

# Las Virgenes Unified School District

## 2019-2020 LCAP Update

Public Hearing June 11, 2019 • Updated for Adoption June 25, 2019



- Buttercup Preschool • Bay Laurel Elementary School • Chaparral Elementary School  
• Lupin Hill Elementary School • Round Meadow Elementary School • Sumac Elementary School  
• White Oak Elementary School • Willow Elementary School • Yerba Buena Elementary School  
• Mariposa School of Global Education • A.C. Stelle Middle School • A.E. Wright Middle School  
• Lindero Canyon Middle School • Agoura High School • Calabasas High School

# Las Virgenes Unified School District

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# LVUSD

## A Strategic Vision for Our Future Local Control Accountability Plan

### 2019-2020 LCAP GOAL AREAS

For the 2019-2020 school year, LVUSD has identified 33 **Strategic Actions** that fall under **4 Goal Areas**

#### College and Career

LVUSD will support students with the curriculum, instruction, and intentional guidance to provide every opportunity for success in **college** and other post-secondary endeavors.

#### Opportunity and Equity

LVUSD will provide regular assessment, monitoring, and intervention support to expose students to as many school **opportunities** as possible.

#### Whole Child

LVUSD will cultivate the health, safety, and well-being of the **whole child** through curriculum, counseling, and positive learning spaces.

#### Professional Capacity

LVUSD will build the **professional capacity** of our staff to prepare teachers and current and future school leaders to best meet our students' diverse needs.



The LCAP is a 3-year cycle.  
2019-2020 is the third year of the current 3-year cycle. LVUSD celebrates many LCAP-aligned accomplishments over the past two school years.

## **2017-2018 & 2018-2019 KEY ACCOMPLISHMENTS**

- Adopted K-12 English Language Arts, Social Studies, and Intervention Curriculum Adoptions
- Deployed TK-5 Digital Literacy & Language Coach
- Provided 1,000+ Professional Growth Opportunities for Staff
- Implemented Student and Community 360 Initiatives: Increased Parent Education Events and Created District Counseling Center
- Offered Administrative Credentialing Programs with over 100 Candidates Enrolled
- Added 14 A-G Approved Courses
- Created Early College Academy in Partnership with Moorpark College
- Secured over \$3,000,000 in Grant Funding Secured for LCAP Initiatives
- Implemented Forward Learning Initiative





## HIGHLIGHTS OF 2019-2020 VISION

In the interest of continuing to create options and opportunities for all students, LVUSD commits to:

- Early and consistent **intervention** in English Language Arts & Mathematics. Example: Deploy K-5 Intervention Specialists.
- Extensive monitoring of and response to **subgroup** performance data. Example: English Learner and D/F monitoring and response.
- System of staff **collaboration**. Example: Small teams study/use data to modify teaching and learning.
- Support staff, parents, and community in implementation of the **whole child** approach. Example: Continue staff/parent education and community partnerships, and the District counseling center.
- Focused **staff development**. Example: Support teachers to develop students' skill in communicating reasoning in mathematics.

## KEYSTONE METRICS

- UC A-G Completion Rates
- Elementary Literacy & Numeracy Benchmark Assessment Scores
- PSAT Scores
- California Healthy Kids Surveys
- CAASPP Scores
- EL Reclassification Rates



**Las Virgenes Unified School District**  
**LCAP Crosswalk 2018 vs. 2019**



Focus Areas	Goal	2018-2019 Actions	Focus Areas	Goal	2019-2020 Actions
<b>College and Career (CCR)</b>	<i>LVUSD will support students with the curriculum, instruction, and intentional guidance to provide every opportunity for success in <b>College and Career</b>.</i>	<b>Action # 1:</b> Increase High School Graduation Rates and College Eligibility <b>Action # 2:</b> Enhance Access and Fluency with College and Career Information for Families <b>Action # 3:</b> Adopt Innovative Instructional Resources <b>Action # 4:</b> Develop Alternative Learning programs that enhance post-high-school opportunities <b>Action # 5:</b> Develop a K-8 Counseling Plan and Implement 9-12 Plan <b>Action # 6:</b> Implement <i>Forward Learning Technology Strategic Plan</i> <b>Action # 7:</b> Enhance the Quality and Quantity of Reading and Writing in K-8 <b>Action # 8:</b> Develop Mathematics Instructional Systems Involving Communicating Reasoning and Complex Problem Solving <b>Action # 9:</b> Build Capacity around a Claim-Evidence-Reasoning Approach to Inquiry in STEAM subjects and Argument Writing in Humanities. <b>Action # 10:</b> Develop and Expand Business-School Partnerships to bring Career Expertise into Schools.	<b>College and Career (CCR)</b>	<i>LVUSD will support students with the curriculum, instruction, and intentional guidance to provide every opportunity for success in <b>College and Career</b>.</i>	<b>Action # 1:</b> Increase High School Graduation Rates and College Eligibility <b>Action # 2:</b> Enhance Access and Fluency with College and Career Information for Families <b>Action # 3:</b> Adopt Innovative Instructional Resources <b>Action # 4:</b> Deploy Alternative Learning Program in Grades K-12 <b>Action # 5:</b> Implement <i>Forward Learning Technology Strategic Plan</i> <b>Action # 6:</b> Enhance the Quality and Quantity of Reading and Writing in K-8 <b>Action # 7:</b> Implement High-Yield Math Practices across K-12 <b>Action # 8:</b> Build Capacity around a Claim-Evidence-Reasoning Approach to Inquiry in STEAM subjects and Argument Writing in Humanities <b>Action # 9:</b> Expand Business-School partnerships and internship opportunities <b>Action # 10:</b> Develop Career Technical-Education certification program with Moorpark College
<b>Opportunity and Equity (OE)</b>	<i>LVUSD will provide regular assessment, monitoring, and intervention support to expose students to every school <b>Opportunity</b> possible.</i>	<b>Action # 1:</b> Develop and Implement 5th-6th and 8th-9th Bridge Programs <b>Action # 2:</b> Continue and Expand District-wide System of Academic Interventions <b>Action # 3:</b> Provide ongoing, systematic support for English Learners (EL) which includes access to pathways, and reduction of Long Term ELs. <b>Action # 4:</b> Implement PSAT in Grades 8 and 10 <b>Action # 5:</b> Provide Equitable Access to School Services for Students with Unique Needs <b>Action # 6:</b> Continue Deep Study and Professional Learning on Homework and Grading Practices <b>Action # 7:</b> Support Implementation of Equity-Based Programs	<b>Opportunity and Equity (OE)</b>	<i>LVUSD will provide regular assessment, monitoring, and intervention support to expose students to every school <b>Opportunity</b> possible.</i>	<b>Action # 1:</b> Deploy the Early College Academy Program in Grades 6-10 <b>Action # 2:</b> Develop Saturday and after school credit recovery programs <b>Action # 3:</b> Deploy Comprehensive Monitoring of RFEP and LTEL Students <b>Action # 4:</b> Implement PSAT in Grades 8 and 10 <b>Action # 5:</b> Provide Equitable Access to School Services for Students with Unique Needs <b>Action # 6:</b> Develop early intervention program for ELA and Mathematics <b>Action # 7:</b> Support Implementation of Equity-Based Programs <b>Action # 8:</b> Form Early Childhood Taskforce to Discuss Preschool Options
<b>Whole Child (WC)</b>	<i>LVUSD will cultivate the health, safety, and well- being of the <b>Whole Child</b> through curriculum, counseling, and positive learning spaces.</i>	<b>Action # 1:</b> Expand Student 360 Program with Tangible Applications to the Classroom and Full-Day Institutes <b>Action # 2:</b> Deploy and Implement Expanded Parent Education Options in Multiple Languages <b>Action # 3:</b> Expand Partnerships with Mental Health Organizations <b>Action # 4:</b> Expand Restorative Discipline Models District-Wide <b>Action # 5:</b> Maintain Safe and Accessible Facilities for All Students <b>Action # 6:</b> Expand Wellness Options and Education <b>Action # 7:</b> Develop a Mindset of Environmental Sustainability <b>Action # 8:</b> Develop Media Centers as Hubs of Student 360 and Literacy	<b>Whole Child (WC)</b>	<i>LVUSD will cultivate the health, safety, and well-being of the <b>Whole Child</b> through curriculum, counseling, and positive learning spaces.</i>	<b>Action # 1:</b> Continue to Implement Student 360 Program <b>Action # 2:</b> Continue to Grow Participation in Community 360 Events <b>Action # 3:</b> Sustain Partnerships with the Community 360 Counseling Center <b>Action # 4:</b> Sustain Restorative Discipline Models District-Wide <b>Action # 5:</b> Maintain Safe and Accessible Facilities for All Students <b>Action # 6:</b> Expand Wellness Options and Education <b>Action # 7:</b> Develop a Mindset of Environmental Sustainability <b>Action # 8:</b> Develop Media Centers as Hubs of Student 360 and Literacy <b>Action # 9:</b> Develop Arts Integration Strategic Plan <b>Action # 10:</b> Develop a K-5 Counseling Plan and Implement 6-12 Plan
<b>Professional Capacity (PC)</b>	<i>LVUSD will build the <b>Professional Capacity</b> of our staff to prepare current and future teachers and leaders to best meet our students' diverse needs.</i>	<b>Action # 1:</b> Expand Center for Educational Excellence (Credential Programs) for Teacher/Leader Development Beyond District <b>Action # 2:</b> Develop and Deploy Robust Offering of Student-360 Aligned Talent Development <b>Action # 3:</b> Retain, Attract, and Support Highly Qualified Teachers and Other Staff with Competitive Salaries and Benefits.	<b>Professional Capacity (PC)</b>	<i>LVUSD will build the <b>Professional Capacity</b> of our staff to prepare current and future teachers and leaders to best meet our students' diverse needs.</i>	<b>Action # 1:</b> Sustain Center for Educational Excellence (Credential Programs) for Teacher/Leader Development <b>Action # 2:</b> Develop and Deploy Robust Offering of Student-360 Aligned Talent Development <b>Action # 3:</b> Retain, Attract, and Support Highly Qualified Teachers and Other Staff with Competitive Salaries and Benefits <b>Action # 4:</b> Begin Three-Year Roll-out of Professional Learning Community Training <b>Action # 5:</b> Continue to Work Toward a Balanced Budget and Fiscal Solvency

