholders attended West Shores High School presentation on February 25th.
- 40 teachers attended the CVTA presentation on February 26th. Teachers again asked for an extension of the input window.

Additional impact on LCAP as a result of the involvement process included school principals and teachers providing additional presentations to Family Involvement Action Teams (FIAT) and English Learner Advisory Committees (ELAC). These presentations were in addition to district provided presentations and further informed the community about LCAP and the importance of providing input.

Multiple presentations to community and student groups provided significant insight into the needs, wants, and desires of the community. Resonating throughout each of the presentations was services:

- Improve services to English Learner (student achievement programmatic differences)
- Increase parent engagement
- Create a uniform information process.

Overall, stakeholders want what is best for students; everyone was focused on students. Stakeholders at each of the interactive meetings provided specific requests and suggestions. These included:

- ICUC suggested Positive Behavior intervention and support systems, aligning A-G and graduation requirements, and taking a closer look at the Restorative Justice Program.
- COFEM requested K-6 P.E. teachers, ELD director, ELD Coaches, and ELD support personnel at each school site.
- CVTA and CSEA suggested an increase in professional development for teachers in the areas of Common Core, best instructional practices, and technology.
- Principals and assistant principals requested additional teacher support in the form of professional development.

In an effort to be inclusive, CVUSD educational services personnel presented a preliminary

<p>outcomes, and engagement. Attending and participating in the discussions at the high school ASB presentations were representatives from:</p> <ul style="list-style-type: none"> ● Associated Student Body (ASB) ● School Site Council (SSC) ● Inland Congregations United for Change (ICUC) ● Community organizing group <i>Consejo de Federaciones Mexicanas en Norteamérica</i> (COFEM) ● Student members from school Clubs 	<p>draft of goals and actions steps to PAC and DELAC on April 30th, 2014. The information was presented interactively to parents using parent-friendly language to gauge whether we were on track, had interpreted their comments accurately, and included their input in the plan.</p>
<p>Each of the informational presentations included multiple metrics that created an honest picture using comparative data. The metrics were related to the state priorities and were used by the district (LEA) to inform the LCAP goal setting process.</p> <p>Metrics for the area of Conditions of Learning included:</p> <ul style="list-style-type: none"> ● Teacher miss-assignment rates ● Instructional materials access, and Facilities reports <p>Metrics for the area of Pupil Outcomes included;</p> <ul style="list-style-type: none"> ● California Standardized Tests (CSTs) proficiency rates ● Academic Performance Index (API) ● A-G completion rates ● Career Technical Education (CTE) attainment rates ● English Learner Reclassification rates ● English Learner English proficiency rates ● Advanced Placement (AP) completion rates ● Early Assessment Program (EAP) College preparation rates <p>Measures for the area of Engagement included:</p> <ul style="list-style-type: none"> ● Graduation rate ● Dropout rate ● Middle School Dropout rate ● Attendance rate, Truancy rate ● Suspension rate, Expulsion rate ● Parent Participation rate ● Information from the Healthy Kids Survey (HKS) 	<p>Providing quantitative and qualitative metrics along with transparent explanations informed parents on the areas of needs for student achievement, conditions of learning, and engagement. Based on the metrics provided, stakeholders were able to provide informed input to the district for the development of LCAP.</p> <p>The district considered all input provided by stakeholders. The district received input that was not included due to legal restrictions or limitations. Some examples of input and ideas received that were not included in the LCAP are:</p> <ul style="list-style-type: none"> ● Stipends for parents ● Tearing down and rebuilding all new schools

<p>The district involved stakeholders beginning in February to receive feedback and provide information for the development of the LCAP. The District collected input from stakeholders using both paper and web-based forms. The first LCAP presentation was conducted in English and Spanish utilizing a translator and headsets for attendees to listen to the translation. The subsequent presentations were held separately in English and Spanish to accommodate the language needs of stakeholders. Presentations were more interactive and presenters actively engaged the audience through reflection. Presenters made themselves available to the public after each presentation. Educational Services Team members including the Elementary and Secondary Directors, State and Federal Projects Director, Migrant Program Director, Coordinator of Testing & Assessment, Coordinator of Parent and Community Engagement, Coordinator of Career Technical Education and Linked Learning, and Principals and Assistant Principals for each of the high schools made themselves available at each LCAP presentation. These individuals were there to answer questions and to provide additional information and clarification to attendees.</p> <p>The forms used by stakeholders to provide input were aligned to the 8 state priorities. The district adjusted the forms based on feedback from the initial presentation. An electronic sample of each input form was developed with access to the feedback forms provided through the district’s website www.CVUSD.us. Based on feedback from stakeholders, the forms were also made available at each of the 22 schools and the district office. Copies of the presentations, along with a PDF and electronic copies of the input forms, were published online through the district’s website.</p>	<p>The LCAP presentations resulted in over 1200 responses to the sub categories and eight state priorities below. Every response from each stakeholder was recorded and reviewed. The suggestions below were categorized based on the number of responses per area. The vast majority of responses were categorized into the following areas for action. Some vague responses were not categorized.</p> <p>Engagement: How can CVUSD improve Pupil Engagement?</p> <ol style="list-style-type: none"> 1. Increase student motivation 2. Increase access to Career Technical Education (CTE) Pathways and Academies 3. Improve School Attendance 4. Increase cultural, civic, and citizenship proficiency 5. Increase quality counseling services for all students <p>Engagement: How can CVUSD improve School Climate?</p> <ol style="list-style-type: none"> 1. Provide a safe learning environment 2. Limit and discipline negative behaviors, including bullying 3. Improve relationships between students and staff 4. Improve confidence of students and staff <p>Engagement: How can CVUSD increase Parent Involvement?</p> <ol style="list-style-type: none"> 1. Train faculty and staff on how to engage parents in a meaningful way 2. Provide parents with authentic input and decision making opportunities 3. Increase workshops and trainings 4. Improve/enhance school-home communication <p>Conditions of Learning: How can CVUSD improve Basic Services?</p> <ol style="list-style-type: none"> 1. Improve facilities 2. Increase instructional materials 3. Hire highly qualified and credential teachers 4. Improve bandwidth infrastructure 5. Improve Technology

Pupil Outcomes: How can CVUSD improve Student Achievement?

- 1. Increase resources in the classroom
- 2. Focus on improving and increasing services to English Learner
- 3. Hire qualified staff
- 4. Provide professional development

Conditions Of Learning: How can CVUSD improve Implementation of State Standards and Tests?

- 1. Align curriculum and instruction to Common Core State Standards
- 2. Provide professional development

Conditions of Learning: How can CVUSD increase enrollment in Broad Course of Study?

- 1. Increase course offerings
- 2. Provide Staff Development
- 3. Increase Instructional Resources

Pupil Outcomes: How can CVUSD improve other pupil outcomes?

- 1. Assess and revise P.E. requires K-12
- 2. Improve food services and quality of food
- 3. Provide access to extracurricular activities
- 4. Provide professional development for support staff
- 5. Increase health education and health access

As a result of stakeholder input, the district realized that there is a need to engage parents of families of Foster Youth, provide additional services to English Learners, and improve parent, community, and student engagement across the district. Therefore the district, through the office of Child Welfare and Attendance, is in the process of creating a Foster Youth Parent Committee. The director of Child Welfare and Attendance will contact students and families of Foster Youth to support the input process. Future plans to increase the involvement of Foster parents and students include the creation of a Student Assistance Program Advisory Committee (SAPAC) composed of parent representatives, student representatives, members of the Riverside County Sheriff Department, members of the Riverside County District Attorney’s Office, and outside agencies to meet monthly in order to create a network of services available to our Foster Youth community.

After receiving input from stakeholders, one revision to the plan included the

development of a committee to develop and implement Positive Behavior Intervention System (PBIS) at each school site. Another revision to the LCAP as a result of stakeholder input included the Development of a sub-committee of students, parents, staff, and administrators to review all current district bullying curriculum (e.g. Second Step, Common Sense Media) and new research-based Bullying curriculum listed by California Department of Education (CDE) and Collaborative for Academic Social and Emotional Learning (CASEL).

Section 2: Goals and Progress Indicators

*For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, for **each** state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.*

Instructions: Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart below to align with the term of the charter school’s budget that is submitted to the school’s authorizer pursuant to Education Code section 47604.33. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups (e.g., school site councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Guiding Questions:

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to “Engagement” (e.g., pupil and parent)?

- 4) What are the LEA’s goal(s) to address locally identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA’s goals for all pupils?
- 7) What are the specific predicted outcomes/metrics/noticeable changes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority and/or to review progress toward goals in the annual update?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate “all” for all pupils.)	School(s) Affected (Indicate “all” if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Need: According to student performance data (metrics), we need to close the	Increase student achievement and other pupil outcomes to prepare all students for college, career,	ALL STUDENTS	ALL					State Priorities: (1) Basic Services; (2) Implementation of State Standards; (4) Pupil Achievement;

<p>achievement gap between CVUSD students and students across the county and state.</p> <p>Metrics:</p>	<p>and citizenship in the 21st Century.</p>							<p>(7) Course Access</p> <p>(8) Other Pupil outcomes</p> <p><u>District Initiatives:</u></p> <p>(1) Student Academic Achievement;</p> <p>(2) Mobile Learning;</p> <p>(3) STEAM;</p> <p>(4) Implement common core state standards;</p> <p>(5) Health, Wellness, and K-12 Sports Program;</p> <p>(7) Career Technical Education;</p> <p>(8) Civic, Citizenship, and Community Engagement</p>
<p>English Language Arts California State Test ELA CST proficiency rate</p> <ul style="list-style-type: none"> ● 32.9% Overall ● 31.8% 					<p>No metric available</p>	<p>Set target based on 2015 CAASP baseline achievement</p>	<p>To be determined on 2015</p>	

Socioeconomic Disadvantaged								
<ul style="list-style-type: none"> ● 24.4% English Learners 								
<p>MATH California State Test CST proficiency rate</p> <ul style="list-style-type: none"> ● 43.8% Overall ● 42.9% Socioeconomic Disadvantaged ● 40% English Learners 					No metric available	Set target based on 2015 CAASP baseline achievement	To be determine on 2015	
Academic Performance Index API=691					No metric available	Determine API baseline	Determine API	
8.8% English Language reclassification rate					Increase English Language Reclassification rate to 11%.	Increase English Language Reclassification rate to 13%.	Increase English Language Reclassification rate to 15%.	
34.1% English Language proficiency rate					Increase English Language proficiency rate to 36%.	Increase English Language proficiency rate to 38%.	Increase English Language proficiency rate to 40%.	
College requirements A-G completion rate 26.9% OVERALL					Increase college requirement (A-G completion rate) to 28%.	Increase college requirement (A-G completion rate) to 29%.	Increase college requirement (A-G completion rate) to 30%.	
College requirements A-G completion rate 26.6% Socioeconomic disadvantaged					Increase college requirement (A-G completion rate) to 28%.	Increase college requirement (A-G completion rate) to 29%.	Increase college requirement (A-G completion rate) to 30%.	

College requirements A-G completion rate 4.1% English Learners					Increase college requirement (A-G completion rate) to 8%.	Increase college requirement (A-G completion rate) to 12%.	Increase college requirement (A-G completion rate) to 16%.	
21.5% Career Technical Education skills attainment rate					Increase Career Technical Education skills attainment rate to 23%.	Increase Career Technical Education skills attainment rate to 25%.	Increase Career Technical Education skills attainment rate to 27%.	
46.8% Advanced Placement passing rate					Increase Advanced Placement passing rate to 48%.	Increase Advanced Placement passing rate to 50%.	Increase Advanced Placement passing rate to 52%.	
8% Early Assessment Program college readiness rate					Increase the Early Assessment Program rate to 9%.	Increase the Early Assessment Program rate to 10%.	Increase the Early Assessment Program rate to 11%.	
DIBELS Assessment to measure literacy K-6					Determine baseline and set 2015 and 2016 targets.	determine in 2015	determine in 2015	
Measure literacy in grades 7-12					Develop metric to measure literacy 7-12	Implement metric	Implement metric	
Increase College Level Dual Enrollment and Concurrent Enrollment Courses. Currently no courses offered.					Increase the number of college level dual enrollment and concurrent enrollment courses to 2.	Increase the number of college level dual enrollment and concurrent enrollment courses to 4.	Increase the number of college level dual enrollment and concurrent enrollment courses to 6.	
FAFSA Completion Rate					Develop and implement metric to measure FAFSA			

					completion rate.			
<p>Need: According to stakeholders input, CVUSD needs to modernize resources to meet the learning needs of students in the 21st century.</p> <p>Metrics:</p>	<p>Improve conditions of learning in a fiscally solvent and operationally efficient manner.</p>	<p>K-12 English Learners Foster Youth Low-socioeconomic</p>	<p>ALL</p>					<p>State Priorities: (1) Basic Services; (2) Implementation of State Standards; (3) Parent Involvement (4) Pupil Achievement (5) Pupil Engagement (6) School Climate (7) Course Access</p> <p><u>District Initiatives:</u> (2) Mobile Learning; (4) Implement common core state standards; (6) Fiscal Solvency and Operational Efficiency</p>
Williams Report 0% Teacher miss-assignment rate					Continue to have fully credentialed teachers and NO misassignments	Continue to have fully credentialed teachers and NO misassignments	Continue to have fully credentialed teachers and NO misassignments	
94% in good repair Facilities Report					95% in good repair Facilities Report	96% in good repair Facilities Report	97% in good repair Facilities Report	
Provide state Standards-aligned textbooks or					Continue to have fully met this requirement.	Continue to have fully met this requirement.	Continue to have fully met this requirement.	

instructional materials in all classrooms for all students including all SBE-adopted intervention program textbooks for appropriate students.								
Common Core state standards Implementation Rate					Develop metric to track common core state standards and set 2016 and 2017 targets.	Set in 2015.	Set in 2015.	
Advanced Placement Courses offered: 24					Increase number of Advanced Placement Courses to 25.	Increase number of Advanced Placement Courses to 26.	Increase number of Advanced Placement Courses to 27.	
Need: According to school/district performance data and stakeholder input, all school stakeholders need to feel connected and valued in order to successfully play their part and support student	Increase engagement and collaboration among students, parents, staff, and community members.	K-12 English Learners Foster Youth Low-socioeconomic	ALL					State Priority: (3) Parent Involvement; (5) Pupil Engagement; (6) School Climate District Initiatives: (8) Civic, Citizenship, and Community Engagement; (9) Trust, Leadership,

learning.								and Collaboration; (10) Year of the Parent 3.0
Metrics:								
Parent Participation					Develop metric to measure parent participation and decision-making input. Set 2016 and 2017 goals.	Set in 2015.	Set in 2015.	
70.7% Overall Graduation rate					Improve Graduation rate to 72%.	Improve Graduation rate to 73%.	Improve Graduation rate by 74%.	
58.2% English Learner Graduation rate					Improve English Learner Graduation rate to 65%.	Improve English Learner Graduation rate to 70%.	Improve English Learner Graduation rate by 74%.	
70.5% Socioeconomic disadvantaged student Graduation rate					Improve Socioeconomic disadvantaged student Graduation rate to 72%.	Improve Socioeconomic disadvantaged student Graduation rate to 73%.	Improve Socioeconomic disadvantaged student Graduation rate by 74%.	
23.8% Overall Dropout rate					Reduce dropout rate to 23%	Reduce dropout rate to 22%	Reduce dropout rate to 21%	
33.1% English Learner Dropout rate					Reduce English Learner dropout rate to 27%	Reduce English Learner dropout rate to 22%	Reduce English Learner dropout rate to 21%	
23.9% Socioeconomic disadvantaged student Dropout rate					Reduce Socioeconomic disadvantaged student dropout rate to 23%	Reduce Socioeconomic disadvantaged student dropout rate to 22%	Reduce Socioeconomic disadvantaged student dropout rate to 21%	
1.14% Middle school dropout rate					Reduce Middle School dropout rate to 1%	Maintain low dropout rate	Maintain low dropout rate	
6% Suspension					Reduce suspension rate	Reduce suspension rate to	Reduce suspension rate	

rate					to 5%	4%	to 3%	
38.1% chronic absenteeism rate					Reduce chronic absenteeism rate to 37%	Reduce chronic absenteeism rate to 36%	Reduce chronic absenteeism rate to 35%	
96.5% Attendance rate					Maintain rate of attendance.	Maintain rate of attendance.	Maintain rate of attendance.	
0.1% Expulsion rate					Maintain low expulsion rate.	Maintain low expulsion rate.	Maintain low expulsion rate.	
Healthy Kids Survey					Determine the best method to use the Healthy Kids Survey. Set targets for 2016 and 2017.	Target set in 2015.	Target set in 2015.	