**Las Virgenes Unified School District**  
2019-2020 LCAP Executive Summary-Educational Targets and Metrics



Focus Areas	Goal	2019-2020 Actions	Keystone Targets and Metrics
<b>College and Career (CCR)</b>	<i>LVUSD will support students with the curriculum, instruction, and intentional guidance to provide every opportunity for success in College and Career.</i>	<b>Action # 1:</b> Increase High School Graduation Rates and College Eligibility <b>Action # 2:</b> Enhance Access and Fluency with College and Career Information for Families <b>Action # 3:</b> Adopt Innovative Instructional Resources <b>Action # 4:</b> Deploy Alternative Learning Program in Grades K-12 <b>Action # 5:</b> Implement <i>Forward Learning Technology Strategic Plan</i> <b>Action # 6:</b> Enhance the Quality and Quantity of Reading and Writing in K-8 <b>Action # 7:</b> Implement High-Yield Math Practices across K-12  <b>Action # 8:</b> Build Capacity around a Claim-Evidence-Reasoning Approach to Inquiry in STEAM subjects and Argument Writing in Humanities <b>Action # 9:</b> Expand Business-School partnerships and internship opportunities <b>Action # 10:</b> Develop Career Technical-Education certification program with Moorpark College	<b>CCR 1:</b> 80% A-G Rate <b>CCR 2:</b> 50% Naviance Usage <b>CCR 3:</b> 6-12 NGSS Adoption <b>CCR 4:</b> 3% Increase in Attendance and HS Graduation Rate <b>CCR 5:</b> 10% Paper Reduction, 3% Increase on CAASPP ELA <b>CCR 6:</b> 5% Increase on ELA CAASPP <b>CCR 7:</b> CAASPP Claim Scores for Communicating Reasoning Rise by 5% Above Standard <b>CCR 8:</b> CAASPP Claim Scores for Communicating Reasoning Rise by 5% Above Standard <b>CCR 9:</b> 50 Businesses Involved in Career-Focussed Coalition <b>CCR 10:</b> CTE Certification Program Offered by 2020
<b>Opportunity and Equity (OE)</b>	<i>LVUSD will provide regular assessment, monitoring, and intervention support to expose students to every school Opportunity possible.</i>	<b>Action # 1:</b> Deploy the Early College Academy Program in Grades 6-10 <b>Action # 2:</b> Develop Saturday and after school credit recovery programs <b>Action # 3:</b> Deploy Comprehensive Monitoring of RFEP and LTEL Students <b>Action # 4:</b> Implement PSAT in Grades 8 and 10 <b>Action # 5:</b> Provide Equitable Access to School Services for Students with Unique Needs <b>Action # 6:</b> Develop early intervention program for ELA and Mathematics <b>Action # 7:</b> Support Implementation of Equity-Based Programs <b>Action # 8:</b> Form Early Childhood Taskforce to Discuss Preschool Options	<b>OE 1:</b> Increase in Low Income and First-Generation Outcomes <b>OE 2:</b> Reduction of D/F Rate, Increase in Attendance Rate <b>OE 3:</b> Zero LTELs by 2020 <b>OE 4:</b> PSAT Score Growth by 5% <b>OE 5:</b> Increase Inclusion by 10% <b>OE 6:</b> Increase CAASPP ELA and Math Scores by 5% <b>OE 7:</b> 50 Staff Participate in Cultural Proficiency Training <b>OE 8:</b> Secure Grant Funds for Preschool Expansion
<b>Whole Child (WC)</b>	<i>LVUSD will cultivate the health, safety, and well- being of the Whole Child through curriculum, counseling, and positive learning spaces.</i>	<b>Action # 1:</b> Continue to Implement Student 360 Program <b>Action # 2:</b> Continue to Grow Participation in Community 360 Events <b>Action # 3:</b> Sustain Partnerships with the Community 360 Counseling Center <b>Action # 4:</b> Sustain Restorative Discipline Models District-Wide <b>Action # 5:</b> Maintain Safe and Accessible Facilities for All Students <b>Action # 6:</b> Expand Wellness Options and Education <b>Action # 7:</b> Develop a Mindset of Environmental Sustainability <b>Action # 8:</b> Develop Media Centers as Hubs of Student 360 and Literacy <b>Action # 9:</b> Develop Arts Integration Strategic Plan <b>Action # 10:</b> Develop a K-5 Counseling Plan and Implement 6-12 Plan	<b>WC 1:</b> Student Connection, GPA, and Attendance Rate <b>WC 2:</b> 30+ Community 360 Ed. Options <b>WC 3:</b> Development of Community 360 Consortium <b>WC 4:</b> Suspension Rate <5% <b>WC 5:</b> Zero Williams Complaints <b>WC 6:</b> Wellness Education Model Developed & Deployed <b>WC 7:</b> 10% Paper Reduction, Increase Composting <b>WC 8:</b> 10% Increase in Circulation Relating to 360 Dispositions <b>WC 9:</b> Plan Developed and Deployed by Fall 2020 <b>WC 10:</b> 10% Increase in Student Safety and Connectedness
<b>Professional Capacity (PC)</b>	<i>LVUSD will build the Professional Capacity of our staff to prepare current and future teachers and leaders to best meet our students' diverse needs.</i>	<b>Action # 1:</b> Sustain Center for Educational Excellence (Credential Programs) for Teacher/Leader Development <b>Action # 2:</b> Develop and Deploy Robust Offering of Student-360 Aligned Talent Development <b>Action # 3:</b> Retain, Attract, and Support Highly Qualified Teachers and Other Staff with Competitive Salaries and Benefits <b>Action # 4:</b> Begin Three-Year Roll-out of Professional Learning Community Training <b>Action # 5:</b> Continue to Work Toward a Balanced Budget and Fiscal Solvency	<b>PC 1:</b> Three Active Credential Programs in Fall 2018  <b>PC 2:</b> 30% of Staff involved in one of the following strands: Math, PLC's, Cultural Proficiency, Instructional Rounds <b>PC 3:</b> 100% of Teachers Appropriately Credentialed and Assigned <b>PC 4:</b> 30% of Staff Trained by May 2020 <b>PC 5:</b> Identify \$3,000,000 Annually to Offset General Fund for LCAP Priorities

**Las Virgenes Unified School District**  
2019-2020 LCAP Executive Summary-Finance



Focus Areas	Goal	2019-2020 Actions	Budget Base Grant	Budget Supplemental Grant	Budget Federal Categorical	Budget State and Local Grants
College and Career (CCR)	<i>LVUSD will support students with the curriculum, instruction, and intentional guidance to provide every opportunity for success in <b>College and Career</b>.</i>	<b>Action # 1:</b> Increase High School Graduation Rates and College Eligibility <b>Action # 2:</b> Enhance Access and Fluency with College and Career Information for Families <b>Action # 3:</b> Adopt Innovative Instructional Resources <b>Action # 4:</b> Deploy Alternative Learning Program in Grades K-12 <b>Action # 5:</b> Implement <i>Forward Learning Technology Strategic Plan</i> <b>Action # 6:</b> Enhance the Quality and Quantity of Reading and Writing in K-8 <b>Action # 7:</b> Implement High-Yield Math Practices across K-12 <b>Action # 8:</b> Build Capacity around a Claim-Evidence-Reasoning Approach to Inquiry in STEAM subjects and Argument Writing in Humanities <b>Action # 9:</b> Expand Business-School partnerships and internship opportunities <b>Action # 10:</b> Develop Career Technical-Education certification program with Moorpark College	<b>CCR 1:</b> None <b>CCR 2:</b> None <b>CCR 3:</b> \$715,000 <b>CCR 4:</b> None <b>CCR 5:</b> \$300,000 <b>CCR 6:</b> \$20,000 <b>CCR 7:</b> \$20,000 <b>CCR 8:</b> \$10,000  <b>CCR 9:</b> \$40,000 <b>CCR 10:</b> None	<b>CCR 1:</b> None <b>CCR 2:</b> None <b>CCR 3:</b> \$200,000 <b>CCR 4:</b> \$467,450 <b>CCR 5:</b> None <b>CCR 6:</b> \$85,000 <b>CCR 7:</b> None <b>CCR 8:</b> None  <b>CCR 9:</b> None <b>CCR 10:</b> None	<b>CCR 1:</b> None <b>CCR 2:</b> None <b>CCR 3:</b> \$30,000 <b>CCR 4:</b> \$50,000 <b>CCR 5:</b> None <b>CCR 6:</b> None <b>CCR 7:</b> \$10,000 <b>CCR 8:</b> \$10,000  <b>CCR 9:</b> None <b>CCR 10:</b> None	<b>CCR 1:</b> None <b>CCR 2:</b> None <b>CCR 3:</b> None <b>CCR 4:</b> None <b>CCR 5:</b> None <b>CCR 6:</b> \$20,000 <b>CCR 7:</b> \$10,000 <b>CCR 8:</b> None  <b>CCR 9:</b> \$20,000 <b>CCR 10:</b> None
Opportunity and Equity (OE)	<i>LVUSD will provide regular assessment, monitoring, and intervention support to expose students to every school <b>Opportunity</b> possible.</i>	<b>Action # 1:</b> Deploy the Early College Academy Program in Grades 6-10 <b>Action # 2:</b> Develop Saturday and after school credit recovery programs <b>Action # 3:</b> Deploy Comprehensive Monitoring of RFEP and LTEL Students <b>Action # 4:</b> Implement PSAT in Grades 8 and 10 <b>Action # 5:</b> Provide Equitable Access to School Services for Students with Unique Needs <b>Action # 6:</b> Develop early intervention program for ELA and Mathematics <b>Action # 7:</b> Support Implementation of Equity-Based Programs <b>Action # 8:</b> Form Early Childhood Taskforce to Discuss Preschool Options	<b>OE 1:</b> None <b>OE 2:</b> None <b>OE 3:</b> None <b>OE 4:</b> None <b>OE 5:</b> \$250,000 <b>OE 6:</b> None <b>OE 7:</b> None <b>OE 8:</b> \$10,000	<b>OE 1:</b> \$525,000 <b>OE 2:</b> None <b>OE 3:</b> \$974,550 <b>OE 4:</b> None <b>OE 5:</b> None <b>OE 6:</b> None <b>OE 7:</b> \$43,000 <b>OE 8:</b> None	<b>OE 1:</b> None <b>OE 2:</b> None <b>OE 3:</b> \$68,642 <b>OE 4:</b> None <b>OE 5:</b> None <b>OE 6:</b> \$331,879 <b>OE 7:</b> None <b>OE 8:</b> None	<b>OE 1:</b> None <b>OE 2:</b> None <b>OE 3:</b> None <b>OE 4:</b> \$25,000 <b>OE 5:</b> None <b>OE 6:</b> None <b>OE 7:</b> None <b>OE 8:</b> None
Whole Child (WC)	<i>LVUSD will cultivate the health, safety, and well- being of the <b>Whole Child</b> through curriculum, counseling, and positive learning spaces.</i>	<b>Action # 1:</b> Continue to Implement Student 360 Program <b>Action # 2:</b> Continue to Grow Participation in Community 360 Events <b>Action # 3:</b> Sustain Partnerships with the Community 360 Counseling Center <b>Action # 4:</b> Sustain Restorative Discipline Models District-Wide <b>Action # 5:</b> Maintain Safe and Accessible Facilities for All Students <b>Action # 6:</b> Expand Wellness Options and Education <b>Action # 7:</b> Develop a Mindset of Environmental Sustainability <b>Action # 8:</b> Develop Media Centers as Hubs of Student 360 and Literacy <b>Action # 9:</b> Develop Arts Integration Strategic Plan <b>Action # 10:</b> Develop a K-5 Counseling Plan and Implement 6-12 Plan	<b>WC 1:</b> None <b>WC 2:</b> None <b>WC 3:</b> None <b>WC 4:</b> None <b>WC 5:</b> \$980,000 <b>WC 6:</b> \$10,000 <b>WC 7:</b> \$15,000 <b>WC 8:</b> None <b>WC 9:</b> None <b>WC 10:</b> None	<b>WC 1:</b> \$90,000 <b>WC 2:</b> \$45,000 <b>WC 3:</b> None <b>WC 4:</b> None <b>WC 5:</b> None <b>WC 6:</b> None <b>WC 7:</b> None <b>WC 8:</b> \$60,000 <b>WC 9:</b> None <b>WC 10:</b> None	<b>WC 1:</b> None <b>WC 2:</b> None <b>WC 3:</b> None <b>WC 4:</b> None <b>WC 5:</b> None <b>WC 6:</b> \$30,000 <b>WC 7:</b> None <b>WC 8:</b> None <b>WC 9:</b> None <b>WC 10:</b> None	<b>WC 1:</b> None <b>WC 2:</b> None <b>WC 3:</b> \$175,000 <b>WC 4:</b> None <b>WC 5:</b> None <b>WC 6:</b> None <b>WC 7:</b> None <b>WC 8:</b> None <b>WC 9:</b> \$10,000 <b>WC 10:</b> None
Professional Capacity (PC)	<i>LVUSD will build the <b>Professional Capacity</b> of our staff to prepare current and future teachers and leaders to best meet our students' diverse needs.</i>	<b>Action # 1:</b> Sustain Center for Educational Excellence (Credential Programs) for Teacher/Leader Development <b>Action # 2:</b> Develop and Deploy Robust Offering of Student-360 Aligned Talent Development <b>Action # 3:</b> Retain, Attract, and Support Highly Qualified Teachers and Other Staff with Competitive Salaries and Benefits <b>Action # 4:</b> Begin Three-Year Roll-out of Professional Learning Community Training <b>Action # 5:</b> Continue to Work Toward a Balanced Budget and Fiscal Solvency	<b>PC 1:</b> \$123,800  <b>PC 2:</b> \$250,000 <b>PC 3:</b> \$91,348,030  <b>PC 4:</b> None <b>PC 5:</b> None	<b>PC 1:</b> None <b>PC 2:</b> \$420,000 <b>PC 3:</b> None  <b>PC 4:</b> \$100,000 <b>PC 5:</b> None	<b>PC 1:</b> 154,168 <b>PC 2:</b> \$182,000 <b>PC 3:</b> None  <b>PC 4:</b> None <b>PC 5:</b> None	<b>PC 1:</b> None <b>PC 2:</b> None <b>PC 3:</b> \$10,074,860  <b>PC 4:</b> \$40,000 <b>PC 5:</b> None



# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Las Virgenes Unified School District