Section 3: Actions, Services, and Expenditures

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.

Instructions: Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA’s budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must

reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a district wide, school wide, countywide, or charter wide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

- 1) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
 - 2) How do these actions/services link to identified goals and performance indicators?
 - 3) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?
 - 4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
 - 5) In the annual update, how have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
 - 6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
 - 7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?
- A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA's budget.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (From Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ Services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	LCAP YEAR Year 2: 2015-2016	LCAP YEAR Year 3: 2016-2017
<p>Increase student achievement and other pupil outcomes to prepare all students for college, career, and citizenship in the 21st Century.</p>	<p>State Priorities: (4) Pupil Achievement; (8) Other pupil Outcomes</p> <p><u>District Initiatives:</u> (1) Student Academic Achievement; (8) Civic, Citizenship, and Community Engagement</p>	<p>1. Purchase Career exploration Program for college and career readiness.</p>	<p>LEA-wide K-12</p>		<p>Explore and purchase program. Train Counselors 9-12</p> <p>Coach counselors on best practices and uses of services.</p> <p>Monitor progress and implementation of program.</p> <p>Provide support and professional development to counselors</p> <p>Adjust implementation to serve needs of students.</p> <p>Yearly program cost: 18,000 LCFF</p> <p>Professional Development: 14,000 LCFF</p> <p>Teacher extra service pay: 40,000 LCFF</p> <p>Substitute Pay: 1,200 LCFF</p>	<p>Continue full implementation 9-12 Train Counselors 6-8</p> <p>Coach counselors on best practices and uses of services.</p> <p>Monitor progress and implementation of program.</p> <p>Provide support and professional development to counselors</p> <p>Adjust implementation to serve needs of students.</p> <p>Yearly program cost: 18,000 LCFF</p> <p>Professional Development: 10,000 LCFF</p> <p>Teacher extra service pay: 40,000 LCFF</p> <p>Substitute Pay: 1,200 LCFF</p>	<p>Continue full implementation 6-12 Train teachers and counselors K-5</p> <p>Coach teachers and counselors on best practices and uses of services.</p> <p>Monitor progress and implementation of program.</p> <p>Provide support and professional development.</p> <p>Adjust implementation to serve needs of students.</p> <p>Yearly program cost: 18,000 LCFF</p> <p>Professional Development: 80,000 LCFF</p> <p>Teacher extra service pay: 40,000 LCFF</p>

							Substitute pay: 4,800 LCFF
Increase student achievement and other pupil outcomes to prepare all students for college, career, and citizenship in the 21st Century.	<p>State Priorities: (1) Basic Achievement; (4) Pupil Achievement; (8) Other Pupil outcomes</p> <p>District Initiatives: (1) Student Achievement</p>	2. Career Technical Education Coordinator	LEA-WIDE		<p>Implement Career Technical Education regional Plan</p> <p>Support STEAM programs district-wide.</p> <p>Monitor Perkins and Career Technical Education Grant funds.</p> <p>Collaborate with community, industry, and post-secondary organizations to expand and enhance college and career readiness.</p> <p>Organization of Career Technical Education programs and resources.</p> <p>Salary and benefits: 65,000 CVEP Grant and 55,000 LCFF</p>	<p>Implement Career Technical Education regional Plan</p> <p>Support STEAM programs district-wide.</p> <p>Monitor Perkins and Career Technical Education Grant funds.</p> <p>Collaborate with community, industry, and post-secondary organizations to expand and enhance college and career readiness.</p> <p>Organization of Career Technical Education programs and resources.</p> <p>Salary and benefits: 65,000 CVEP Grant and 55,000 LCFF</p>	<p>Implement Career Technical Education regional Plan</p> <p>Support STEAM programs district-wide.</p> <p>Monitor Perkins and Career Technical Education Grant funds.</p> <p>Collaborate with community, industry, and post-secondary organizations to expand and enhance college and career readiness.</p> <p>Organization of Career Technical Education programs and resources.</p> <p>Salary and benefits: 65,000 CVEP Grant and 55,000 LCFF</p>
Increase student achievement and other pupil outcomes to prepare all students for college, career, and	<p>State Priorities: (4) Pupil Achievement; (8) Other Pupil outcomes</p> <p>District Initiatives: (1) Student</p>	3. Enhance STEAM (Science-Tech-Engineering, Arts, Math) instruction to prepare students for postsecond	LEA-wide K-12		<p>Establish a group of teachers and administrators with monthly meetings to move forward with CVUSD STEAM Initiative to research and implement state of the art practices and apply for additional funding resources.</p> <p>Build district and school</p>	<p>Expand STEAM Dream Team to include other stakeholders (students, classified and community) to continue efforts towards the research and implementation of state of the art practices and apply for additional funding resources.</p> <p>Project Prototype Participants</p>	<p>STEAM Dream Team to include other stakeholders (students, classified and community) to continue efforts towards the research and implementation of state of the art practices and apply for additional funding resources.</p> <p>Site staff, Ed Services and Tech</p>

<p>citizenship in the 21st Century.</p>	<p>Academic Achievement; (3) STEAM</p>	<p>ary education options and gainful employment in a 21st century global environment</p>			<p>capacity to implement the engineering practices through administrator and teacher professional development with the Engineering is Elementary program at elementary sites. Site staff, Ed Services and Tech teams observe model high school engineering programs and research funding options. Submit course outline to UC/CSU for A- G approval</p> <p>Ed Services Team and volunteer principals visit model Biliteracy- STEAM magnet schools and investigate requirements.</p> <p>Build district and school capacity to implement the California Next Generation Science Standards (NGSS) implementation through administrator and teacher leadership professional development. Identify Project prototype participants.</p> <p>Engage all stakeholders via parent/community meetings,</p>	<p>will develop multi-week Next Generation Science Standards (NGSS) Based science and engineering curriculum replacement module For each participant grade. Site staff, Ed Services and Tech teams implement <i>Engineer Your World</i> class (with supplemental funding and training from the University of Texas) at all high schools.</p> <p>Ed Services Team and volunteer principals Share info on Biliteracy- STEAM magnet schools. Begin recruitment of students to initiate Biliteracy-STEAM project.</p> <p>Site administrative staff will ensure an increase emphasis and science instructional minutes in the elementary and intermediate grades via observations, lesson plans and grade books. Project Prototype Participants will field test modules and provide final editing through lesson study and the student work. Participants will focus on</p>	<p>teams research funding and visit model programs to expand engineering options by integrating mobile applications design and certification programs</p> <p>Implementation of STEAM magnet at an elementary (middle school site articulating with high school Academy programs</p> <p>Project Prototype Participants will develop leadership skills to support dissemination, and designing dissemination activities and venues.</p> <p>Full implementation of two STEAM magnet schools</p> <p>Introduce Broadway-style musical/dramatic production with K-12 involvement.</p> <p>Professional Development: 500,000 California Math and Science Grant</p>
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					<p>regional community partners, teacher professional development opportunities and meetings with administrators, to understand the value to student learning of Next Generation Science Standards (NGSS) implementation</p> <p>Work with K-12 schools and ASES staffs (After School programs) to research supplemental funding, sustain effective programs, visit model schools and establish a Visual and Performing Arts Master Plan (VAPA)</p> <p>Professional Development: 500,000 California Math and Science Grant</p>	<p>developing assessments using component rubrics to score student projects. These component rubrics are used to score areas of science content, engineering practices, communication (CaCCSS ELA), and math.</p> <p>Begin implementation of VAPA Plan at high schools and strengthen articulation with feeder schools. This includes introduction of Musical Theater and Broadcast Journalism at secondary schools while supporting ASES at elementary sites.</p> <p>Professional Development: 500,000 California Math and Science Grant</p>	
<p>Increase student achievement and other pupil outcomes to prepare all students for college, career, and</p>	<p>State Priorities: (1) Basic Achievement; (4) Pupil Access (7) Course Access (8) Other Pupil outcomes</p>	<p>4. Implement Science, Technology, Engineering, and Mathematics (STEM) Course</p>	<p>LEA-wide 7-9</p>		<p>Develop and implement plan</p> <p>Hire middle school STEM teachers</p> <p>Train STEM teachers on the LEGO curriculum and materials.</p> <p>Provide coaching and ongoing</p>	<p>Continue with implementation plan</p> <p>Hire High School STEM teacher</p> <p>Train STEM teachers on the LEGO curriculum and materials.</p> <p>Provide coaching and ongoing professional development.</p>	<p>Continue with implementation plan</p> <p>7 STEM teachers:700,000 LCFF (improvement of existing services)</p> <p>Replacement Materials and Equipment: 20,000 LCFF Professional Development:</p>

<p>citizenship in the 21st Century.</p>	<p>District Initiatives: (1) Student Academic Achievement; (3) STEAM</p>				<p>professional development.</p> <p>Monitor implementation of program.</p> <p>Provide additional support and adjust implementation.</p> <p>4 STEM teachers: 400,000 LCFF (improvement of existing services)</p> <p>Materials and Equipment: 60,000 LCFF Professional Development Provider: 5,000 Title I PD Substitute pay: 800 Title I PD</p>	<p>Monitor implementation of program.</p> <p>Provide additional support and adjust implementation.</p> <p>7 STEM teachers: 700,000 LCFF (improvement of existing services)</p> <p>Materials and Equipment: 60,000 LCFF Professional Development: 5,000 Title I PD Substitute pay: 1,200 Title I PD</p>	<p>3,000 Title I PD Substitute pay: 800 Title I PD</p>
<p>Increase student achievement and other pupil outcomes to prepare all students for college, career, and citizenship in the 21st Century.</p>	<p>State Priorities: (2) Implementation of State Standards (4) Pupil Achievement; (8) Other Pupil outcomes</p> <p>District Initiatives: (1) Student Academic Achievement;</p>	<p>5. Implement units of study at each site in ELA and MATH</p>	<p>LEA-wide K-12</p>		<p>District will seek to partner with researcher/publisher study to pilot effectiveness of reading intervention tools and /or student skill development for grade level language, reading and/or writing.</p> <p>Ongoing sustained professional development, and technical support for all participants offered through partnership.</p> <p>Implementation of such curriculum will result in 3% gains surpassing students not</p>	<p>District will continue to partner with researcher/publisher study to pilot effectiveness of reading intervention tools and /or student skill development for grade level language, reading and/or writing.</p> <p>Ongoing sustained professional development, and technical support for all participants offered through partnership.</p> <p>Implementation of such curriculum will result in 3% gains surpassing students not participating in pilot.</p>	<p>Sustained district participation with researcher/publisher study to pilot effectiveness of reading intervention tools and /or student skill development for grade level language, reading and/or writing.</p> <p>Ongoing sustained professional development, and technical support for all participants offered through partnership.</p> <p>Implementation of such curriculum will result in 3% gains surpassing students not</p>

	(4) Implement common core state standards				<p>participating in pilot.</p> <p>English Language Development (ELD) standards will be aligning according to proficiency.</p> <p>Provide ongoing professional development: professional learning, on-site collaboration, job embedded instructional coaching as a means to support the implementation and CCSS, 70% of site staff is trained and receives coaching from C4 leads.</p> <p>Roll out of Units of Study and K-12 training for implementation.</p> <p>C4s continue to refine and coach site staff in math and ELA. RCOE guides process creating system of support for teachers.</p> <p>EL C4 2 Reps per site extra services: 280,000 Title II</p> <p>RCOE Contract: 105,000 Title II</p> <p>C4 Subs for K-12 sites: 150,000 Title II</p>	<p>ELD standards will be revised according to proficiency.</p> <p>Continued professional development: professional learning, on-site collaboration, real time embedded instructional coaching as a means to support the implementation and CCSS, 80% of site staff is trained and receives coaching from C4 leads.</p> <p>Roll out of Units of Study and K-12 training for implementation.</p> <p>C4s continue to calibrate Units of Study refine and coach/guide site staff in math and ELA. RCOE guides process creating system of support for teachers.</p> <p>EL C4 2 Reps per site extra services: 100,000 Title II RCOE Contract: 100,000 Title II</p> <p>C4 Subs for K-12 sites: 50,000 Title II</p> <p>Stipends/Hourly Costs for C4s: 50,000 Title II</p>	<p>participating in pilot.</p> <p>ELD standards will be revised according to proficiency.</p> <p>Maintain professional development: professional learning, on-site collaboration, job embedded instructional coaching as a means to support the implementation and CCSS, 90% of site staff is trained and receives coaching from C4 leads.</p> <p>Roll out of Units of Study and K-12 training for implementation.</p> <p>C4s continue to calibrate Units of Study and coach site staff in math and ELA. RCOE guides process creating system of support for teachers.</p> <p>EL C4 2 Reps per site extra services: 100,000 Title II</p> <p>RCOE Contract: 100,000 Title II</p> <p>C4 Subs for K-12 sites: 50,000 Title II</p> <p>Stipends/Hourly Costs for C4s: 50,000 Title II</p>
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					Stipends/Hourly Costs for C4s: 200,000 Title II		
Increase student achievement and other pupil outcomes to prepare all students for college, career, and citizenship in the 21st Century.	<p>State Priorities: (2) Implementation of State Standards (4) Pupil Achievement; (8) Other Pupil outcomes</p> <p>District Initiatives: (1) Student Academic Achievement; (4) Implement common core state standards</p>	6. Instructional Practices alignment with Common Core State Standards (CCSS)	LEA-wide		<p>ELA Common Core State Standards (CCSS) pedagogy and Units of Study 3 days summer training</p> <p>Math Common Core State Standards (CCSS) pedagogy and Units of study 2 day summer training</p> <p>Training will be held in August. Teachers will be paid a stipend for their attendance; those not in attendance will be trained the first three weeks of 2014-2015 in September</p> <p>200 a day x 800 teachers x 5 days: 800,000 Title II</p> <p>Riverside County Office of Education (RCOE) Contract for 2014-2015 Professional development contract: 80,000 Title II</p>	<p>Update ELA CCSS pedagogy and Units of Study days summer training</p> <p>Math CCSS pedagogy and Units of study 2 day summer training</p> <p>Training will be held in August. Teachers will be paid a stipend for their attendance; those not in attendance will be trained the first three weeks of 2015-2016 in September</p> <p>200 a day x 400 teachers x 5 days: 400,000 Title II</p> <p>RCOE Contract for 2015-2016 Professional development contract: 80,000 Title II</p>	<p>Sustain ELA CCSS pedagogy and Units of Study days summer training</p> <p>Math CCSS pedagogy and Units of study 2 day summer training</p> <p>Training will be held in August. Teachers will be paid a stipend for their attendance; those not in attendance will be trained the first three weeks of 2016-2017 in September</p> <p>200 a day x 200 teachers x 5 days: 200,000 Title II</p> <p>RCOE Contract for 2016-2017 Professional development contract: 80,000 Title II</p>
Increase student achievement and other pupil	<p>State Priorities: (1) Basic Services; (2) Implementation</p>	7. Adopt, purchase, and train Common Core State	LEA-WIDE K-12		<p>Review, Pilot, Adopt, & Purchase state adopted Common Core Math program to be used in Units of Study developed by</p>	<p>Review, Pilot, Adopt, & Purchase state adopted Common Core English Language Arts program to be used in Units of Study developed by</p>	<p>Common Core Curriculum Committees will continue research of core & supplemental materials to support CCSS implementation:</p>

<p>outcomes to prepare all students for college, career, and citizenship in the 21st Century.</p> <p>Improve conditions of learning in a fiscally solvent and operationally efficient manner.</p>	<p>n of State Standards; (7) Course Access</p> <p>District Initiatives: (4) Implement common core state standards; (6) Fiscal Solvency and Operational Efficiency</p>	<p>Standards instructional materials.</p>			<p>Common Core Curriculum Committee: 3,000,000 Common Core Implementation Funds.</p> <p>Common Core Curriculum Committees will research core & supplemental materials to support Common Core State Standards (CCSS) implementation: 7,000 Title II for sub release.</p> <p>Provide professional development for 100% of teachers in the implementation of Common Core Math materials. This includes district-wide and site-based training, on-site collaboration and instructional coaching: 160,000 Title II Funds for stipends).</p>	<p>Common Core Curriculum Committee: 3,000,000 Common Core Implementation Funds or LCFF.</p> <p>Common Core Curriculum Committees will continue research of core & supplemental materials to support CCSS implementation: 7,000 Title II for sub release.</p>	<p>7,000 Title II for sub release.</p>
<p>Increase student achievement and other pupil outcomes to prepare all students for college, career, and</p>	<p>State Priorities: (1) Basic (4) Pupil Achievement; (8) Other Pupil outcomes</p> <p>District Initiatives:</p>	<p>8. Provide K-6 physical education teachers</p>	<p>LEA-K-6</p>		<p>Devise plan for K-6 physical education.</p> <p>District Athletic Director to form and guide committee of K-6 parents, teachers, and administrators.</p> <p>Research the benefits of one P.E. teacher and one classified</p>	<p>Implement K-6 Physical Education Plan.</p> <p>Hire one P.E. teacher and one classified staff support for each school site.</p> <p>Train and provide support.</p> <p>Coach, monitor, and support</p>	<p>Continue implementation of K-6 Physical Education Plan.</p> <p>Coach, monitor, and support teachers implementing P.E. standards and plan.</p> <p>Adjust plan as necessary.</p> <p>14 P.E. teachers salary and</p>

<p>citizenship in the 21st Century.</p>	<p>(3)STEAM (5) Health, Wellness, and K-12 Sports Program</p>				<p>staff support for each school site. Cost: 0 LCFF</p>	<p>teachers implementing P.E. standards and plan. Adjust plan as necessary. 14 P.E. teachers salary and benefits: 1,200,000 LCFF 14 P.E. classified support staff salary and benefits: 840,000 LCFF Professional development substitute pay: 9,000 LCFF</p>	<p>benefits: 1,200,000 LCFF 14 P.E. classified support staff salary and benefits: 840,000 LCFF Professional development substitute pay: 5,000 LCFF</p>
<p>Increase student achievement and other pupil outcomes to prepare all students for college, career, and citizenship in the 21st Century.</p>	<p>State Priorities: (4) Pupil Achievement; (8) Other Pupil outcomes <u>District Initiatives:</u> (3) STEAM (5) Health, Wellness, and K-12 Sports Program</p>	<p>9. Purchase equipment for K-6 Physical Education Program</p>	<p>LEA K-6</p>		<p>Research equipment for K-6 P.E. Cost: 0 LCFF</p>	<p>Purchase equipment for 5TH and 6th grade P.E. Equipment and professional development: 320,000 LCFF Storage: 35,000 LCFF Replacement: 7,000 LCFF</p>	<p>Professional development: 3500 LCFF Storage: 15,000 LCFF Replacement: 7,000 LCFF</p>
<p>Increase student achievement and other pupil</p>	<p>State Priorities: (4) Pupil Achievement; (8) Other Pupil</p>	<p>10. Expand Gifted and Talented Education GATE program</p>	<p>LEA 2-12</p>		<p>Gifted and Talented Education (GATE) teachers receive stipend. Identified students will be challenged with rigorous curriculum and</p>	<p>Gifted and Talented Education GATE teachers receive stipend. Identified students will be challenged with rigorous curriculum and use of Depth and</p>	<p>Gifted and Talented Education GATE teachers receive stipend. Identified students will be challenged with rigorous curriculum and use of Depth</p>

<p>outcomes to prepare all students for college, career, and citizenship in the 21st Century.</p>	<p>outcomes District Initiatives: (1) Student Academic Achievement; (8) Civic, Citizenship, and Community Engagement</p>				<p>use of Depth and Complexity Icons to express concepts and embed in lessons.</p> <p>Expand number of students served.</p> <p>Professional development and support for research based Gifted and Talented Education GATE identified teaching strategies.</p> <p>Partner with university to offer Gifted and Talented Education GATE certification for teachers.</p> <p>Teacher Stipends: 20,000 LCFF</p> <p>Conferences: 20,000 LCFF</p> <p>Professional Development Provider: 10,000 LCFF</p>	<p>Complexity Icons to express concepts and embed in lessons.</p> <p>Expand number of students served.</p> <p>Professional development and support for research based GATE identified teaching strategies.</p> <p>Partner with university to offer GATE certification for teachers.</p> <p>Teacher Training/Stipends: 30,000 LCFF</p> <p>Conferences: 25,000 LCFF</p> <p>Professional Development Provider: 10,000 LCFF</p>	<p>and Complexity Icons to express concepts and embed in lessons.</p> <p>Continue to expand number of students served.</p> <p>Professional development and support for research based GATE identified teaching strategies.</p> <p>Partner with university to offer GATE certification for teachers.</p> <p>Teacher Training/Stipends: 40,000 LCFF</p> <p>Conferences: 30,000 LCFF</p> <p>Professional Development Provider: 10,000 LCFF</p>
<p>Increase student achievement and other pupil outcomes to prepare all students for college,</p>	<p>State Priorities: (4) Pupil Achievement; (7) Course Access (8) Other Pupil outcomes</p>	<p>11. Update high school graduation requirements so that students meet all A-G requirements to enter</p>	<p>LEA-WIDE</p>		<p>Establish committee of student, parents, teachers, counselors, and administrators to update board policy to align with A-G requirements.</p> <p>Identify needed courses to be approved.</p>	<p>Require incoming freshmen to meet new graduation requirements.</p> <p>Cost: 0 LCFF</p>	<p>Require incoming freshmen and continuing sophomores to meet new graduation requirements.</p> <p>Cost: 0 LCFF</p>

<p>career, and citizenship in the 21st Century.</p>	<p>District Initiatives: (1) Student Academic Achievement; (7) Career Technical Education; (8) Civic, Citizenship, and Community Engagement</p>	<p>CSU/UC</p>			<p>Identify support needed to help all students succeed.</p> <p>Provide professional development for the implementation of A-G courses.</p> <p>This includes district-wide and site-based training, on-site collaboration and instructional coaching</p> <p>Substitute coverage: 20,000 LCFF</p>		
<p>Increase student achievement and other pupil outcomes to prepare all students for college, career, and citizenship in the 21st Century.</p>	<p>State Priorities: (4) Pupil Achievement; (8) Other Pupil outcomes</p> <p>District Initiatives: (1) Student Academic Achievement</p>	<p>12. Counselors support seniors to complete FAFSA</p>	<p>LEA-High School</p>		<p>Counselors meet with each senior to support the completion of the FAFSA.</p> <p>Provide multiple workshops for students and parents on FAFSA.</p> <p>Provide access to computers and the internet to parents and students to complete the FAFSA.</p> <p>Workshops, Materials and Supplies: 3,600 LCFF</p>	<p>Counselors meet with each senior to support the completion of the FAFSA.</p> <p>Provide multiple workshops for students and parents on FAFSA.</p> <p>Provide access to computers and the internet to parents and students to complete the FAFSA.</p> <p>Materials and supplies: 3,600 LCFF</p>	<p>Counselors meet with each senior to support the completion of the FAFSA.</p> <p>Provide multiple workshops for students and parents on FAFSA.</p> <p>Provide access to computers and the internet to parents and students to complete the FAFSA.</p> <p>Materials and supplies: 3,600 LCFF</p>
<p>Increase student achievement</p>	<p>State Priorities: (1) Basic</p>	<p>13. Develop and implement multi-tiered</p>	<p>LEA - WIDE K-12</p>		<p>Explore RTI² model</p> <p>Assess district and sites needs</p>	<p>Train staff, coach staff on the use and implementation of system, monitor implementation and</p>	<p>Assess district and sites needs for support and adjust plan.</p>

<p>and other pupil outcomes to prepare all students for college, career, and citizenship in the 21st Century.</p>	<p>(2) Implementation of State Standards (4) Pupil Achievement; (8) Other Pupil outcomes District Initiatives: (1) Student Academic Achievement; (8) Civic, Citizenship, and Community Engagement</p>	<p>system of academic and social/emotional support: Response to Intervention and Instruction (RTI²) for all students in order to improve student achievement and to provide a safe learning environment.</p>			<p>for support and adjust plan. Explore hiring K-6 teacher on special assignment and 7-12 teacher on special assignment to support development and implementation of district-wide multi-tiered system of academic support. Explore purchase/Develop a student study intervention team meeting system. Train designated administrator at each site, monitor, support, and adjust implementation as needed. Cost: 0 LCFF</p>	<p>provide support and adjustments to program and implementation plan as needed. Continue to monitor and provide support to administrator in charge of system. Salary and Benefits: 220,000 LCFF Professional Development: 24,000 LCFF Licensing \$59,800 LCFF</p>	<p>Continue to monitor and provide support to administrator in charge of system. Salary and Benefits: 220,000 LCFF Professional Development: 12,000 LCFF Licensing \$59,800 LCFF</p>
<p>Improve conditions of learning in a fiscally solvent and operationally efficient manner.</p>	<p>State Priorities: (5) Pupil Engagement (8) Other Pupil outcomes District Initiatives: (1) Student Academic Achievement</p>	<p>14. Provide full-time attendance clerks at each elementary school</p>	<p>LEA-WIDE K-6</p>		<p>Explore providing additional support to school sites with reference to attendance, truancy, and drop-out prevention rates by hiring 7 additional elementary attendance clerks. Cost: 0 LCFF</p>	<p>Provide support to school sites with reference to attendance, truancy, and drop-out prevention rates. 7 attendance clerks: 420,000 LCFF Substitute pay 11,200 LCFF In-house Training</p>	<p>Continue to provide attendance services. 7 attendance clerks: 420,000 LCFF Substitute pay 11,200 LCFF In-house Training</p>
<p>Increase</p>	<p>State Priority:</p>	<p>15. Establish a</p>	<p>LEA-WIDE</p>		<p>Hire staff, define, develop plan,</p>	<p>Assess staffing needs to increase</p>	<p>Assess staffing needs to</p>

<p>engagement and collaboration among students, parents, staff, and community members.</p>	<p>(3) Parent Involvement; (5) Pupil Engagement; (6) School Climate District Priority: (8) Civic, Citizenship, and Community Engagement; (9) Trust, Leadership, and Collaboration</p>	<p>language assistance center to provide translation and interpreter services for CVUSD in order to improve school-home communication</p>			<p>and protocols for district wide interpreter and translation services. 2 classified staff: 100,000 LCFF</p>	<p>or reduce Translator/Interpreter needs. 2 classified staff: 100,000 LCFF</p>	<p>increase or reduce Translator/Interpreter needs. 2 classified staff: 100,000 LCFF</p>
<p>Increase student achievement and other pupil outcomes to prepare all students for college, career, and citizenship in the 21st Century.</p>	<p>State Priorities: (2) Implementation of State Standards (4) Pupil Achievement; (8) Other Pupil outcomes <u>District Initiatives:</u> (1) Student Academic</p>	<p>16. Hire one Elementary and one Secondary education department Teacher on special assignment to support implementation of Common Core State Standards K-</p>	<p>LEA-WIDE</p>		<p>Continue to support activities associated with the Common Core Implementation Plan, including development of units of study and professional development. Train TEACHER ON SPECIAL ASSIGNMENT on job duties, Coach TEACHER ON SPECIAL ASSIGNMENT and monitor, Provide support and adjust TEACHER ON SPECIAL ASSIGNMENT duties as</p>	<p>Continue to implement plan. Salary and benefits: 240,000 Title II Professional Development: 32,000 Title II</p>	<p>Continue to implement plan. Salary and benefits: 240,000 Title II Professional Development: 16,000 Title II</p>

	Achievement	12 plans			necessary. Salary and benefits: 240,000 Common Core Implementation Funds Professional Development: 64,000 Common Core Implementation Funds		
Improve conditions of learning in a fiscally solvent and operationally efficient manner.	State Priorities: (5) Pupil Engagement District Initiatives: (6) Fiscal Solvency and Operational Efficiency	17. Centralized student enrollment to increase LCFF identification.	LEA-Wide		Director of Child Welfare and Attendance will work with parent and fiscal services to research and review process to see how we can standardize practice. Director of Child Welfare and Attendance will work with fiscal services to explore cost effectiveness and increase services for students. Cost: 0 LCFF	Hire two classified staff to staff centralized enrollment center. Implement second part of the year 2 classified staff salary and benefits: 110,000 LCFF Training, equipment, location: 24,000LCFF	Create online and centralized student enrollment. 2 classified staff salary and benefits: 110,000 LCFF Training, equipment, location: 4,000 LCFF
Improve conditions of learning in a fiscally solvent and operationally efficient	State Priorities: (5) Pupil Engagement (6) School Climate District	18. Research the Riverside County Mental Health PE monies to see where and if social	L`EA-WIDE		Child Welfare and Attendance Director will research evidence from Riverside County Mental Health with reference to having social workers made available to each elementary school.	Child Welfare and Attendance Director will work with Riverside County Office of Education and Riverside County Mental Health to develop a pilot program to bring social workers into the elementary schools and look into using the MA Billing system to	Child Welfare and Attendance Director will work with the Riverside County Mental Health program to develop a caseworker load at each elementary and also offer an End of Year Report for services to CVUSD.