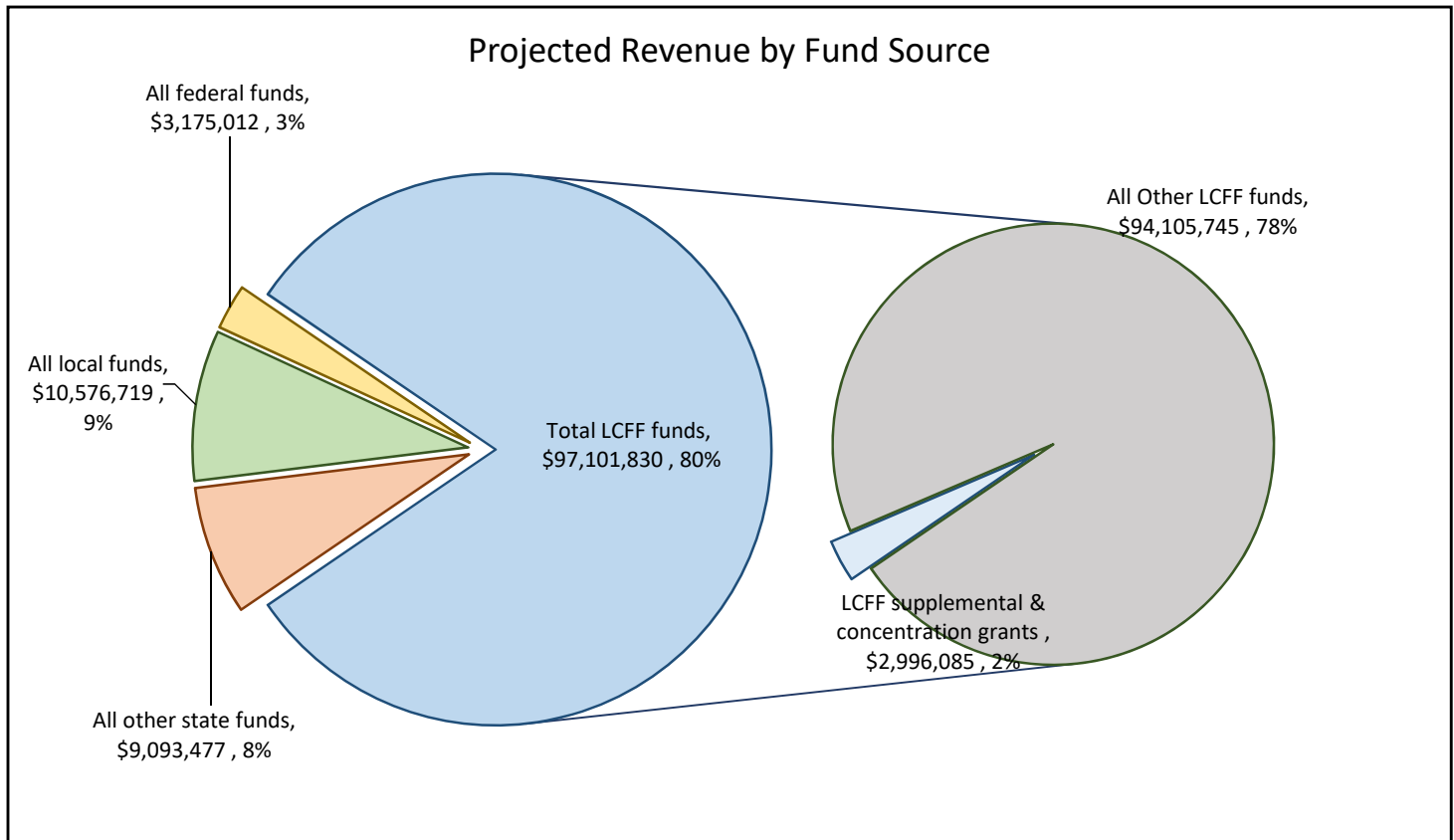
CDS Code: 19646830000000

Local Control and Accountability Plan (LCAP) Year: 2019-2020

LEA contact information: Ryan Gleason, (818) 878-5219

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

## Budget Overview for the 2019-2020 LCAP Year

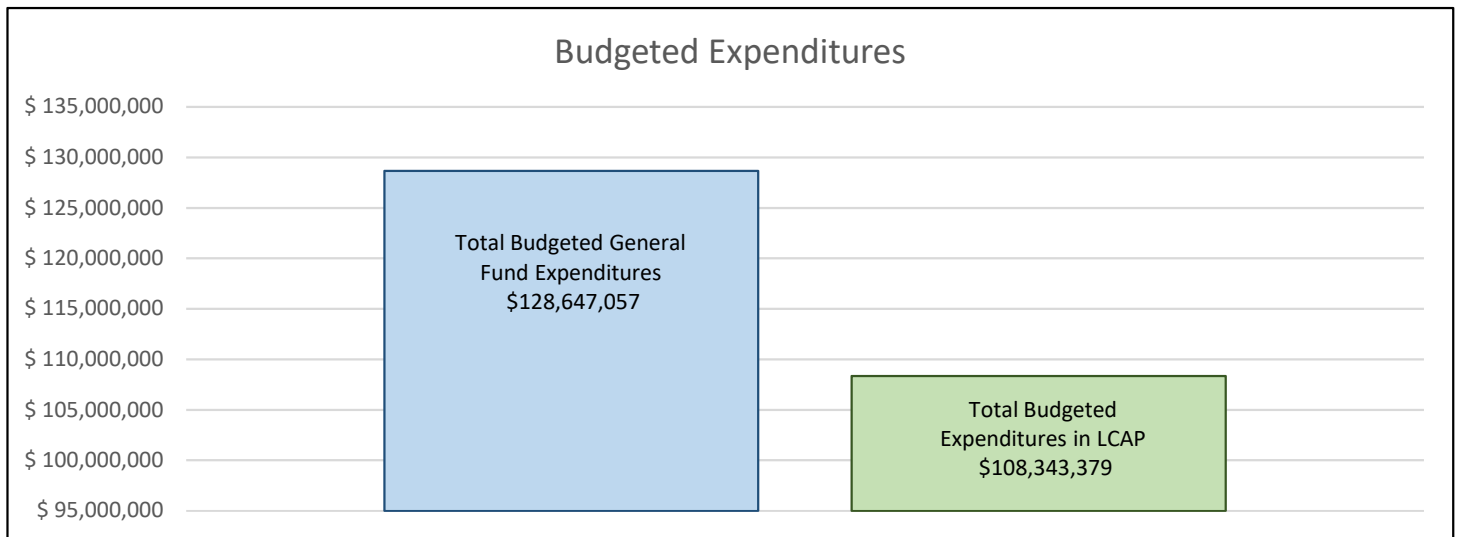


This chart shows the total general purpose revenue Las Virgenes Unified School District expects to receive in the coming year from all sources.

The total revenue projected for Las Virgenes Unified School District is \$119,947,038.00, of which \$97,101,830.00 is Local Control Funding Formula (LCFF), \$9,093,477.00 is other state funds, \$10,576,719.00 is local funds, and \$3,175,012.00 is federal funds. Of the \$97,101,830.00 in LCFF Funds, \$2,996,085.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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

# LCFF Budget Overview for Parents



This chart provides a quick summary of how much Las Virgenes Unified School District plans to spend for 2019-2020. It shows how much of the total is tied to planned actions and services in the LCAP.