<p>manner.</p>	<p><u>Initiatives:</u></p>	<p>workers can be made available to all elementary schools.</p>			<p>Cost: 0 LCFF</p>	<p>support this program. Cost: 0 LCFF</p>	<p>Cost: 0 LCFF</p>
<p>Improve conditions of learning in a fiscally solvent and operationally efficient manner.</p>	<p>State Priorities: (2) Implementation of State Standards <u>District Initiatives:</u></p>	<p>19. AmeriCorps Promote Program and After School Education and Safety (ASES) Program</p>	<p>LEA-WIDE K-3</p>		<p>AmeriCorps Promote Program provides basic literacy support for 840 students in all 14 elementary sites who are at risk. Literary competency by third grade focus for CCSS success.</p> <p>Volunteers also work after school with ASES students.</p> <p>AmeriCorps Manager and clerk recruit, maintain records, submit data and follow program goals.</p> <p>Manager will visit 14 elementary sites twice a week and seek community volunteer opportunities and donate.</p> <p>Classified Manager salary and benefits: 60,000 LCFF</p> <p>28 AmeriCorps stipends</p>	<p>AmeriCorps Promote Program provides literacy support for 840 students who are at risk.</p> <p>Volunteers also work after school with ASES students.</p> <p>AmeriCorps Manager and clerk recruit, maintain records, submit data and follow program goals.</p> <p>Manager will visit 14 elementary sites twice a week and seek community volunteer opportunities and donate.</p> <p>Classified Manager salary and benefits: 60,000 LCFF</p> <p>28 AmeriCorps stipends share of cost: 28@3,000: 84,000 LCFF</p>	<p>AmeriCorps Promote Program provides literacy support for 840 students who are at risk.</p> <p>Volunteers also work after school with ASES students.</p> <p>AmeriCorps Manager and clerk recruit, maintain records, submit data and follow program goals.</p> <p>Manager will visit 14 elementary sites twice a week and seek community volunteer opportunities and donate.</p> <p>Classified Manager salary and benefits: 60,000 LCFF</p> <p>28 AmeriCorps stipends share of cost: 28@3,000: 84,000 LCFF</p>

					share of cost: 28@3,000: 84,000 LCFF		
<p>Increase student achievement and other pupil outcomes to prepare all students for college, career, and citizenship in the 21st Century.</p> <p>Increase engagement and collaboration among students, parents, staff, and community members.</p>	<p>State Priorities: (3) Parent Involvement; (5) Pupil Engagement; (6) School Climate</p> <p><u>District Initiatives:</u> (8) Civic, Citizenship, and Community Engagement</p>	<p>20. Reassign one existing counselor to serve as Child Welfare and Attendance counselor (with PPS and Attendance Credential) to work with students/family to provide prevention and intervention counseling.</p>	<p>LEA K-12</p>		<p>Provide supports and guidance to students/families of different prevention programs.</p> <p>Full implementation of California Dept. of Education research based prevention/intervention curriculums.</p> <p>Oversee implementation of behavior modification Program district-wide</p> <p>Counselor will work with the Latino Commission to develop a referral system between schools and Latino Commission.</p> <p>Salary and benefit: 120,000 LCFF (improvement of existing services)</p> <p>Professional Development: 5,000 LCFF</p>	<p>For grades K-6, they will have access to the Life Skills Curriculum, grades 7 and grades 8 will have full access to the Project Alert curriculum, while grades 9-12 will have access to a new curriculum that will be reviewed by CVUSD.</p> <p>Salary and benefit: 120,000 LCFF (improvement of existing services)</p> <p>Professional Development: 5,000 LCFF</p>	<p>Continue to work with all the school administration/counselors to develop and implement more prevention/intervention programs and curriculums with full services.</p> <p>Salary and benefit: 120,000 LCFF (improvement of existing services)</p> <p>Professional Development: 5,000 LCFF</p>
<p>Increase engagement and collaboration</p>	<p>State Priority: (3) Parent Involvement; (5) Pupil</p>	<p>21. Set up a Coachella Valley USD District-wide</p>	<p>LEA-WIDE</p>		<p>Set up a district-wide Student Assistance Program (SAP), provide centralized support to resources and services for all</p>	<p>Continue to provide support and maintenance of the new Student Assistance Program (SAP) with the support of Child Welfare and</p>	<p>Establish a new Student Assistance Advisory Committee that will meet on a monthly basis at CVUSD to develop a</p>

<p>among students, parents, staff, and community members.</p>	<p>Engagement; (6) School Climate District Priority: (8) Civic, Citizenship, and Community Engagement; (9) Trust, Leadership, and Collaboration</p>	<p>Student Assistance Program (SAP)</p>			<p>school sites. Continue to work with all school sites to develop a student referral system for the new Student Assistance Program (SAP). Materials: 3,600 LCFF</p>	<p>Attendance counselor. Materials: 3,600 LCFF</p>	<p>new networking opportunity for CVUSD and all our third party outside agencies. Materials: 3,600 LCFF</p>
<p>Increase student achievement and other pupil outcomes to prepare all students for college, career, and citizenship in the 21st Century. Improve conditions of learning in a fiscally</p>	<p>State Priority: (3) Parent Involvement; (5) Pupil Engagement; (6) School Climate District Priority: (9) Trust, Leadership, and Collaboration</p>	<p>22. Develop and implement Positive Behavior Intervention System (PBIS) at each school site.</p>	<p>LEA-WIDE K-12</p>		<p>Reassign one existing counselor to Child Welfare and Attendance to work with students, parents, and staff to support PBIS district-wide. The assistant principal at each school will serve as the Positive Behavior Intervention System (PBIS) coordinator to improve engagement, conditions of learning, and student achievement in the classroom. Develop with each school site a yearly calendar of PBIS trainings to help develop a</p>	<p>Continue to support all school sites with reference to the PBIS program. Look to expand and compliment the PBIS program with the implementation of the Behavior Modification program. The Behavior Modification program will be piloted at the central Coachella Elementary schools. Salary and benefit: 120,000 LCFF (improvement of existing services)</p>	<p>Continue to support all school sites with reference to the PBIS program. Expand and compliment the PBIS program with the implementation of the Behavior Modification program. The Behavior Modification program will be implemented at the central Coachella Elementary schools. Salary and benefit: 120,000 LCFF (improvement of existing services)</p>

<p>solvent and operationally efficient manner.</p> <p>Increase engagement and collaboration among students, parents, staff, and community members.</p>					<p>good school infrastructure to implement the PBIS program.</p> <p>Salary and benefit: 120,000 LCFF (improvement of existing services)</p>		
<p>Increase engagement and collaboration among students, parents, staff, and community members.</p>	<p>State Priority: (3) Parent Involvement; (5) Pupil Engagement; (6) School Climate</p> <p>District Priority: (8) Civic, Citizenship, and Community Engagement; (9) Trust, Leadership, and</p>	<p>23. Set up a new volunteer program called the Moms of Great Students "MOGS" and Dads of Great Students "DOGS" Program</p>	<p>LEA-WIDE</p>		<p>Provide support and maintenance to implement the National Moms of Great Students "MOGS" and Dads of Great Students "DOGS" volunteer program at all school sites. And guidance to all students/families of different prevention programs.</p> <p>Also, look at how to develop a way to offer a new Volunteer Clearance Process that will not cost each school site.</p> <p>Professional development and materials: 5,845 Title I</p>	<p>Work with all school sites to Implement the Moms of Great Students "MOGS" and Dads of Great Students "DOGS" Volunteer Program at all school sites.</p> <p>Continue trainings and guidance to all school staff including classified support staff.</p> <p>Professional development and materials: 5,845 Title I</p>	<p>Continue to work with all the school administration/counselors to develop and implement Moms of Great Students "MOGS" and Dads of Great Students "DOGS" Volunteer Program, also develop a way to introduce the Mandated Reporting trainings to all staff members.</p> <p>Professional development and materials: 5,845 Title I</p>

<p>Increase student achievement and other pupil outcomes to prepare all students for college, career, and citizenship in the 21st Century.</p> <p>Increase engagement and collaboration among students, parents, staff, and community members.</p>	<p>Collaboration</p> <p>State Priority: (3) Parent Involvement; (5) Pupil Engagement; (6) School Climate</p> <p>District Priority: (8) Civic, Citizenship, and Community Engagement; (9) Trust, Leadership, and Collaboration</p>	<p>24. Provide resources for a new Bullying Curriculum.</p>	<p>LEA-WIDE K-12</p>		<p>Develop a sub-committee of students, parents, staff, and administrators to review all current district bullying curriculum (e.g. Second Step, Common Sense Media) and new research-based Bullying curriculum listed by California Department of Education (CDE) and Collaborative for Academic Social and Emotional Learning (CASEL).</p> <p>Implement existing and no-cost new bullying curriculum.</p> <p>Continue to review and develop CVUSD Governing Board policies and procedures with reference to the discipline issues with reference to bullying and SB 49.</p> <p>Professional Development: 20,000 Title II</p>	<p>Continue to provide training to all school staff, including support staff on the new Bullying Program.</p> <p>Ongoing Professional Development: 10,000 Title II</p>	<p>Continue to work with all the school administration/counselors to develop and implement more prevention/intervention programs and curriculums with full services with reference to bullying.</p> <p>Set up a monthly district discipline committee that will meet to discuss discipline issues at school sites.</p> <p>Ongoing Professional Development: 10,000 Title II</p>
<p>Increase engagement and collaboration among students,</p>	<p>State Priority: (3) Parent Involvement ; (5) Pupil Engagement</p>	<p>25. Parent Initiative (Team USA is composed of district</p>	<p>LEA K-12</p>		<p>Team United for Student Achievement (Team USA) Initiative lead to agreement on 5 goals for annual review: 1. CVUSD will increase, improve and enhance a two-</p>	<p>Review, Revise and Evaluate Initiative-Restructure as Needed</p> <p>Cost: 0 LCFF</p>	<p>Review, Revise and Evaluate Initiative-Restructure as Needed</p> <p>Cost: 0 LCFF</p>

<p>parents, staff, and community members.</p>	<p>; (6) School Climate District Priority: (8) Civic, Citizenship, and Community Engagement ; (9) Trust, Leadership, and Collaboration; (10) Year of the Parent 3.0</p>	<p>and school administrators, teachers, counselors, parents, and community members)</p>			<p>way School-Home; School-School; District-Home and District-District communication system regarding parent engagement by developing, implementing and measuring specific actions. 2. By the end of 2016-2017, CVUSD will build capacity in the area of parent and community engagement by developing, implementing and measuring specific actions 3. By the end of 2016-2017, CVUSD will have increased the number of parents that are aware of the role of parents in the decision making area, the number of parents trained to fully participate in school/district parent committees and the number of opportunities for parents to provide authentic input by developing, implementing and measuring specific actions 4. By the end of 2016-2017, all CVUSD schools will have at least two Parents</p>		
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					<p>Empowering Parents (PEP) that provide training to other parents and motivate them to become volunteers by developing, implementing and measuring specific actions:</p> <p>5. District and schools will have partnerships with a variety of community agencies to offer programs and services for parents by developing implementing and measuring the following actions:</p> <ul style="list-style-type: none"> · Community representation at monthly leadership and district advisory committees. · Community agencies invited to the Parent Rally · CVUSD department meetings (3 p/year) to coordinate services for parents. <p>Cost: 0 LCFF</p>		
<p>Increase engagement and collaboration among</p>	<p>State Priority: (3) Parent Involvement ; (5) Pupil Engagement</p>	<p>26. Staff Parent Resource Centers</p>	<p>LEA K-12</p>		<p>Establish a Parent Resource Center staffed with a part-time (3 1/2 hrs. x 180 days) Parent Engagement Liaison.</p> <p>Salary: 17,000 Title I</p>	<p>Fourteen schools will have a Parent Resource Center staffed with a part-time parent engagement liaison.</p>	<p>All schools will have a Parent Resource Center staffed with a part-time parent engagement liaison</p>

<p>students, parents, staff, and community members.</p>	<p>; (6) School Climate District Priority: (8) Civic, Citizenship, and Community Engagement ; (9) Trust, Leadership, and Collaboration; (10) Year of the Parent 3.0</p>					<p>Salary: 243,173.00 Title I</p>	<p>Salary: 347,380.00 Title I</p>
<p>Increase engagement and collaboration among students, parents, staff, and community members.</p>	<p>State Priority: (3) Parent Involvement ; (5) Pupil Engagement ; (6) School Climate District Priority: (8) Civic, Citizenship, and Community Engagement</p>	<p>27. District Newsletter Publication</p>	<p>LEA K-6</p>		<p>CVUSD and all schools will publish and distribute two parent engagement newsletters. Estimated cost: 1,040 each elementary sites X 14: 14,560 Title I</p>	<p>CVUSD and all schools will publish and distribute two parent engagement newsletters. Estimated cost: 1,040 each elementary sites X 14: 14,560 Title I</p>	<p>CVUSD and all schools will have publish and distribute two parent engagement newsletters. Estimated cost: 1,040 each elementary sites X 14: 14,560 Title I</p>

	; (9) Trust, Leadership, and Collaboration; (10) Year of the Parent 3.0						
Increase engagement and collaboration among students, parents, staff, and community members.	<p>State Priority: (3) Parent Involvement ; (5) Pupil Engagement ; (6) School Climate</p> <p>District Priority: (8) Civic, Citizenship, and Community Engagement ; (9) Trust, Leadership, and Collaboration; (10) Year of the Parent 3.0</p>	28. District Parent Rally	LEA K-12		<p>CVUSD will celebrate one parent rally.</p> <p>Purpose of the rally:</p> <ul style="list-style-type: none"> ● Superintendent welcome for school year ● Keynote speaker for parent motivation ● Parent Initiative Update ● Community Fair-parent resources <p>Estimated Cost: 17,000 Title I</p>	<p>CVUSD will celebrate two parent rallies in two years.</p> <p>Purpose of the rally:</p> <ul style="list-style-type: none"> ● Superintendent welcome for school year ● Keynote speaker for parent motivation ● Parent Initiative Update ● Community Fair-parent resources <p>Estimated Cost: 17,000 Title I</p>	<p>CVUSD will celebrate three parent rallies in three years.</p> <p>Purpose of the rally:</p> <ul style="list-style-type: none"> ● Superintendent welcome for school year ● Keynote speaker for parent motivation ● Parent Initiative Update ● Community Fair-parent resources <p>Estimated Cost: 17,000 Title I</p>
Increase engagement	State Priority: (3) Parent	29. Parent Engagement-Building	LEA K-12		CVUSD district will fund a trained certificated Family Involvement Team (FIAT)	Continued support for 2015-2016 school year CVUSD district will fund a trained certificated	Sustained support 2015-2016 school year CVUSD district will fund a trained certificated

<p>nt and collaborati on among students, parents, staff, and community members.</p>	<p>Involvement ; (5) Pupil Engagement ; (6) School Climate District Priority: (8) Civic, Citizenship, and Community Engagement ; (9) Trust, Leadership, and Collaboratio n; (10) Year of the Parent 3.0</p>	<p>Capacity</p>			<p>Liaison to pay him/her up to a hundred hours per year. Family Involvement Team (FIAT) Liaison will receive and provide training and have other responsibilities including but not limited to attending district and coordinate site parent activities aligned to district, state and federal compliance regulations. Annual cost per teacher: 3,704.00 X 20 teachers: 84, 838 Title I Family Involvement Team (FIAT) Liaison training: 500.00 p/teacher x 20= 10,000 Title I</p>	<p>Family Involvement Team (FIAT) Liaison to pay him/her up to a hundred and twenty hours per year. Family Involvement Team (FIAT) Liaison will receive and provide training and have other responsibilities including but not limited to attending district and coordinate site parent activities aligned to district, state and federal compliance regulations. Annual cost per teacher: 5,090.27 X 20 teachers: 101, 805 Title I Family Involvement Team (FIAT) Liaison training: 500.00 p/teacher x 20= 10,000 Title I</p>	<p>Family Involvement Team (FIAT) Liaison to pay him/her up to a hundred and twenty hours per year. Family Involvement Team (FIAT) Liaison will receive and provide training and have other responsibilities including but not limited to attending district and coordinate site parent activities aligned to district, state and federal compliance regulations. Annual cost per teacher: 5,090.27 X 20 teachers: 101, 805 Title I Family Involvement Team (FIAT) Liaison training: 500.00 p/teacher x 20= 10,000 Title I</p>
<p>Increase engagemen t and collaborati on among students, parents, staff, and community</p>	<p>State Priority: (3) Parent Involvement ; (5) Pupil Engagement ; (6) School Climate District</p>	<p>30. Teacher on Special Assignment</p>	<p>LEA K-12</p>		<p>CVUSD will explore the Family Involvement Team (FIAT) Liaison concept to implement Teacher on Special Assignment (TOSA) in 15-16 school year. Cost: 0 LCFF</p>	<p>CVUSD will hire one Parent Engagement Teacher On Special Assignment (TOSA) Cost: 120,000 Title I</p>	<p>CVUSD will continue funding the Parent Engagement TOSA position. Cost: 120,000 Title I</p>