Las Virgenes Unified School District plans to spend \$128,647,057.00 for the 2019-2020 school year. Of that amount, \$108,343,379.00 is tied to actions/services in the LCAP and \$20,303,678.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

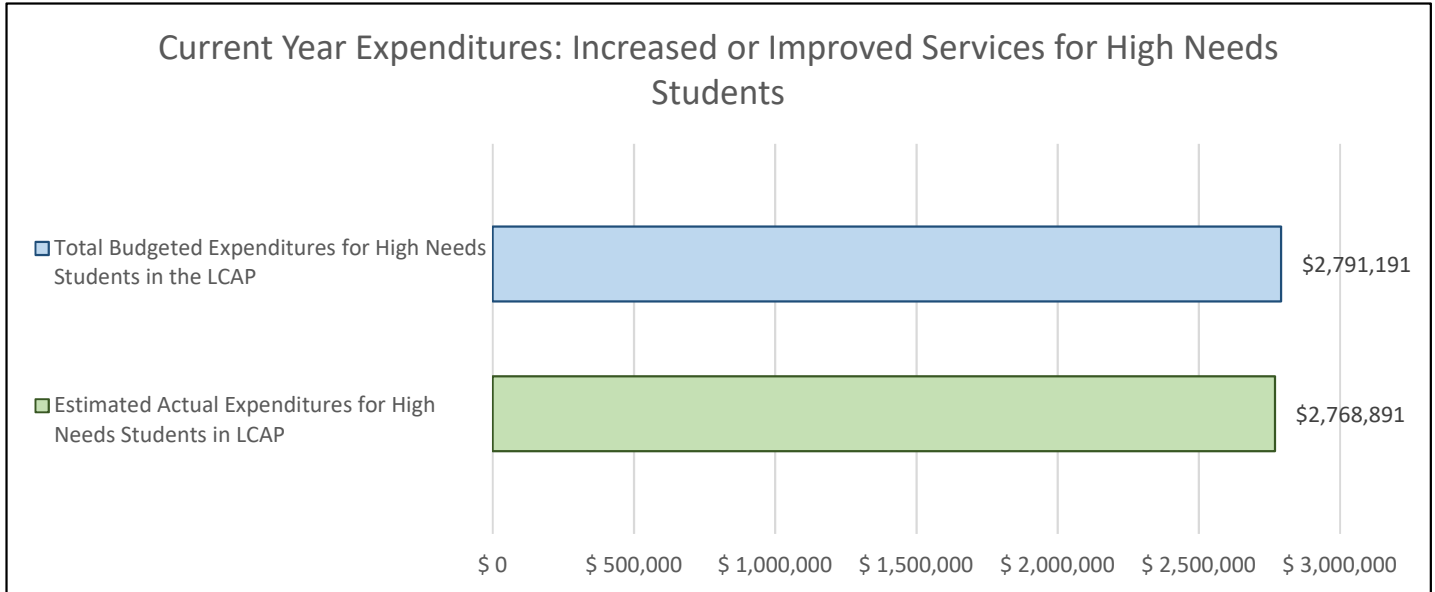
Costs not included in the LCAP include basic facilities maintenance & utilities, transportation, and specialized services for special-needs students.

## Increased or Improved Services for High Needs Students in 2019-2020

In 2019-2020, Las Virgenes Unified School District is projecting it will receive \$2,996,085.00 based on the enrollment of foster youth, English learner, and low-income students. Las Virgenes Unified School District must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Las Virgenes Unified School District plans to spend \$3,010,000.00 on actions to meet this requirement.

# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2018-2019



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

In 2018-2019, Las Virgenes Unified School District's LCAP budgeted \$2,791,191.00 for planned actions to increase or improve services for high needs students. Las Virgenes Unified School District estimates that it will actually spend \$2,768,891.00 for actions to increase or improve services for high needs students in 2018-2019. The difference between the budgeted and actual expenditures of \$22,300.00 had the following impact on Las Virgenes Unified School District's ability to increase or improve services for high needs students:

No impact to overall services. Some estimated costs came in lower than originally estimated.

# Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[California School Dashboard](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name

Las Virgenes Unified

Contact Name and Title

Ryan Gleason  
Director of Education and Leadership

Email and Phone

[rgleason@lvusd.org](mailto:rgleason@lvusd.org)  
(805) 559-0172



# 2017-20 Plan Summary

## The Story

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

The Las Virgenes Unified School District has approximately 11,000 students and is one of the top ranking school districts in the state of California. Seven of the District's schools have received California Distinguished School/California Gold Ribbon School recognition—Agoura High School, Calabasas High School, A.C. Stelle Middle School, A.E. Wright Middle School, Lindero Canyon Middle School, Willow Elementary School, and Yerba Buena Elementary School. LVUSD is approximately 5% English Learners, with a broad range of languages represented in this subgroup. Additionally, approximately 12% of our students are on Free/Reduced Lunch. Our Foster Youth Count hovers between 10-20 students annually. Las Virgenes high schools have been nationally ranked by U.S. News and World Report, and Newsweek Magazine. In addition, the District has been named to the Advanced Placement Honor Roll by the National College Board, an award given to the top two percent of school districts in the United States and Canada. Most recently, Las Virgenes has been named a California Green Ribbon School District and received the Gold Level Recognition from the California Department of Education. Las Virgenes has also been recognized for increasing the number of students taking Advanced Placement (AP) courses and for their performance on the AP exams. District students continue to work magic in the Performing Arts Education Centers with their amazing talent. Las Virgenes is focused on expanding options and opportunities for students to ensure their educational excellence. The District is working hard on the instructional shifts necessary for students to be successful and college and career ready. Technology has been thoughtfully and purposefully infused into the classroom to support instructional shifts and student success. Our core mission centers around Student 360 - a framework that focuses on developing college, career, and life-ready children.

## LCAP Highlights

Identify and briefly summarize the key features of this year's LCAP.

LVUSD's LCAP this year continues to focus on four main Goal areas: College and Career, Opportunity and Equity, Whole Child, and Professional Capacity. New actions for the 2019-2020 school year focus on school safety, tiered interventions for our students, arts integration, collaboration training, preschool expansion, and a continued push to find grant funding to support our budget.

## Review of Performance

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

### Greatest Progress

The areas that our LEA is most proud of include:

- A. Securing \$2.5 Million in grant funding to expand mental health services and teacher preparation services.
- B. Launch of the Early College Academy partnership with Moorpark College
- C. Administration of the PSAT and follow-up counseling, data-mining, and information nights.
- D. Expanding parent education and outreach efforts to reach over 30% of the community.
- E. Continued deployment of our Student 360 initiative including a full-day, all-staff Conference and 400 Talent Development offerings for staff to choose from.
- F. Adoption of English IV Courses and History Social Science Curriculum.
- G. Continued success with the Forward Learning innovation plan.
- H. Deploying Instructional Rounds for over 35% of our certificated staff.
- I. Reduction in Suspensions via the adoption of Restorative Practices.
- J. Increase in Graduation Rate by 2.2%

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

### Greatest Needs

From the LCFF evaluation rubrics, it appears that we have growth areas in the following categories:

1. English Learner Progress was evaluated using ELPAC and CAASPP data. We recognized a need in growing speaking/listening and accountable student discourse, as evidenced by the respective scores on CAASPP and ELPAC. This is addressed in Goal 2- Opportunity and Equity, Action 3:

Action # 3: Deploy Comprehensive Monitoring of EL and RFEP Students

3. Suspension Rates for African American, Foster Youth, and American Indian (Orange on CDE Dashboard) This is addressed in Goal 3- Whole Child:

Action # 4: Expand Restorative Discipline Models District-Wide

4. ELA and Math Outcomes for African American and Students with Disabilities (Orange on CDE Dashboard) This is addressed in Goal 1- College and Career and Goal 2, Opportunity and Equity:

Action # 6: Enhance the Quality and Quantity of Reading and Writing in K-8

Action # 7: Implement High-Yield Math Practices across K-12

Action # 8: Build Capacity around a Claim-Evidence-Reasoning Approach to Inquiry in STEAM subjects and Argument Writing in Humanities.

Action # 5: Provide Equitable Access to School Services for Students with Unique Needs

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

### Performance Gaps

ELA and Math Outcomes for African American, Socioeconomically Disadvantaged, and Students with Disabilities (Orange on CDE Dashboard, Green for All Students). College and Career Indicator for African American Students. These issues are addressed in Goal 1- College and Career and Goal 2, Opportunity and Equity:

Action # 6: Enhance the Quality and Quantity of Reading and Writing in K-8

Action # 7: Implement High-Yield Math Practices across K-12

Action # 8: Build Capacity around a Claim-Evidence-Reasoning Approach to Inquiry in STEAM subjects and Argument Writing in Humanities.

Action # 5: Provide Equitable Access to School Services for Students with Unique Needs

College and Career Indicator for Students with Disabilities (Orange on Dashboard, Green for all Students). These issues are addressed in Goal 1- College and Career:

Action # 10: Develop a Career Technical Education Certification Program with Moorpark College

Suspension Indicator for African American, American Indian, and Foster Youth Students (Orange on Dashboard, Green for all Students). These issues are addressed in Goal # 3, Whole Child:

Action # 4: Expand Restorative Discipline Models Districtwide.

### Comprehensive Support and Improvement

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

#### Schools Identified

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

No schools within LVUSD have been identified for CSI.