<p>members.</p>	<p>Priority: (8) Civic, Citizenship, and Community Engagement ; (9) Trust, Leadership, and Collaboratio n; (10) Year of the Parent 3.0</p>						
<p>Increase engagement and collaboration among students, parents, staff, and community members.</p>	<p>State Priority: (3) Parent Involvement ; (5) Pupil Engagement ; (6) School Climate District Priority: (8) Civic, Citizenship, and Community Engagement ; (9) Trust, Leadership, and Collaboratio</p>	<p>31. Parental Engagemen t – Professiona l Developme nt of Admin, certificated and support staff</p>	<p>LEA K-12</p>		<p>All school administrators, teachers, and school staff will be trained on parent engagement to implement district, state and federal goals. Sub release for FIAT teacher liaison @ 20 sites 2 days: 4,800 Title II High school-during prep time: 14,800 Title II 2 days, 3(\$120) subs x 14 elementary schools: 10,920 Title II</p>	<p>Continue all school administrators, teachers, and school staff will be trained on parent engagement to implement district, state and federal goals. Sub release for FIAT teacher liaison @ 20 sites 2 days: 4,800 Title II High school-during prep time: 14,800 Title II 2 days, 3(\$120) subs x 14 elementary schools: 10,920 Title II</p>	<p>Continue 2015-2016 all school administrators, teachers, and school staff will be trained on parent engagement to implement district, state and federal goals. Sub release for FIAT teacher liaison @ 20 sites 2 days: 4,800 Title II High school-during prep time: 14,800 Title II 2 days, 3(\$120) subs x 14 elementary schools: 10,920 Title II</p>

	n; (10) Year of the Parent 3.0						
Increase engagement and collaboration among students, parents, staff, and community members.	<p>State Priority: (3) Parent Involvement ; (5) Pupil Engagement ; (6) School Climate</p> <p>District Priority: (8) Civic, Citizenship, and Community Engagement ; (9) Trust, Leadership, and Collaboration; (10) Year of the Parent 3.0</p>	32. Parent Training/Workshops	LEA K-12		<p>All school sites will have a minimum of eight parent workshops/classes. Focus is parents' interest and needs to support student achievement. Goal is an attendance of 25% of unduplicated families.</p> <p>Estimated Cost: Childcare \$18.00 childcare p/2hr 8 workshops x 20 schools: 2,880 Title I</p> <p>Conferences up to: 10,000 Title I</p>	<p>All school sites will have a minimum of ten workshops/classes. Focus is parents' interest and needs to support student achievement. Goal is an attendance of 40% of unduplicated families.</p> <p>Estimated Cost: Childcare \$18.00 childcare p/2hr 8 workshops x 20 schools: 2,880 Title I</p> <p>Conferences up to: 10,000 Title I</p>	<p>All school sites will have a minimum of twelve workshops/classes. Focus is parents' interest and needs to support student achievement, as per interest inventory. Goal is 65% of unduplicated families.</p> <p>Estimated Cost: Childcare \$18.00 childcare p/2hr 8 workshops x 20 schools: 2,880 Title I</p> <p>Conferences up to: 10,000 Title I</p>
Increase engagement and collaboration among students,	State Priority: (3) Parent Involvement ; (5) Pupil Engagement ; (6) School	33. Informational Meetings for EL Parents	LEA K-12		<p>100% of the parents of English Learners will be invited for Informational meetings on Reclassification Process and other relevant information about English learners such as CELDT, etc.</p>	<p>100% of the parents of English Learners will be invited for informational meetings on Reclassification Process and other relevant information about English learners such as CELDT, etc. 80% attendance</p>	<p>100% of the parents of English Learners will be invited for informational meetings on Reclassification Process and other relevant information about English learners such as CELDT, etc. 100% attendance</p>

<p>parents, staff, and community members.</p>	<p>Climate District Priority: (8) Civic, Citizenship, and Community Engagement ; (9) Trust, Leadership, and Collaboration; (10) Year of the Parent 3.0</p>				<p>60% attendance goal. Cost: Childcare \$18.00 x 2 hours x 3 days x 20 schools: 1,280 Title III</p>	<p>goal. Cost: Childcare \$18.00 x 2 hours x 3 days x 20 schools: 1,280 Title III</p>	<p>goal. Cost: Childcare \$18.00 x 2 hours x 3 days x 20 schools: 1,280 Title III</p>
<p>Increase engagement and collaboration among students, parents, staff, and community members.</p>	<p>State Priority: (3) Parent Involvement ; (5) Pupil Engagement ; (6) School Climate District Priority: (8) Civic, Citizenship, and Community Engagement ; (9) Trust,</p>	<p>34. Parent Engagement Decision Making</p>	<p>LEA K-12</p>		<p>Establish a District FIAT Advisory Committee (TEAM USA) to meet a maximum of six times a year: <ul style="list-style-type: none"> · 2 elementary principals · 2 secondary principals (MS and HS each) · 3 elementary FIAT Liaisons · 2 secondary FIAT Liaisons · 20 parents, 1 per site, <p>Cost Childcare: \$18.00 minimum 2 hours x 6</p> </p>	<p>TEAM USA continues meeting six times a year. Cost Childcare: \$18.00 minimum 2 hours x 6 sessions: 1,080 Title I</p>	<p>TEAM USA continues meeting six times a year. Cost Childcare: \$18.00 minimum 2 hours x 6 sessions: 1,080 Title I</p>

	Leadership, and Collaboration; (10) Year of the Parent 3.0				sessions: 1,080 Title I		
Increase engagement and collaboration among students, parents, staff, and community members.	<p>State Priority: (3) Parent Involvement ; (5) Pupil Engagement ; (6) School Climate</p> <p>District Priority: (8) Civic, Citizenship, and Community Engagement ; (9) Trust, Leadership, and Collaboration; (10) Year of the Parent 3.0</p>	35. Parent Training-Decision Making/advocacy	LEA K-12		<p>CVUSD with school collaboration will train at least two hundred parents on the importance and function of school and district committees.</p> <p>Cost Childcare: 1,000 Title I</p> <p>Materials: 1,000 Title I</p> <p>Snacks: 1,000 Title I</p>	<p>CVUSD with school collaboration will train at least fifty (250 in two years) more parents on the importance and function of school and district committees.</p> <p>Cost Childcare: 1,000 Title I</p> <p>Materials: 1,000 Title I</p> <p>Snacks: 1,000 Title I</p>	<p>CVUSD with school collaboration will train at least fifty more parents (300 hundred in three years) on the importance and function of school and district committees.</p> <p>Cost Childcare: 1,000 Title I</p> <p>Materials: 1,000 Title I</p> <p>Snacks: 1,000 Title I</p>
Increase engagement and	State Priority: (3) Parent Involvement	36. Parents Empowering Parents-Volunteers	LEA-WIDE		CVUSD will continue coordinating and providing training to all PEP parents. Ten schools will have at least	CVUSD will continue coordinating and providing training to all PEP parents. Fourteen schools will have at	CVUSD will continue coordinating and providing training to all PEP parents. All schools will have at least

<p>collaboration among students, parents, staff, and community members.</p>	<p>; (5) Pupil Engagement ; (6) School Climate District Priority: (8) Civic, Citizenship, and Community Engagement ; (9) Trust, Leadership, and Collaboration; (10) Year of the Parent 3.0</p>				<p>two PEP parents. Childcare and training material Estimated cost: 5,000 Title I</p>	<p>least two PEP parents. Childcare and training material Estimated cost: 5,000 Title I</p>	<p>two PEP parents. Childcare and training material Estimated cost: 5,000 Title I</p>
<p>Improve conditions of learning in a fiscally solvent and operationally efficient manner.</p>	<p>State Priorities: (2) Implementation of State Standards; (3) Parent Involvement <u>District Initiatives:</u> (2) Mobile Learning</p>	<p>37. Explore creation of Data Assessment Specialist position</p>	<p>LEA-WIDE</p>		<p>Explore creation of Data Assessment Specialist position to support parent portal and provide parent trainings on use of parent portal and interpretation of student data results Will work with Educational Services to provide technical support services to schools and offices with regard to the retrieval and interpretation of student and school data for</p>	<p>Support parent portal and provide parent trainings on use of parent portal and interpretation of student data results Works with Educational Services to provide technical support services to schools and offices with regard to the retrieval and interpretation of student and school data for administration, teachers, and parents</p>	<p>Continue with duties. Salary and Benefits: 80,000 LCFF Professional Development: 2,000 LCFF</p>

					<p>administration, teachers, and parents</p> <p>Will validate such data, and generates corresponding reports.</p> <p>Cost: 0 LCFF</p>	<p>Validates such data, and generates corresponding reports.</p> <p>Salary and Benefits: 80,000 LCFF</p> <p>Professional Development: 4,000 LCFF</p>	
<p>Improve conditions of learning in a fiscally solvent and operationally efficient manner.</p>	<p>State Priorities: (2) Implementation of State Standards (4) Pupil Achievement District Initiatives: (2) Mobile Learning; (6) Fiscal Solvency and Operational Efficiency</p>	<p>38. Implement Mobile Learning Initiative and Professional development</p>	<p>LEA-WIDE</p>		<p>Continue to provide one-to-one student iPads lease: 4,400,000 Measure X Bond Fund</p> <p>Provide insurance for all district-purchased iPads: 500,000 Measure X Bond Fund</p> <p>Train and Support teachers in the classroom thru iTunes U Coach one-on-one iPad use Monitor based on Professional development and Workshop attendance, Adjust based on site tech leads, T3's, and Tech feedback.</p> <p>Salary and Benefits for four teachers: 400,000 Title I PD</p>	<p>Continue to provide one-to-one student iPads lease: 3,700,000 Measure X Bond Fund</p> <p>Provide insurance for all district-purchased iPads: 500,000 Measure X Bond Fund</p> <p>Continue to implement plan monitor and adjust.</p> <p>Salary and Benefits for four teachers: 400,000 Title I PD</p> <p>Site Tech Lead stipend Pay 22 x 2,500: 55,000 Title I PD</p> <p>Substitute Pay: 27,500 Title I PD</p> <p>Extra Service Pay for Teacher Technicians: 4 teachers x 6 hours x 40 weeks x \$35 hr: 33,600 Title II</p>	<p>Continue to provide one-to-one student iPads (no lease payment due): 0 Measure X Bond Fund</p> <p>Provide insurance for all district-purchased iPads: 500,000 Measure X Bond Fund</p> <p>Continue to implement plan monitor and adjust.</p> <p>Salary and Benefits for four teachers: 400,000 Title I PD</p> <p>Site Tech Lead stipend Pay 22 x 2,500: 55,000 Title I PD</p> <p>Substitute Pay: 27,500 Title I PD</p> <p>Extra Service Pay for Teacher Technicians: 4 teachers x 6 hours x 40 weeks x \$35 hr: 33,600 Title II</p>

					<p>Site Tech Lead stipend Pay 22 x 2,500: 55,000 Title I PD</p> <p>Substitute Pay: 27,500 Title I PD</p> <p>Extra Service Pay for Teacher Technicians: 4 teachers x 6 hours x 40 weeks x \$35 hr: 33,600 Title I PD</p>		
<p>Improve conditions of learning in a fiscally solvent and operationally efficient manner.</p>	<p>State Priorities: (2) Implementation of State Standards</p> <p>District Initiatives: (2) Mobile Learning; (6) Fiscal Solvency and Operational Efficiency</p>	<p>39. Implement Technology Classroom Framework (SAMR- Substitution, Augmentation, Modification, and Redefinition)</p>	<p>LEA-WIDE</p>		<p>Certify teachers in the SAMR framework.</p> <p>Coach and support teachers using framework (SAMR Ladder)</p> <p>Materials and supplies: 2,000 LCFF</p>	<p>Continue to implement plan.</p> <p>Materials and supplies: 2,000 LCFF</p>	<p>Continue to implement plan.</p> <p>Materials and supplies: 2,000 LCFF</p>
<p>Improve conditions of learning in a fiscally solvent and</p>	<p>State Priorities: (2) Implementation of State Standards</p>	<p>40. Systems Technicians I provide <u>site-based</u> support for technology service</p>	<p>LEA-WIDE</p>		<p>Explore use of and implementation of systems technicians I to:</p> <p>Provide support and maintenance of technology at the school sites.</p>	<p>Full implementation. Provide support and maintenance of technology at the school sites.</p> <p>Continue to work with district Tech Leads on systems wide support.</p>	<p>Continue to work with district Tech Leads on systems wide support.</p> <p>8 classified staff salary and Benefits: 400,000 LCFF</p>

<p>operationally efficient manner.</p>	<p>District Initiatives: (2) Mobile Learning; (6) Fiscal Solvency and Operational Efficiency</p>	<p>division goals, programs, and projects</p>			<p>Continue to work with district Tech Leads on systems wide support.</p> <p>Cost: 0 LCFF</p>	<p>Provide support and maintenance of technology at the school sites.</p> <p>8 classified staff salary and Benefits: 400,000 LCFF</p> <p>In-house Professional Development</p>	<p>In-house Professional Development</p>
<p>Improve conditions of learning in a fiscally solvent and operationally efficient manner.</p>	<p>State Priorities: (1) Basic Services; (2) Implementation of State Standards; (3) Parent Involvement (4) Pupil Achievement (7) Course Access</p> <p><u>District Initiatives:</u> (2) Mobile Learning</p>	<p>41. Expand and enhance technology applications, electronic curricula, and learning management systems to increase student achievement and foster parent communication.</p>	<p>LEA-Elementary, Middle, and High School</p>		<p>Explore technology applications, including electronic curricula, and systems availability</p> <p>Develop plan to purchase and implement technology applications in the classroom</p> <p>Support Common Core State Standards in the classroom</p> <p>ICenter staff will provide parents with training regarding iPad use.</p> <p>Facilitate and track communication between stakeholders and the district utilizing "Let's Talk" program.</p> <p>"Let's Talk" Program: 28,000 LCFF</p>	<p>Implement plan and distribute curricula.</p> <p>iPad Applications: 65,000 LCFF</p> <p>LMS and LightSpeed: 60,000 LCFF</p> <p>CVUSD App to increase parent communication regarding Mobile Learning Initiative: 5,600 LCFF</p>	<p>Implement plan and distribute curricula.</p> <p>iPad Applications: 65,000 LCFF</p> <p>LMS and LightSpeed: 60,000 LCFF</p> <p>CVUSD App to increase parent communication regarding Mobile Learning Initiative: 5,600 LCFF</p>

					<p>iPad Applications: 65,000 LCFF</p> <p>LMS and LightSpeed: 60,000 LCFF</p> <p>CVUSD App to increase parent communication regarding Mobile Learning Initiative: 21,000 LCFF</p>		
<p>Improve conditions of learning in a fiscally solvent and operationally efficient manner.</p>	<p>State Priorities: (1) Basic Services</p> <p><u>District Initiatives:</u> (2) Mobile Learning</p>	<p>42. Increase bandwidth to 10 gigabytes for district.</p>	<p>LEA-Wide</p>		<p>(RCOE may increase bandwidth to 10 gigabytes for the valley at no costs to the district. Alternatives will be explored contingent upon bandwidth increases provided by RCOE)</p> <p>Explore options to become internet provider: 0 LCFF</p> <p>Explore options to provide access to all students at school and home: 0 LCFF.</p>	<p>Act on options explored in year 1.</p> <p>LCFF \$0</p>	<p>Act on options explored in year 1.</p> <p>LCFF \$0</p>
<p>Improve conditions of learning in a fiscally solvent and operationally efficient manner.</p>	<p>State Priorities: (1) Basic Services (6) School Climate</p> <p><u>District</u></p>	<p>43. Improve resources for disaster prep and safe school plans.</p>	<p>LEA-WIDE</p>		<p>Assess disaster prep and safe school plans for each school site.</p> <p>Inventory resources and equipment available.</p>	<p>Continue to assess readiness and revise plans.</p> <p>Assess state of resources and equipment.</p> <p>Upgrade school site resources</p>	<p>Continue to assess readiness and revise plans.</p> <p>Assess state of resources and equipment.</p> <p>Upgrade school site resources</p>

<p>lly efficient manner.</p>	<p>Initiatives: (6) Fiscal Solvency and Operational Efficiency</p>				<p>Assess security measures at each site.</p> <p>Revise plans, improve security measures, and improve resources available.</p> <p>Upgrade school site resources and equipment:220,000 LCFF</p>	<p>and equipment:110,000 LCFF</p>	<p>and equipment:110,000 LCFF</p>
<p>Improve conditions of learning in a fiscally solvent and operationally efficient manner.</p>	<p>State Priorities: (1) Basic Services (4) Pupil Achievement (5) Pupil Engagement (6) School Climate</p> <p>District Initiatives: (6) Fiscal Solvency and Operational Efficiency</p>	<p>44. Provide substitute teachers at school sites to cover daily vacancies</p>	<p>LEA-WIDE</p>		<p>80% or better of substitute teacher requests will be filled.</p> <p>Increase daily pay rate for substitute teachers to 125 per day: 200,000 LCFF</p> <p>Hire additional substitute teachers under CBEST waivers.</p> <p>Expand number of part-time resident subs where justified.</p>	<p>82% or better of substitute teacher requests will be filled.</p> <p>Review daily pay rate for substitute teachers for possible increase: 200,000 LCFF</p> <p>Hire additional substitute teachers under CBEST waivers.</p> <p>Expand number of part-time resident subs where justified.</p>	<p>84% or better of substitute teacher requests will be filled.</p> <p>Review daily pay rate for substitute teachers for possible increase: 200,000 LCFF</p> <p>Hire additional substitute teachers under CBEST waivers.</p> <p>Expand number of part-time resident subs where justified.</p>
<p>Improve conditions of learning in a fiscally solvent and operationally efficient</p>	<p>State Priorities: (1) Basic Services; (5) Pupil Engagement (6) School Climate</p>	<p>45. Provide clean and well-maintained restrooms at all school sites.</p>	<p>LEA-WIDE</p>		<p>85% or better of schools will have their restrooms rated in "Good" condition or better during annual Williams inspections.</p> <p>Review custodial staffing ratios</p>	<p>90% or better of schools will have their restrooms rated in "Good" condition or better during annual Williams inspections.</p> <p>Review custodial staffing ratios for</p>	<p>95% or better of schools will have their restrooms rated in "Good" condition or better during annual Williams inspections.</p> <p>Review custodial staffing ratios for possible adjustment.</p>

<p>manner.</p>	<p>District Initiatives: (5) Health, Wellness, and K-12 Sports; (6) Fiscal Solvency and Operational Efficiency</p>				<p>for possible adjustment.</p> <p>Update cleaning and maintenance schedules</p> <p>Provide in-house professional development</p> <p>Review facilities for possible repairs and modernization</p> <p>Cost: 0 LCFF</p>	<p>possible adjustment.</p> <p>Update cleaning and maintenance schedules</p> <p>Provide professional development</p> <p>Provide necessary repairs and modernization</p> <p>Cost: 0 LCFF</p>	<p>Update cleaning and maintenance schedules</p> <p>Provide professional development</p> <p>Provide necessary repairs and modernization</p> <p>Cost: 0 LCFF</p>
<p>Improve conditions of learning in a fiscally solvent and operationally efficient manner.</p>	<p>State Priorities: (1) Basic Services</p> <p><u>District Initiatives:</u> (6) Fiscal Solvency and Operational Efficiency</p>	<p>46. Purchase new buses to replace outdated bus fleet.</p>	<p>LEA-WIDE</p>		<p>Purchase 12 pre-owned buses with A/C units: 604,000 LCFF</p>	<p>Purchase 4 new buses with A/C units: 1,000,000 LCFF</p>	<p>Purchase 4 new buses with A/C units: 1,000,000 LCFF</p>
<p>Improve conditions of learning in a fiscally solvent and operationally efficient manner.</p>	<p>State Priorities: (1) Basic Services</p> <p><u>District Initiatives:</u> (6) Fiscal Solvency and Operational</p>	<p>47. Upgrade A/C units and electrical equipment</p>	<p>LEA-WIDE</p>		<p>A/C and electrical upgrades will improve safety by removing antiquated electrical systems that can cause fires, hazards and power outages: 1,700,000 LCFF</p>	<p>Continue to upgrade A/C and electrical systems: 1,700,000 LCFF</p>	<p>Continue to upgrade A/C and electrical systems: 1,700,000 LCFF</p>

<p>Increase student achievement and other pupil outcomes to prepare all students for college, career, and citizenship in the 21st Century.</p>	<p>Efficiency</p>						
<p>Improve conditions of learning in a fiscally solvent and operationally efficient manner. Increase student achievement and other pupil outcomes to prepare all students for college, career, and</p>	<p>State Priorities: (1) Basic Services (4) Pupil Achievement; (8) Other Pupil outcomes <u>District Initiatives:</u> (6) Fiscal Solvency and Operational Efficiency (1) Student Academic Achievement</p>	<p>48. Recruit and retain highly qualified certificated, classified, and management staff to support student learning.</p>	<p>LEA-WIDE</p>		<p>Increase efforts to recruit, select and maintain highly qualified staff. Maintain or increase compensation packages. Maintain the Peer Assistance Review (PAR)/Beginning Teacher Induction program Salary and benefits Increase: 5,800,000 LCFF</p>	<p>Increase efforts to recruit, select and maintain highly qualified staff. Maintain or increase compensation packages. Maintain the Peer Assistance Review (PAR)/Beginning Teacher Induction program Salary and benefits Increase: 5,800,000 LCFF</p>	<p>Increase efforts to recruit, select and maintain highly qualified staff. Maintain or increase compensation packages. Maintain the Peer Assistance Review (PAR)/Beginning Teacher Induction program Salary and benefits increase: 5,800,000 LCFF</p>

citizenship in the 21 st Century.							
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B. Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01 and pupils redesignated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils redesignated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA’s budget.

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (From Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ Services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
Increase student achievement and other pupil outcomes to prepare all students for college, career, and citizenship in the 21st	State Priorities: (4) Pupil Achievement; (7) Course Access (8) Other Pupil outcomes <u>District Initiatives:</u> (1) Student	49. Develop 4-6 New Career Technical Education (CTE) Academy pathways	School-wide 9-12		Start year one implementation of a Health academy at Desert Mirage High School and West shore High School. Train and support Regional Occupational Program teacher Coach and monitor progress Adjust pathway plan Professional development for	Continue implementation of academies. Professional development for Regional Occupational Program and academy teachers: 28,000 Perkins Fund Substitute pay: 5,000 Perkins Fund Student transportation: 45,000 Perkins Fund	Continue implementation of academies. Professional development for Regional Occupational Program and academy teachers: 28,000 Perkins Fund Substitute pay 5,000 Perkins Fund Student transportation: 60,000 Perkins Fund

<p>Century.</p>	<p>Academic Achievement; (7) Career Technical Education</p>				<p>ROP and academy teachers: 48,000 Perkins Fund</p> <p>substitute pay: 6,000 Perkins Fund</p> <p>Student transportation: 35,000 Perkins Fund</p> <p>Part-time CTE Health teacher at WSHS: 26,500 LCFF</p> <p>Start year one of Engineering pathway at West Shores High School, Desert Mirage High School, and Coachella Valley High School: 15,000 EYW Grant and 4,500 LCFF</p>	<p>Part-time CTE Health teacher at WSHS: 26,500 LCFF</p> <p>Start year one of Engineering pathway at West Shores High School, Desert Mirage High School, and Coachella Valley High School: 7,500 LCFF</p>	<p>Part-time CTE Health teacher at WSHS: 26,500 LCFF</p> <p>Start year one of Engineering pathway at West Shores High School, Desert Mirage High School, and Coachella Valley High School: 7,500 LCFF</p>
<p>Increase student achievement and other pupil outcomes to prepare all students for college, career, and citizenship in the 21st Century.</p>	<p>State Priorities: (4) Pupil Achievement; (7) Course Access (8) Other Pupil outcomes</p> <p><u>District Initiatives:</u> (1) Student</p>	<p>50. Allocate funds to sustain 12 Career Technical Education (CTE) academies</p>	<p>LEA-wide 9-12</p>		<p>Provide necessary funding to continue CTE academic and industry-related activities.</p> <p>Materials Work-based Learning, Transportation, Professional Development, Externships: 360,000 (up to 30,000 per academy) LCFF</p>	<p>Provide necessary funding to continue CTE academic and industry-related activities.</p> <p>Materials Work-based Learning, Transportation, Professional Development, Externships: 360,000 (30,000 per academy) LCFF</p>	<p>Provide necessary funding to continue CTE academic and industry-related activities.</p> <p>Materials Work-based Learning, Transportation, Professional Development, Externships: 360,000 (30,000 per academy) LCFF</p>

	Academic Achievement; (7) Career Technical Education						
Increase student achievement and other pupil outcomes to prepare all students for college, career, and citizenship in the 21st Century.	State Priorities: (4) Pupil Achievement; (7) Course Access (8) Other Pupil outcomes <u>District Initiatives:</u> (7) Career Technical Education	51. Provide transportation to students interested in CTE educational opportunities not offered at current school sites.	LEA-wide 9-12		Explore, survey, create transportation plan. Provide CTE and ROP funding for transportation: 41,000 LCFF	Continue to implement plan Provide CTE and ROP funding for transportation: 41,000 LCFF	Continue to implement plan Provide CTE and ROP funding for transportation: 41,000 LCFF
Increase student achievement and other pupil outcomes to prepare all students for college, career, and citizenship in the 21st	State Priorities: (4) Pupil Achievement; (7) Course Access (8) Other Pupil outcomes <u>District Initiatives:</u> (1) Student	52. Hire 5 Academic Advisors focus on CTE	LEA-wide 7-12		Define plan and purpose Train Academic Advisors Coach and Monitor Advisors, provide necessary support Provide CTE counseling services to students grades 7-12 Salary and benefits: 600,000 LCFF (improvement of existing	Continue to provide support and adjust plan as necessary. Salary and benefits: 600,000 LCFF (improvement of existing services) Professional development: 40,000 Title I	Continue to provide support and adjust plan as necessary. Salary and benefits: 600,000 LCFF (improvement of existing services) Professional development: 20,000 Title I

<p>Century.</p>	<p>Academic Achievement; (2) Mobile Learning; (3) STEAM; (4) Implement common core state standards; (7) Career Technical Education; (8) Civic, Citizenship, and Community Engagement</p>				<p>services) Professional development: 60,000 Title I</p>		
<p>Increase student achievement and other pupil outcomes to prepare all students for college, career, and citizenship in the 21st Century.</p>	<p>State Priorities: (2) Implementation of State Standards (4) Pupil Achievement; (8) Other Pupil outcomes <u>District Initiatives:</u> (1) Student Academic</p>	<p>53. Implement reading enrichment program to develop literacy in K-3</p>	<p>LEA-WIDE K-3</p>		<p>Explore reading Enrichment program K-3 to be implemented at 14 elementary sites, with built-in assessments and progress monitoring. Plan for teachers to participate in professional development for implementation. Plan for coaching at sites to develop a robust early literacy program to construct foundational skills. Cost: 0 LCFF</p>	<p>Reading Enrichment program K-3 will be implemented at 14 elementary sites, with built-in assessments and progress monitoring. Teachers will participate in professional development for implementation. Coaching at sites will develop a robust early literacy program to construct foundational skills. 60% of overall students will read at grade level by 3rd</p>	<p>Reading Enrichment program K-3 will be implemented at 14 elementary sites, with built-in assessments and progress monitoring. Teachers will participate in sustained site coaching continued development of implementation plan. 70% of overall students will read at grade level by 3rd grade.</p>

	Achievement					<p>grade.</p> <p>Program Cost: 350,000 LCFF</p> <p>Coaching@14 sites: 80,000 LCFF</p> <p>Sub Cost for 14 sites: 120,000 LCFF</p>	<p>Program Continuation: 200,000 LCFF</p> <p>Coaching@14 sites: 80,000 LCFF</p> <p>Sub Cost for 14 sites: 120,000 LCFF</p>
<p>Increase student achievement and other pupil outcomes to prepare all students for college, career, and citizenship in the 21st Century.</p>	<p>State Priorities: (2) Implementation of State Standards (4) Pupil Achievement; (8) Other Pupil outcomes</p> <p><u>District Initiatives:</u> (1) Student Academic Achievement</p>	54. Accelerated Academic Literacy K-2	LEA Wide K-2		<p>Support Literacy in K-2 using core instructional program Houghton Mifflin.</p> <p>Teachers use adopted core literacy program with fidelity.</p> <p>Cost: 0 LCFF</p>	<p>Support Literacy in K-2 using core instructional program Houghton Mifflin. Teachers use adopted core literacy program with fidelity.</p> <p>Support with coaching, alignment and implementation of Units of Study, ongoing professional development to implement instructional strategies researched to effectively teach reading.</p> <p>Professional development contract: 140,000 LCFF</p> <p>Substitute costs for 14 elementary sites approximately 140 teachers=15,000 x 3 trainings: 45,000 LCFF</p> <p>Materials and Supplies 5 x 500</p>	<p>Continue to support Literacy in K-2 using core instructional program Houghton Mifflin. Teachers use adopted core literacy program with fidelity.</p> <p>Support with coaching, alignment and implementation of Units of Study, ongoing professional development to implement instructional strategies researched to effectively teach reading.</p> <p>Professional development contract: 160,000 LCFF</p> <p>Substitute costs for 14 elementary sites approximately 140 teachers x 3 days =420x120: 50,400 LCFF</p>

						teachers: 2,500 LCFF	Materials and supplies 5x300: 1,500 LCFF
Increase student achievement and other pupil outcomes to prepare all students for college, career, and citizenship in the 21st Century.	State Priorities: (2) Implementation of State Standards (4) Pupil Achievement; (8) Other Pupil outcomes <u>District Initiatives:</u> (1) Student Academic Achievement	55. Transitional Classrooms, Transitional Kindergarten (TK)	LEA-WIDE Elementary		TK classes as needed at 11 sites. Cultural shift and parent understanding of the law is clearly articulate to all parents. Standards alignment and Units of Study developmentally appropriate in preparation for kinder rigor. Guidance and professional development collaboration - RCOE and Elementary Director 100% of parents will sign TK Parent Information form. RCOE Support: 10,000 Title II Curriculum: 11@3,000: 33,000 LCFF Subs: 5,000 Title II	TK classes supported at sites. Ongoing professional development and 100% of parents will sign TK Parent Information form. Subs for Professional Development: 5,000 Title II	TK classes supported at sites. Ongoing professional development and 100% of parents will sign TK Parent Information form. Subs for Professional Development: 5,000 Title II
Increase student achievement	State Priorities: (2)	56. Implement Literacy Assessment	LEA K-6		Universal Literacy Assessment (DIBELS) three times a year (beginning, mid-	All K, 1, 2, 3 teachers will administer DIBELS three times a year (beginning, mid-year,	All K, 1, 2, 3 teachers will administer DIBELS three times a year (beginning,