#### Support for Identified Schools

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

N/A

#### Monitoring and Evaluating Effectiveness

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

N/A

# Annual Update

## LCAP Year Reviewed: 2018-19

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

### Goal 1

*LVUSD will support students with the curriculum, instruction, and intentional guidance to provide every opportunity for success in College and other post-secondary endeavors.*

State and/or Local Priorities Addressed by this goal:

State Priorities: 2. Implementation of State Standards; 3. Parent involvement; 4. Pupil achievement; 7. Course access; 8. Other pupil outcomes  
Local Priorities:

### Annual Measurable Outcomes

Expected		Actual
<b>Graduation Rate</b>	<b>2018-19</b> Maintain 95% Graduation Rate	Graduation Rate 94.6% - Increased, but goal not achieved.
<b>A-G Completion</b>	<b>2018-19</b> 80%	A-G Completion Rate at 64.1% for 2018.
<b>PSAT Scores: Evidence Based Reading and Writing</b>	<b>2018-19</b> Increase by 5% over 81% (8th)/ 85% (10th) baseline.	79% for 8th Grade (-2%), 84% for 10th grade (-1%).
<b>PSAT Scores: Math</b>	<b>2018-19</b> Increase by 5% over 53% (8th)/ 60% (10th) baseline.	63% for 8th Grade (Up 10%), 59% for 10th Grade (Down 1%)
<b>CAASP ELA Scores</b>	<b>2018-19</b> Increase by 5%	69% Above Standard (down 3% from 2017)

<b>CAASP Math Scores</b>	<b>2018-19</b> Increase by 5%	60% Districtwide Above Standard (0% Growth)
<b>ELA EAP Scores</b>	<b>2018-19</b> Increase by 5%	64% EAP in 11th Grade (Down 8%)
<b>Math EAP</b>	<b>2018-19</b> Increase by 5%	47% EAP Passage (-2%)
<b>Advanced Placement Scores</b>	<b>2018-19</b> Maintain 85% with a score of 3 or higher	83% Pass Rate (+3%)
<b>Instructional Materials Sufficiency</b>	<b>2018-19</b> 100% of students have access to sufficient standards-aligned materials.	100% of students have access to sufficient standards-aligned materials.
<b>Middle School Dropout Rate</b>	<b>2018-19</b> Maintain 0%	0% Dropout Rate Maintained
<b>High School Dropout Rate</b>	<b>2018-19</b> 2% or less.	High School Dropout Rate 0.05%



## Actions / Services

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

### Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: Specific Grade Spans: 9-12</p> <p><b>Action: Increase High School Graduation Rates and College Eligibility</b></p> <p><b>2018-2019</b></p> <ul style="list-style-type: none"> <li>• Review high school graduation rates</li> <li>• Review college remediation and completer data</li> <li>• Review A-G completion rates with goal of increasing to over 90% by 2020</li> <li>• Develop systems for High School counselors to review A-G requirements with 8-10th grade students.</li> <li>• Establish a Plan for K-12 Science Integration across the Curriculum in accordance with</li> </ul>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: Specific Grade Spans: 9-12</p> <ul style="list-style-type: none"> <li>• High School Graduation Rates Reviewed by 9-12 Counseling Teams.</li> <li>• A-G Completion Rates and Remediation Rates Reviewed by High School Teams.</li> <li>• A-G Requirements reviewed with students via Fall/Spring Counseling meetings and Freshman Seminar, given the new graduation requirements.</li> <li>• Science Integration in process. Currently working with Pathways Committee to review data.</li> <li>• ERWC not yet implemented in Grades 8-12. Conversation has yet to happen.</li> <li>• 9-12 Counseling Plan deployed in Fall 2019</li> <li>• AVID/Early College Academy Pilot launched in Fall 2019</li> <li>• Freshman Seminar deployed for all 9th grade students.</li> <li>• Study on concurrent enrollment currently underway.</li> </ul>	\$0	\$0

<p>the new framework.</p> <ul style="list-style-type: none"> <li>• Develop inclusion of Expository Reading and Writing Curriculum (ERWC) in grades 8-12</li> <li>• Implement 9-12 Counseling Plan</li> <li>• Launch AVID Grade 9 Pilot</li> <li>• Deploy Freshman Seminar for all 9th Grade Students</li> <li>• Conduct Study on the Impact of Concurrent Enrollment on A-G Rates</li> </ul>			
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## Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p><b>Action: Enhance Access and Fluency with College and Career Information for Families</b></p> <p><b>2018- 2019</b></p> <ul style="list-style-type: none"> <li>• Plan and Host District-wide <i>College Knowledge Night</i></li> </ul>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <ul style="list-style-type: none"> <li>• College Knowledge Night hosted in Fall 2018</li> <li>• College Site Rep. Visits increased by 5%</li> <li>• College financing documents yet to be developed.</li> <li>• Alumni cohort data for classes of 2010, 2011, and 2012 was reviewed</li> </ul>	<p>\$8,500 - LCFF - 1000-1999 Certificated Salaries \$3,000 - LCFF - 3000-3999 Employee Benefits \$3,500 - LCFF - 2000-2999 Classified Salaries</p>	<p>\$8,500 - LCFF - 1000-1999 Certificated Salaries \$3,000 - LCFF - 3000-3999 Employee Benefits \$3,500 - LCFF - 2000-2999 Classified Salaries</p>

<ul style="list-style-type: none"> <li>• Enhance the College Site Rep. visits at both High Schools by 5% per year</li> <li>• Develop College Financing Options documents in digital and hard-copy formats for easy family access.</li> <li>• Continue to track alumni cohort completion data to ensure that students and families are best served.</li> <li>• Develop and Deploy Series of Naviance Training for Families</li> <li>• Incorporate College Visits and Information into <i>LVUSD LIVE</i> and Parent 360 Podcast</li> <li>• Continue the <i>Need to Know, Road to High School</i> Series</li> <li>• Develop Moorpark Dual Enrollment Pathways</li> </ul>	<p>in the context of science graduation requirements.</p> <ul style="list-style-type: none"> <li>• Naviance parent information nights were held for all families.</li> <li>• College visits and information incorporated into Community 360 Podcast.</li> <li>• Did not continue the <i>Need to Know</i> series, but implemented the spirit of the message in other Community 360 events.</li> <li>• Moorpark Dual Enrollment Classes expanded (2 new offerings, recruitment fair held for dual faculty held in early 2019.</li> </ul>		
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### Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p><b>Action: Adopt Innovative</b></p>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <ul style="list-style-type: none"> <li>• Roadmap for Instructional Materials</li> </ul>	<p>\$85,000 - LCFF - 1000-1999 Certificated Salaries</p> <p>\$800,000 - LCFF - 4000-4999 Books and Supplies</p> <p>\$30,000 - Federal Revenues - Title I - 4000-4999 Books and</p>	<p>\$85,000 - LCFF - 1000-1999 Certificated Salaries</p> <p>\$800,000 - LCFF - 4000-4999 Books and Supplies</p> <p>\$30,000 - Federal Revenues - Title I - 4000-4999 Books and</p>

<p><b>Instructional Resources</b></p> <p><b>2018-2019</b></p> <ul style="list-style-type: none"> <li>• Develop a Roadmap and Timeline for Instructional Materials Adoption Cycles</li> <li>• Invest (through release time, local networks, and professional learning) in Staff understanding of Instructional Materials Frameworks as they are Released</li> <li>• Continue Mapping and Identification of Resources for Grades 6-8 ELA Adoption</li> <li>• Form 6-12 Social Studies Adoption Taskforce</li> <li>• Form K-12 Science Adoption Taskforce</li> </ul>	<p>adoptions developed.</p> <ul style="list-style-type: none"> <li>• Talent Development options on aspects of the California Instructional frameworks were developed.</li> <li>• 6-12 Social Studies Committee formed and Adoption recommendation was Board approved.</li> <li>• Science Taskforce developed and recommendation of adoption is pending for 2019-2020.</li> <li>• Map/Plan of 6-8 materials was developed.</li> </ul>	<p>Supplies \$15,000 - LCFF - 3000-3999 Employee Benefits</p>	<p>Supplies \$15,000 - LCFF - 3000-3999 Employee Benefits</p>
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#### Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p><b>Action: Develop Alternative</b></p>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <ul style="list-style-type: none"> <li>• Alternative Ed. Completer data</li> </ul>	<p>\$21,500 - LCFF - 1000-1999 Certificated Salaries \$3,500 - LCFF - 3000-3999 Employee Benefits \$125,000 - LCFF - 5000-5999 Services and Other Operating Expenses</p>	<p>\$21,500 - LCFF - 1000-1999 Certificated Salaries \$3,500 - LCFF - 3000-3999 Employee Benefits \$125,000 - LCFF - 5000-5999 Services and Other Operating Expenses</p>



## Learning Programs that enhance post-high-school opportunities

### 2018-2019

- Review Alternative Education Course Completer Data
- Expand hours of Independent Study programs to allow for greater flexibility for students during the school day.
- Develop integrated College, Career, and Social-Emotional guidance program for Independent Study Students.
- Continue to Study impacts of FUEL Model as means of Independent Study
- Research Feasibility of offering an LVUSD, A-G aligned Online or Hybrid Class

reviewed. Data suggested need for expanded program.