<p>and other pupil outcomes to prepare all students for college, career, and citizenship in the 21st Century.</p>	<p>Implementati on of State Standards (4) Pupil Achievement; (8) Other Pupil outcomes</p> <p><u>District Initiatives:</u> (1) Student Academic Achievement</p>	<p>(DIBELS)</p>			<p>year, end of year).</p> <p>DIBELS refresher training will be conducted in August/September.</p> <p>Site literacy Coach will monitor classroom assessment data and facilitate literacy support by individual coaching as needed.</p> <p>Individual mentoring on site will be continuous. 50% of K, 1st, 2nd, and 3rd grade students will on grade level during mid year assessment.</p> <p>60% of K, 1st, 2nd, and 3rd grade students will on grade level on end of year assessment.</p> <p>Reading Coaches: 2,000 stipend@14 is 28,000 Title I</p> <p>Sub Cost for 14 sites: 70,000 Title I</p> <p>Materials for 14 sites: 28,000 Title I</p>	<p>end of year).</p> <p>DIBELS refresher training will be conducted in August/September.</p> <p>Site literacy Coach will monitor classroom assessment data and facilitate literacy support by individual coaching as needed.</p> <p>Individual mentoring on site will be continuous. 60% of K, 1st, 2nd, and 3rd grade students will on grade level during mid year assessment.</p> <p>70% of K, 1st, 2nd, and 3rd grade students will on grade level on end of year assessment.</p> <p>Reading Coaches: 2,000 Stipend@14: 28,000 Title I</p> <p>Sub Cost for 14 sites: 70,000 Title I</p> <p>Materials for 14 sites: 28,000 Title I</p>	<p>mid-year, end of year).</p> <p>DIBELS refresher training will be conducted in August/September.</p> <p>Site literacy Coach will monitor classroom assessment data and facilitate literacy support by individual coaching as needed.</p> <p>Individual mentoring on site will be continuous.</p> <p>80% of K, 1st, 2nd, and 3rd grade students will on grade level during end of year assessment.</p> <p>Reading Coaches: 2,000 stipend@14 is 28,000 Title I</p> <p>Sub Cost for 14 sites: 70,000 Title I</p> <p>Materials for 14 sites: 28,000 Title I</p>
<p>Increase</p>	<p>State</p>	<p>57. Provide</p>	<p>LEA K-8</p>		<p>At risk students in K-8 as</p>	<p>At risk students in K-8 as</p>	<p>At risk students in K-8 as</p>

<p>student achievement and other pupil outcomes to prepare all students for college, career, and citizenship in the 21st Century.</p>	<p>Priorities: (2) Implementation of State Standards (4) Pupil Achievement; (8) Other Pupil outcomes <u>District Initiatives:</u> (1) Student Academic Achievement</p>	<p>tutoring for at-risk student</p>			<p>determined by Literacy Assessment (DIBELS) and benchmark assessments will receive strategic literacy instruction 5 hours a week during after school tutoring. Tutoring will be offered three times a year for four weeks by grade level. Fluency, decoding, comprehension skills will be areas of focus during tutoring. Materials 14 sites: 70,000 Title I Extra Service Pay: 250,000 Title I</p>	<p>determined by DIBELS and benchmark assessments will receive strategic literacy instruction 5 hours a week during after school tutoring. Tutoring will be offered three times a year for four weeks by grade level. Fluency, decoding, comprehension skills will be areas of focus during tutoring. Materials 14 sites: 70,000 Title I Extra Service Pay: 250,000 Title I</p>	<p>determined by DIBELS and benchmark assessments will receive strategic literacy instruction 5 hours a week during after school tutoring. Tutoring will be offered three times a year for four weeks by grade level. Fluency, decoding, comprehension skills will be areas of focus during tutoring. Materials 14 sites: 70,000 Title I Extra Service Pay: 250,000 Title I</p>
<p>Increase student achievement and other pupil outcomes to prepare all students for college, career, and citizenship in the 21st</p>	<p>State Priorities: (2) Implementation of State Standards (4) Pupil Achievement; (8) Other Pupil outcomes</p>	<p>58. Implement a Dual immersion or Biliteracy program K-12 Progressively</p>	<p>LEA-WIDE ALL</p>		<p>Bi-literacy classes available for students K-8 as narrated in EL Master Plan at magnet designated sites: Cesar Chavez Elementary and Cahuilla Desert Academy. Bi-literacy program will be strengthened at the existing 7 sites. EL Director and Teacher on</p>	<p>Expand Bi-literacy classes to students K-12 as narrated in EL Master Plan, sites: Cesar Chavez Elementary, Cahuilla Desert Academy, and Coachella Valley High School. EL Director and Teacher on Special Assignment will train, coach, guide and evaluate the effectiveness of magnet sites.</p>	<p>Maintain Bi-literacy program in: Cesar Chavez Elementary, Cahuilla Desert Academy, Coachella Valley High School. EL Director and Teacher on Special Assignment will train, coach, guide and evaluate the effectiveness of magnet sites.</p>

<p>Century.</p>	<p><u>District Initiatives:</u> (1) Student Academic Achievement; (8) Civic, Citizenship, and Community Engagement</p>				<p>Special Assignment will train, coach, guide and evaluate the effectiveness of magnet sites.</p> <p>Bi-literacy classes identify and adopt appropriate curricular resources for students.</p> <ol style="list-style-type: none"> 1. Program a minimum of 4 to 6 years of bilingual instruction to participating students. 2. The focus, same core academic curriculum that students in other programs experience. 3. Optimal language input as well as opportunities for output, including quality language arts instruction in both languages. 4. The target (non-English) language should be used for instruction a minimum of 50% of the time (to a maximum of 90% in the early grades), and English should be used at least 10% of the time. 5. Additive bilingual environment <ol style="list-style-type: none"> a. Balance of students 	<p>Sustained support for ongoing professional development.</p> <p>Professional development and program materials: 200,000 LCFF (Instructional Materials fund IMF)</p>	<p>Ongoing professional development for staff.</p> <p>Professional development and program materials: 200,000 LCFF (Instructional Materials fund IMF)</p>
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					<p>from the target language and English</p> <p>b. Positive interactions among students such as cooperative learning.</p> <p>Core Spanish Curriculum & Professional Development: 250,000 LCFF (Instructional Materials Fund IMF)</p> <p>Additional Professional development subs: 20,000 LCFF</p>		
<p>Increase student achievement and other pupil outcomes to prepare all students for college, career, and citizenship in the 21st Century.</p>	<p>State Priorities: (4) Pupil Achievement; (7) Course Access (8) Other Pupil outcomes</p> <p><u>District Initiatives:</u> (1) Student Academic Achievement</p>	<p>59. Expand Seal of Biliteracy</p> <p>Recognition to high school students who have demonstrated proficiency in speaking, reading, and writing in one or more languages in addition to English</p>	<p>LEA Wide High School Middle Elementary</p>		<p>Explore options to expand Seal of Bi-literacy.</p> <p>CVUSD certifies attainment of Bi-literacy skills; prepare students with 21st century skills that will benefit them in the labor market and the global society</p> <ol style="list-style-type: none"> 1. Clarify purpose for giving the awards 2. Assemble Working Group or Task Force of district staff, teachers of English Learners and World Language teachers to update policy 	<p>Implement plan and monitor.</p> <p>Materials and medallions: 2,400 LCFF</p>	<p>Monitor plan.</p> <p>Materials and medallions: 3,200 LCFF</p>

					<p>3. Policy statement tying the Seal of Bi-literacy to a Board resolution for 21st century learning and to the district's strategic plan</p> <p>Materials and medallions: 1200 LCFF</p>		
<p>Increase student achievement and other pupil outcomes to prepare all students for college, career, and citizenship in the 21st Century.</p>	<p>State Priorities: (4) Pupil Achievement; (7) Course Access (8) Other Pupil outcomes</p> <p><u>District Initiatives:</u> (1) Student Academic Achievement</p>	<p>60. (Advancement Via Individual Determination) AVID Implementation</p>	<p>LEA-WIDE 4-12</p>		<p>Continue, (Advancement Via Individual Determination) AVID, continued implementation in middle and high schools with ongoing professional development and AVID conference for participating teachers.</p> <p>Exploration year for 4-6 grade AVID program. Principal and Assistant Principal discussions.</p> <p>Annual Conference: 30,000 Title II</p> <p>Subs for ongoing professional development and release time for collaboration@5 sites: 5,000 Title II</p>	<p>Continue, Advancement Via Individual Determination, AVID, continued implementation in middle and high schools with ongoing professional development and AVID conference for participating teachers.</p> <p>Implementation for elementary 4-6 grade AVID program. Principal and Assistant Principal support.</p> <p>Annual Conference: 30,000 Subs for ongoing professional development and release time for collaboration@20 sites: 8,000 Title II</p> <p>Elementary Implementation: 8,000 Title II</p>	<p>Continue, Advancement Via Individual Determination, AVID, continued implementation in middle and high schools with ongoing professional development and AVID conference for participating teachers.</p> <p>Support elementary 4-6 grades AVID program. Principal and Assistant Principal support.</p> <p>Annual Conference: 30,000 Subs for ongoing professional development and release time for collaboration@ 20 sites: 8,000 Title II</p> <p>Elementary Implementation: 8,000 Title II</p>

<p>Increase student achievement and other pupil outcomes to prepare all students for college, career, and citizenship in the 21st Century.</p> <p>Improve conditions of learning in a fiscally solvent and operationally efficient manner.</p>	<p>State Priorities: (4) Pupil Achievement; (8) Other Pupil outcomes; (1) Basic Services; (2) Implementation of State Standards; (7) Course Access</p> <p><u>District Initiatives:</u> (1) Student Academic Achievement</p>	<p>61. Reassign 12 teachers for intervention and support to students struggling in English Language Arts and reassign 8 teachers for intervention and support to students struggling in Math</p>	<p>LEA-WIDE 7-12</p>		<p>Provide Response to Intervention Tier 2 English Language Arts and Math courses (e.g. Read 180, Double block math).</p> <p>Salary and benefits: 1,200,000 Title I</p> <p>Salary and Benefits: 800,000 LCFF (improvement of existing services)</p> <p>Coaching and professional development at 6 sites: 80,000 Title II</p>	<p>Provide Response to Intervention Tier 2 English Language Arts and Math courses (e.g. Read 180, Double block math).</p> <p>Salary and benefits: 1,200,000 Title I</p> <p>Salary and Benefits: 800,000 LCFF (improvement of existing services)</p> <p>Coaching and professional development at 6 sites: 50,000 Title II</p>	<p>Provide Response to Intervention Tier 2 English Language Arts and Math courses (e.g. Read 180, Double block math).</p> <p>Salary and benefits: 1,200,000 Title I</p> <p>Salary and Benefits: 800,000 LCFF (improvement of existing services)</p> <p>Coaching and professional development at 6 sites: 30,000 Title II</p>
<p>Increase student achievement and other pupil outcomes to prepare all students for college, career, and</p>	<p>State Priorities: (4) Pupil Achievement; (8) Other Pupil outcomes; (1) Basic Services; (2) Implementation</p>	<p>62. Hire 8 elementary intervention teachers to provide English Language Arts support to students</p>	<p>LEA-WIDE Grades 3-6</p>		<p>Implement supplemental Read 180/System 44 classrooms. Eight elementary sites will implement strategic intervention. One teacher will teach three students groups (approximately 21-27 students) to provide TIER 2 intervention. Scholastic technical support, ongoing professional</p>	<p>Continue supplemental Read 180/System 44 classrooms. One teacher per elementary site.</p> <p>Salary and benefits: 800,000 Title I</p> <p>Renewal of licenses: 100,000 Title I</p>	<p>Continue supplemental Read 180/System 44 classrooms. One teacher per elementary site.</p> <p>Salary and benefits: 800,000 Title I</p> <p>Renewal of licenses: 100,000 Title I</p>

<p>citizenship in the 21st Century. Improve conditions of learning in a fiscally solvent and operationally efficient manner.</p>	<p>on of State Standards; (7) Course Access <u>District Initiatives:</u> (1) Student Academic Achievement</p>	<p>struggling in English Language Arts.</p>			<p>development. Individualized Common Core aligned program to improve reading comprehension, reading, vocabulary and fluency Salary and benefits: 800,000 Title I Renewal of licenses: 100,000 Title I Coaching and professional development at 5 elementary sites: 30,000 Title I Student workbooks: 40,000 Title I Incidental Costs: 10,000 Title I</p>	<p>Coaching and professional development at 5 elementary sites: 30,000 Title I Student workbooks: 40,000 Title I Incidental Costs: 10,000 Title I</p>	<p>Coaching and professional development at 5 elementary sites: 30,000 Title I Student workbooks: 40,000 Title I Incidental Costs: 10,000 Title I</p>
<p>Increase student achievement and other pupil outcomes to prepare all students for college, career, and citizenship in the 21st</p>	<p>State Priorities: (4) Pupil Achievement; (7) Course Access (8) Other Pupil outcomes <u>District Initiatives:</u> (1) Student</p>	<p>63. High School Summer School</p>	<p>School-wide 9-12</p>		<p>Explore and develop summer school plan for high school credit recovery for graduation requirement and A-G completion. Implement plan in 2015 Extra service pay: 8,000 LCFF</p>	<p>Implement Plan. Costs: TBD based upon scope of plan.</p>	<p>Implement Plan. Costs: TBD based upon scope of plan.</p>

<p>Century.</p>	<p>Academic Achievement; (8) Civic, Citizenship, and Community Engagement</p>						
<p>Increase student achievement and other pupil outcomes to prepare all students for college, career, and citizenship in the 21st Century.</p>	<p>State Priorities: (4) Pupil Achievement; (8) Other Pupil outcomes <u>District Initiatives:</u> (1) Student Academic Achievement; (8) Civic, Citizenship, and Community Engagement</p>	<p>64. Reassign a counselor for the Foster Youth Program</p>	<p>LEA-WIDE</p>		<p>Develop policies and Memorandum of Understanding (MOUs) regarding foster youth school transfers, the infrastructure necessary to measure the baseline metrics. Support Foster Data Salary and benefits: 120,000 LCFF (improvement of existing services) Professional Development: 24,000 LCFF</p>	<p>Set up a monitoring program for all Foster Youth with the help and support of the Riverside County Office of Education with reference to setting up the "Foster Focus Data Program". Salary and benefits: 120,000 LCFF (improvement of existing services) Professional Development: 12,000 LCFF</p>	<p>Continue to work to have policies and MOUs regarding promptly enrolling and awarding partial credits to transferring foster youth. Also, the CVUSD will allocate funds sufficient to meet the needs of all foster youth served by a school lead coordinator/counselor. Salary and benefits: 120,000 LCFF (improvement of existing services) Professional Development: 6,000 LCFF</p>
<p>Increase engagement and collaboration among students, parents, staff, and</p>	<p>State Priority: (3) Parent Involvement; (5) Pupil Engagement; (6) School Climate</p>	<p>65. Develop a foster youth parent committee</p>	<p>LEA-WIDE</p>		<p>Set up a Foster Youth Parent Advisory Committee that will be chaired by CVUSD with the extended support of Riverside County Social Services/DPSS and more third party community agencies.</p>	<p>CVUSD will also be available to meet with families and students of Foster Youth with the help of the Foster Youth counselor. Materials and training: 5,000 Title I Parent Involvement</p>	<p>Continue to work to have data available to the Foster Youth Advisory Committee and provide to the CVUSD Governing Board an End of Year Report with reference to parent engagement focused on Foster Youth.</p>