- Independent Study program expansion to occur during the 2019-2020 school year.
- Grant funding secured to open up Community 360 Counseling center for supporting our higher risk students with mental health and social-emotional support needs.
- FUEL model studied. Program will sunset in 2019 in favor of an APEX/hybrid model.
- Reviewed online/hybrid coursework with Alternative Ed. Taskforce.

## Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<b>For Actions/Services included as contributing to meeting Increased or</b>	<b>For Actions/Services included as contributing to meeting Increased or</b>	\$7,700 - LCFF - 1000-1999 Certificated Salaries	\$7,700 - LCFF - 1000-1999 Certificated Salaries

<p><b>Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p><b>Action: Develop a K-8 Counseling Plan and Implement 9-12 Plan</b></p> <p><b>2018-2019</b></p> <ul style="list-style-type: none"> <li>• Work with K-8 Counseling Team to Develop a Scope and Sequence that compliments the 9-12 Counseling Plan</li> <li>• Communicate Counseling Plan with Families through Parent 360 Events</li> </ul>	<p><b>Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <ul style="list-style-type: none"> <li>• Counseling plan was developed for Grades 6-8.</li> <li>• Plan to be presented to the Board of Education in Spring 2019 and will be communicated to families thereafter.</li> <li>• Our counseling specific actions were moved to goal 4.</li> </ul>	<p>\$1,300 - LCFF - 3000-3999 Employee Benefits</p> <p>\$1,000 - LCFF - 4000-4999 Books and Supplies</p>	<p>\$1,300</p> <p>\$1,000</p>
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## Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p><b>Action: Implement Forward Learning Strategic Plan.</b></p> <ul style="list-style-type: none"> <li>• Enhance the use of</li> </ul>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <ul style="list-style-type: none"> <li>• Parent cybersecurity nights and tech. outreach events held.</li> <li>• Surveys conducted and data was collected regarding student technology usage. Growth is still</li> </ul>	<p>\$540,000 - LCFF - 4000-4999 Books and Supplies - Student Devices.</p> <p>\$150,000 - LCFF - 5000-5999 Services and Other Operating Expenses</p>	<p>\$540,000 - LCFF - 4000-4999 Books and Supplies</p> <p>\$150,000 - LCFF - 5000-5999 Services and Other Operating Expenses</p>

<p>technology in the classroom and parent outreach.</p> <ul style="list-style-type: none"> <li>• Conduct surveys with students to ask them to use online documents, collaborate with classmates, and send and receive feedback online almost daily or daily.</li> <li>• Provide PD so that 1 in 3 teachers visit a model teacher's classroom.</li> </ul>	<p>needed in reducing paper usage and integrating technology into the core content areas.</p> <ul style="list-style-type: none"> <li>• Instructional Rounds implemented to allow 1 in 4 teachers to visit a colleagues' classroom.</li> </ul>		
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## Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners</p> <p>Scope of Service: Limited to Unduplicated Student Group(s)</p> <p>Location: All Schools</p> <p>1A: Provide Career and College outreach to English Learner students through a coordinated counseling plan and parent education series to ensure that all EL</p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners</p> <p>Scope of Service: Limited to Unduplicated Student Group(s)</p> <p>Location: All Schools</p> <p>1A: English Learner families and students received language-specific and targeted guidance through ELAC, DELAC, and through the translating services provided</p>	<p>\$0</p>	

students receive the appropriate support, monitoring, and pathway opportunities.	by both high schools.  Parents received training and guidance on how to understand ELPAC reports, how to form trauma-informed learning environments, how to support children with literacy at home, and how to prepare students for a college-track.		
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## Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners</p> <p>Scope of Service: Limited to Unduplicated Student Group(s)</p> <p>Location: All Schools</p> <p>3A: LVUSD will adopt innovative instructional resources and invest in collaborative time for designated English Language Development courses and our Dual Language School.</p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners</p> <p>Scope of Service: Limited to Unduplicated Student Group(s)</p> <p>Location: All Schools</p> <p>3A: Technological resources, supplemental books, and software licenses were purchased to support our designated ELD classes across Grades K-12. Teachers of ELD courses utilized collaborative time to interpret ELPAC scores, determine how ELD fits into the new ELA adoption, and to develop better assessments for language instruction. The software licenses are for READ 180 and Freckle.</p>	<p>\$130,000 - LCFF - 4000-4999 Books and Supplies \$378,788 - LCFF - 5000-5999 Services and Other Operating Expenses</p>	<p>\$130,000 - LCFF - 4000-4999 Books and Supplies \$378,788 - LCFF - 5000-5999 Services and Other Operating Expenses</p>

## Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<b>For Actions/Services included as</b>	<b>For Actions/Services included as</b>	\$30,000 - LCFF -	\$30,000 - LCFF -



<b>contributing to meeting Increased or Improved Services Requirement</b>  Students to be Served: English Learners  Scope of Service: Limited to Unduplicated Student Group(s)  Location: All Schools  6A: LVUSD will provide Technology support to English Learner families and invest in systems to support Designated and Integrated ELD across the curriculum.	<b>contributing to meeting Increased or Improved Services Requirement</b>  Students to be Served: English Learners  Scope of Service: Limited to Unduplicated Student Group(s)  Location: All Schools  6A: iPads and digital software purchased for Designated ELD pull-out intervention in Grades K-8. READ 180 was utilized to support 6-12 growth through various reading exercises. Technology was used in all grades for multiple means of representation for language-based lessons. Tools for supporting auditory processing and phonemic awareness were accessed in the core curriculum during differentiated group time. Technology support for EL students is moved to Goal 2.	4000-4999 Books and Supplies - S & C	4000-4999 Books and Supplies - S & C
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## Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b>  Students to be Served: All  Location: All Schools  <b>Action: Enhance the Quality and Quantity of Reading and Writing in K-8</b> <ul style="list-style-type: none"> <li>Develop reliable metrics for measuring the quantity of both in and out of class reading.</li> <li>Deploy Grades K-8 Levelled</li> </ul>	<b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b>  Students to be Served: All  Location: All Schools  <ul style="list-style-type: none"> <li>RENSTAR scores utilized by centralized Language and Literacy Coach to monitor formative growth in reading. This formative assessment tool was used on five week cycles to determine students</li> </ul>	\$85,000 - LCFF - 4000-4999 Books and Supplies \$5,100 - Federal Revenues - Title I - 1000-1999 Certificated Salaries \$900 - Federal Revenues - Title I - 3000-3999 Employee Benefits \$9,000 - Federal Revenues - Title I - 4000-4999 Books and Supplies	\$85,000 - LCFF - 4000-4999 Books and Supplies \$5,100 - Federal Revenues - Title I - 1000-1999 Certificated Salaries \$900 - Federal Revenues - Title I - 3000-3999 Employee Benefits \$9,000 - Federal Revenues - Title I - 4000-4999 Books and Supplies

libraries in all classrooms. Provide talent development options related to book selection, conferring, reading workshop management, and reading developmental levels. <ul style="list-style-type: none"> <li>Utilize Reading Specialist supports to administer random Benchmark Assessment System samples across sites to determine developmental growth over time.</li> </ul>	who needed additional literacy instruction to not fall behind. <ul style="list-style-type: none"> <li>Writing assessments in development.</li> <li>Deployed Grades K-8 Leveled libraries in all classrooms. Provided robust talent development options related to book selection, conferring, reading workshop management, and reading developmental levels.</li> <li>Utilized Reading Specialist supports (via the Language and Literacy Coach) to administer random Benchmark Assessment System samples across sites to determine developmental growth over time.</li> </ul>		
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## Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p><b>Action: Develop Mathematics Instructional Systems Involving Communicating Reasoning and Complex Problem Solving</b></p> <ul style="list-style-type: none"> <li>Offer Talent Development options with systems such as <i>Number Talks</i></li> <li>Identify an elementary site to become an early-adopter magnet for <i>Number Talks</i></li> </ul>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <ul style="list-style-type: none"> <li>Offered approximately 10 Professional Development sessions on Number Talks. Number talks build upon Communicating Reasoning and Problem Solving Domains-- both growth areas for LVUSD with respect to CAASPP.</li> <li>Early adopter site yet to be identified.</li> </ul>	<p>\$8,500 - LCFF - 1000-1999 Certificated Salaries \$1,500 - LCFF - 3000-3999 Employee Benefits \$8,500 - Federal Revenues - Title I - 1000-1999 Certificated Salaries \$1,500 - Federal Revenues - Title I - 3000-3999 Employee Benefits</p>	<p>\$8,500 - LCFF - 1000-1999 Certificated Salaries \$1,500 - LCFF - 3000-3999 Employee Benefits \$8,500 - Federal Revenues - Title I - 1000-1999 Certificated Salaries \$1,500 - Federal Revenues - Title I - 3000-3999 Employee Benefits</p>