<p>community members.</p>	<p>District Initiative: (8) Civic, Citizenship, and Community Engagement; (9) Trust, Leadership, and Collaboration; (10) Year of the Parent 3.0</p>				<p>Materials and training: 5,000 Title I Parent Involvement</p>		<p>Materials and training: 5,000 Title I Parent Involvement</p>
<p>Improve conditions of learning in a fiscally solvent and operationally efficient manner.</p>	<p>State Priorities: <u>District Initiatives:</u> (6) Fiscal Solvency and Operational Efficiency</p>	<p>66. Hire Data Specialist</p>	<p>LEA-WIDE</p>		<p>Explore position of data specialist to collect and maintain Title one data and records for Foster Youth, English Learners, and low socioeconomic. Data Specialist will follow up with schools/families to reconcile records Cost: 0 LCFF</p>	<p>Collect and maintain Title one data and records for Foster Youth, English Learners, and low socioeconomic. Follow up with schools/families to reconcile records Salary and Benefits: 80,000 LCFF Professional development: 5,000 LCFF</p>	<p>Collect and maintain Title one data and records for Foster Youth, English Learners, and low socioeconomic. Follow up with schools/families to reconcile records Salary and Benefits: 80,000 LCFF Professional development: 5,000 LCFF</p>
<p>Increase student achievement and other pupil</p>	<p>State Priorities: (4) Pupil Achievement; (8) Other</p>	<p>67. English Language Director</p>	<p>LEA-WIDE</p>		<p>Implement English Learner Master Plan Organization of ELD professional development</p>	<p>Support and Revise Implement English Learner Master Plan Organization of ELD</p>	<p>Maintain Implement English Learner Master Plan Organization of ELD</p>

<p>outcomes to prepare all students for college, career, and citizenship in the 21st Century.</p>	<p>Pupil outcomes</p> <p><u>District Initiatives:</u> (1) Student Achievement</p>				<p>with TEACHER ON SPECIAL ASSIGNMENT support.</p> <p>Completion of ELSSA for program analysis</p> <p>Conferences, parent plans, local, State, and Federal Compliance.</p> <p>Salary and benefits: 150,000 Title I and Title I PD</p>	<p>professional development with TEACHER ON SPECIAL ASSIGNMENT support.</p> <p>Completion of ELSSA for program analysis</p> <p>Conferences, parent plans, local, State, and Federal Compliance.</p> <p>Salary and benefits: 150,000 Title I and Title I PD</p>	<p>professional development with TEACHER ON SPECIAL ASSIGNMENT support.</p> <p>Completion of ELSSA for program analysis</p> <p>Conferences, parent plans, local, State, and Federal Compliance.</p> <p>Salary and benefits: 150,000 Title I and Title I PD</p>
<p>Increase student achievement and other pupil outcomes to prepare all students for college, career, and citizenship in the 21st Century.</p>	<p>State Priorities: (4) Pupil Achievement; (8) Other Pupil outcomes</p> <p><u>District Initiatives:</u> (1) Student Academic Achievement</p>	<p>68. 5 English Language support services teachers on special assignment</p>	<p>LEA-WIDE</p>		<p>Focus on differentiation, personalization and pacing for EL students, understand and learn new ELD Standards.</p> <p>Teacher on Special Assignment introduce, monitor, coach and assess.</p> <p>CVUSD Teacher on Special Assignment will leverage new models, technology and resources for the greatest impact and learning gains by all EL students 2 elementary, 1 middle, and 2 high school:</p> <ol style="list-style-type: none"> 1. Create system of support for CVUSD 2. Understand Elementary and Secondary LEA Plan 	<p>Continue on differentiation, personalization and pacing for EL students, understand and learn new ELD Standards.</p> <p>Teacher on Special Assignment introduce, monitor, coach and assess.</p> <p>CVUSD Teacher on Special Assignment will leverage new models, technology and resources for the greatest impact and learning gains by all EL students:</p> <ol style="list-style-type: none"> 1. Support Elementary and Secondary LEA Plan 2. Technical assistance at respective sites SPSAs 3. English Language 	<p>Maintain on differentiation, personalization and pacing for EL students, understand and learn new ELD Standards.</p> <p>Teacher on Special Assignment introduce, monitor, coach and assess.</p> <p>CVUSD Teacher on Special Assignment will leverage new models, technology and resources for the greatest impact and learning gains by all EL students:</p> <ol style="list-style-type: none"> 1. Support Elementary and Secondary LEA Plan 2. Technical assistance at respective sites SPSAs

					<p>3. Provide professional Development designated and integrated ELD</p> <p>4. English Language Development (ELD) Standards Phase-In Plan</p> <p>EL instruction focus CVUSD curricula and content alignment with CCSS, Units of Study & ELD standards focus 4-6, 8, and 9-10.</p> <p>Five Teacher on Special Assignment salary and benefits: 500,000 Title III</p> <p>Professional Development: 60,000 Title III</p>	<p>Development (ELD) Standards Phase-In Plan</p> <p>4. Design lessons, Digital curriculum aligned to ELD Standards & CCSS</p> <p>5. Training on shifts in Mathematics and ELA,</p> <p>EL instruction focus CVUSD curricula and content alignment with CCSS, Units of Study & ELD standards focus 4-6, 8, and 9-10</p> <p>Five Teacher on Special Assignment salary and benefits: 500,000 Title III</p> <p>Professional Development: 60,000 Title III</p>	<p>3. English Language Development (ELD) Standards Phase-In Plan</p> <p>4. Design lessons, Digital curriculum aligned to ELD Standards & CCSS</p> <p>5. Training on shifts in Mathematics and ELA,</p> <p>EL instruction focus CVUSD curricula and content alignment with CCSS, Units of Study & ELD standards focus 4-6, 8, and 9-10</p> <p>Five Teacher on Special Assignment salary and benefits: 500,000 Title III</p> <p>Professional Development: 60,000 Title III</p>
<p>Increase student achievement and other pupil outcomes to prepare all students for college, career, and citizenship in the 21st</p>	<p>State Priorities: (4) Pupil Achievement; (8) Other Pupil outcomes</p> <p><u>District Initiatives:</u> (1) Student Academic</p>	<p>69. Project Data Technicians provide support to English Learners</p>	<p>LEA-WIDE</p>		<p>Revise job description to provide direct services to English Learner students at the school site.</p> <p>Support local and state testing, reclassification, data management, and classroom instruction.</p> <p>Increase from 6 hrs to 8 hrs.</p>	<p>Implement plan include Specially designed academic instruction in English (SDAIE)</p> <p>21 classified staff salary and benefits: 1,200,000 LCFF and 400,000 Title III (Improvement and increase of existing services)</p> <p>Professional development:</p>	<p>Assess implementation of plan, revise, and reemployment.</p> <p>21 classified staff salary and benefits: 1,200,000 LCFF and 400,000 Title III (Improvement and increase of existing services)</p> <p>Professional development:</p>

<p>Century.</p>	<p>Achievement</p>				<p>Develop plan to support English Language.</p> <p>Hire and train support staff. Provide coaching and support.</p> <p>21 classified staff salary and benefits: 1,200,000 LCFF and 400,000 Title III (Improvement and increase of existing services)</p> <p>Professional development: 20,000 LCFF</p>	<p>10,000 LCFF</p>	<p>10,000 LCFF</p>
<p>Increase student achievement and other pupil outcomes to prepare all students for college, career, and citizenship in the 21st Century.</p>	<p>State Priorities: (4) Pupil Achievement; (8) Other Pupil outcomes</p> <p><u>District Initiatives:</u> (1) Student Academic Achievement; (4) Implement common core state standards</p>	<p>70. English Language Development (ELD) time set - aside</p>	<p>LEA K-6</p>		<p>English Language Development 40 minutes daily in K-6 as needed by students.</p> <p>Designated and Integrated Instruction</p> <p>Professional development for teachers to provide structured ELD instruction by proficiency level: Emerging, Expanding, Bridging.</p> <p>80% of K-6 teachers receive one day of introductory training for appropriate instruction.</p>	<p>English Language Development 40 minutes daily in K-6 as needed by students.</p> <p>Designated and Integrated Instruction</p> <p>Professional development for teachers to provide structured ELD instruction by proficiency level: Emerging, Expanding, Bridging.</p> <p>90% of K-6 teachers receive additional one day of continued training for appropriate instruction.</p> <p>Professional Development:</p>	<p>English Language Development 40 minutes daily in K-6 as needed by students.</p> <p>Designated and Integrated Instruction</p> <p>Professional development for teachers to provide structured ELD instruction by proficiency level: Emerging, Expanding, Bridging.</p> <p>90% of K-6 teachers receive additional one day of continued training for appropriate instruction.</p>

					<p>Middle and High school will offer an ELD period before or after school.</p> <p>Professional Development: 140,000 Title III</p> <p>Materials: 20,000 Title III</p>	<p>140,000 Title III</p> <p>Materials: 20,000 Title III</p>	<p>Professional Development: 140,000 Title III</p> <p>Materials: 20,000 Title III</p>
<p>Increase student achievement and other pupil outcomes to prepare all students for college, career, and citizenship in the 21st Century.</p>	<p>State Priorities: (4) Pupil Achievement; (8) Other Pupil outcomes</p> <p><u>District Initiatives:</u> (1) Student Academic Achievement; (8) Civic, Citizenship, and Community Engagement</p>	<p>71. Integrated, Designated ELD Training</p>	<p>LEA K-12</p>	<p>Trainer of Trainers Integrated, Designated ELD Strategies 1-2 teacher leads per site.</p> <p>Integrated, Designated ELD Training strategies train teachers to address needs of students Far Below Basic to Advanced levels, use metacognitive use of high-level academic vocabulary, literacy and instructional strategies.</p> <p>District EL Teacher on Special Assignment will support, coach, guide and model strategies.</p> <p>Embed Integrated, Designated ELD strategies in Units of Study and during regular teaching day</p> <p>Integrated, Designated ELD</p>	<p>Support strategies 1-2 teacher leads per site.</p> <p>District EL Teacher on Special Assignment support, coach, guide and model strategies.</p> <p>Trainers provide training at their sites.</p> <p>Site Training Stipend for</p> <p>Professional development: 21,000 Title III</p> <p>Materials and supplies: 63,000 Title III</p>	<p>Maintain support for strategies 1-2 teacher leads per site.</p> <p>District EL Teacher on Special Assignment support, coach, guide and model strategies.</p> <p>Trainers provide training at their sites.</p> <p>Site Training Stipend for</p> <p>Professional development: 21,000 Title III</p> <p>Materials and supplies: 63,000 Title III</p>	

					Professional development: 17,250 Title III Substitute pay: 18,000 Title III Materials and supplies: 8,000 Title III		
Increase student achievement and other pupil outcomes to prepare all students for college, career, and citizenship in the 21st Century.	State Priorities: (2) Implementation of State Standards (4) Pupil Achievement; (8) Other Pupil outcomes <u>District Initiatives:</u> (1) Student Academic Achievement	72. Explore English Language Development core instructional materials for designated instructional time, K-12.	LEA K-12		Explore and Purchase Supplemental English Language Development materials to meet new English Language Development proficiency spans with embedded professional development. Teachers will teach a maximum of 2 proficiency spans Supplemental curriculum and professional development: 400,000 Title III Substitute pay: 125,000 Title III	Adopt English Language Development materials to meet new English Language Development proficiency spans with embedded professional development. Teachers will teach a maximum of 2 proficiency spans Curriculum: 1,300,000 Title III Professional development: 325,000 Title III	Continue English Language Development professional development. Teachers will teach a maximum of 2 proficiency spans. professional development: 125,000 Title III
Increase student achievement and other pupil outcomes to prepare all	State Priorities: (4) Pupil Achievement; (8) Other Pupil outcomes	73. For Low Income, English Learners, and Foster Youth pupils: Provide site	School Wide K-12		Empower schools to provide additional services to meet the needs of unduplicated students in alignment with the LCAP. Total Amount: 775,000 LCFF	Empower schools to provide additional services to meet the needs of unduplicated students in alignment with the LCAP. Total Amount: 775,000 LCFF	Empower schools to provide additional services to meet the needs of unduplicated students in alignment with the LCAP. Total Amount: 775,000

<p>students for college, career, and citizenship in the 21st Century.</p>	<p><u>District Initiatives:</u> (1) Student Academic Achievement; (6) Fiscal Solvency and Operational Efficiency</p>	<p>managed funds to meet unique needs.</p>					<p>LCFF</p>
<p>Increase student achievement and other pupil outcomes to prepare all students for college, career, and citizenship in the 21st Century.</p>	<p>State Priorities: (4) Pupil Achievement; (8) Other Pupil outcomes</p> <p><u>District Initiatives:</u> (1) Student Academic Achievement</p>	<p>74. Implement individual learning plans (ILP) to decrease the number of Long Term English Learners (LTEL).</p>	<p>LEA 5-8</p>		<p>EL Mentor will develop IPL for site Long Term English Learners (LTEL) in grades 5-8 focusing on students' academic needs to become language proficient in English.</p> <p>EL Mentor will hold student conferences to inform student of EL status.</p> <p>In addition, meeting with parents and student to discuss language goals and targets.</p> <p>70% of students and parents in 6-8 grades will participate.</p> <p>EL Mentor Stipend: 18 x 1000 is 18,000 Title III</p>	<p>EL Mentor will develop IPL for site LTELs in grades 5-8 focusing on students' academic needs to become language proficient in English.</p> <p>EL Mentor will hold student conferences to inform student of EL status.</p> <p>In addition, meeting with parents and student to discuss language goals and targets.</p> <p>80% of students and parents in 6-9 grades will participate.</p> <p>EL Mentor Stipend: 18 x 1000 is 18,000 Title III</p>	<p>EL Mentor will develop IPL for site LTELs in grades 5-8 focusing on students' academic needs to become language proficient in English.</p> <p>EL Mentor will hold student conferences to inform student of EL status.</p> <p>In addition, meeting with parents and student to discuss language goals and targets.</p> <p>80% of students and parents in 6-12 grades will participate.</p> <p>EL Mentor Stipend: 18 x 1000 is 18,000 Title III</p>

- C. Describe the LEA's increase in funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5). Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a district wide, school wide, countywide, or charter wide manner as specified in 5 CCR 15496. For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school site in the LCAP year, when using supplemental and concentration funds in a district wide or school wide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state priority areas. (See 5 CCR 15496(b) for guidance.)

The increase in funds in the 2014-2015 LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils was determine to be \$19.1 million. The number of low income, foster youth, and English learner pupils was determined to be 92%. The funds will be used to increase and improve services for English Learners, students affected by low socioeconomic conditions, and foster youth. The services include:

- Hiring additional counselors to support and provide services for college and career readiness
- Hiring additional teachers to provide support and services in the areas of English Language Arts intervention and English language development
- Creating an English Language Services department to increase and improve services for English Learners
- Providing targeted professional development for teachers in the areas of English language development, best instructional practices, and college and career readiness
- Purchasing curriculum to enhance instruction and improve the conditions of learning and increase student achievement for English Learners, students affected by low socioeconomic conditions, and foster youth district wide (Common Core State Standard, Career Technical Education, College level coursework)

Additional services distributed district-wide were selected to have the greatest academic impact for low income, foster youth, and English learner pupils. These services included additional teachers, counselors, materials, and professional development. Services distributed school-wide or by grade span were selected to have the greatest academic impact for low income, foster youth, and English learner pupils at the specific site and/or at the specific grade span.

- D. Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners

provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

The services provided in the LCAP year for unduplicated low-income pupils, foster youth, and English learners include additional counselors, administrative personnel, and programs to improve student achievement, conditions of learning, and pupil engagement. The proportion of services provided to unduplicated low-income pupils, foster youth, and English learners is 15.44% greater and in addition to services provided to all pupils.

- Providing additional services to close achievement gap and increase access and equity (LCFF)
- Hiring the Director of English Language Services to monitor and support English Learners (Title III)
- Hiring English Language teachers on special assignment to support English Learners (Title III)
- Hiring classified staff to support English Learners in the classroom (Title III)
- Purchasing ELD curriculum to enhance ELD program (Title III)
- Hiring a Foster Youth Counselor to provide support to Foster Youth (LCFF)

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