## Action 12

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p><b>Action: Systematize a Claim-Evidence-Reasoning Approach to Inquiry in STEAM subjects</b></p> <ul style="list-style-type: none"> <li>• Offer Talent Development options in the <i>Claim-Evidence-Reasoning</i> Framework</li> <li>• Utilize the <i>Claim-Evidence-Reasoning</i> framework as an approach for fostering inquiry and conducting investigations.</li> </ul>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <ul style="list-style-type: none"> <li>• Offered approximately 5 Talent Development options on the <i>Claim-Evidence-Reasoning</i> Framework</li> <li>• Yet to scale the Claim-Evidence-Reasoning framework across a site.</li> </ul>	<p>\$8,500 - LCFF - 1000-1999 Certificated Salaries \$1,500 - LCFF - 3000-3999 Employee Benefits \$8,500 - Federal Revenues - Title I - 1000-1999 Certificated Salaries \$1,500 - Federal Revenues - Title I - 3000-3999 Employee Benefits</p>	<p>\$8,500 - LCFF - 1000-1999 Certificated Salaries \$1,500 - LCFF - 3000-3999 Employee Benefits \$8,500 - Federal Revenues - Title I - 1000-1999 Certificated Salaries \$1,500 - Federal Revenues - Title I - 3000-3999 Employee Benefits</p>

## Action 13

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p><b>Action: Develop and Expand Business-School Partnerships</b></p> <ul style="list-style-type: none"> <li>• Identify partnership opportunities for internships and for CTE Pathways</li> </ul>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <ul style="list-style-type: none"> <li>• Partnership and Grant opportunities explored. LVUSD to submit the SWP grant in partnership with Moorpark College in Spring 2019.</li> <li>• CTE Advisory Committee formed.</li> </ul>	<p>\$0</p>	<p>\$0</p>

<ul style="list-style-type: none"> <li>• Form CTE Advisory Council involving businesses and CTE Leaders</li> <li>• Research and Identify competitive grants for school-to-work programs.</li> </ul>	<ul style="list-style-type: none"> <li>• Applied for approximately \$2,000,000 in Career Technical Education grants.</li> </ul>		
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## Action 14

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p><b>7A Action: Enhance the Volume and Quantity of Reading and Writing in K-8 for English Learner, Low Income, and Foster Youth Students</b></p> <ul style="list-style-type: none"> <li>• Develop reliable metrics for measuring the quantity of both in and out of class reading.</li> <li>• Deploy Grades K-8 Leveled libraries in all classrooms. Provide talent development options related to book selection, conferring, reading workshop management, and reading developmental levels.</li> <li>• Utilize Reading Specialist supports to administer random Benchmark Assessment System samples across sites to determine developmental growth over time.</li> </ul>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <ul style="list-style-type: none"> <li>• Additional time and books were provided to our reading specialists to best meet the needs of our EL and Low Income students. Data suggested that more intervention support was needed, thus more time will be added for literacy intervention for all sites next year. The intervention support increased the percentage of students who were reading at level and provided supplemental language instruction to struggling readers every week.</li> </ul>	<p>\$8,500 - LCFF - 1000-1999 Certificated Salaries</p> <p>\$1,500 - LCFF - 3000-3999 Employee Benefits</p> <p>\$10,000 - LCFF - 4000-4999 Books and Supplies</p>	

## Action 15

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p><b>4A Action: Develop Alternative Learning Programs that enhance post-high-school opportunities</b></p> <p><b>2018-2019</b></p> <ul style="list-style-type: none"> <li>• Review Alternative Education Course Completer Data</li> <li>• Expand hours of Independent Study programs to allow for greater flexibility for students during the school day.</li> <li>• Develop integrated College, Career, and Social-Emotional guidance program for Independent Study Students.</li> </ul>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Reviewed data for EL, Low Income, and Foster Youth Students:</p> <ul style="list-style-type: none"> <li>• Data suggested need for expanded program.</li> <li>• Independent Study program expansion to occur during the 2019-2020 school year. In the 2018-2019 year, the program provided access to instruction for students who were unable to attend school.</li> <li>• Grant funding secured to open up Community 360 Counseling center for supporting our higher risk students with mental health and social-emotional support needs.</li> <li>• FUEL model studied. Program will sunset in 2019 in favor of an APEX/hybrid model.</li> <li>• Reviewed online/hybrid coursework with Alternative Ed. Taskforce.</li> </ul>	<p>\$51,500 - LCFF - 1000-1999 Certificated Salaries</p>	<p>\$51,500 - LCFF - 1000-1999 Certificated Salaries</p>

- Continue to Study impacts of FUEL Model as means of Independent Study
- Research Feasibility of offering an LVUSD, A-G aligned Online or Hybrid Class

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the California School Dashboard, as applicable.

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

LVUSD implemented a K-11 ELA Adoption, Adopted four new English 12 Classes, Deployed new classroom libraries, researched alternative education programs, deployed our 9-12 counseling plan, and continued to invest in supports for integrated and designated ELD.

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

LVUSD continues to have flat-line growth on CAASPP ELA and Math. That said, ELA RENSTAR scores reflect ongoing growth, and we anticipate future growth as we implement the above actions and new curricular adoptions. With adoptions in all core subject areas except science, and an ongoing emphasis this year on disciplinary literacy, accountable student discourse, and communicating reasoning, we expect to see future growth. LVUSD implemented actions to mitigate the D/F rate and enhance access to higher-level coursework for low-income students this year. The success of these measures will be evaluated through increased access to classes and better achievement in the long-term.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There are no projected material differences between budgeted and actual expenditures at this time.

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

There is a continued need to scale high-leverage instructional practices that address communicating reasoning and problem solving in mathematics. Furthermore, we need to continue to grow and expand business and concurrent partnerships to maintain student engagement. Our hope is that these efforts can impact our CCR Indicator for the CDE Dashboard. Our counseling-specific actions were moved to Goal 4, Whole Child.



## Goal 2

*LVUSD will provide regular assessment, monitoring, and intervention support to expose students to every school **Opportunity** possible.*

State and/or Local Priorities Addressed by this goal:

State Priorities: 2. Implementation of State Standards; 3. Parent involvement; 4. Pupil achievement; 5. Pupil engagement; 6. School climate; 7. Course access; 8. Other pupil outcomes

Local Priorities:

### Annual Measurable Outcomes

Expected		Actual
<b>English Learner ELA and Math CAASPP Scores</b>	<b>2018-19</b> Increase by 5% of 2018 Baseline	CAASPP ELA 69% (-3% from 2017)  CAASPP Math 60% (Stable from 2017)
<b>Socioeconomically Disadvantaged ELA and Math CAASPP Scores</b>	<b>2018-19</b> Increase by 5% of 2018 Baseline	54% above standard ELA (-1% from 2017)  42% above standard Math (Stable from 2017)
<b>Long Term English Learner Identification Rate</b>	<b>2018-19</b> Reclassification of LTELs so that 0 Students with 5+ Years in LVUSD as LTEL	23 LTEL's (down 17 from 2017); 43% reclassification rate.
<b>Percentage of English Learners completing A-G Sequence</b>	<b>2018-19</b> Increase by 5% of 2018 Baseline	6.2% increase  2018: 2 of 21 (23.8%)  2017: 3 of 17 (17.6%)
<b>Percentage of Students Reading At-Level in Grade 3 according to RENSTAR</b>	<b>2018-19</b> Greater than 95%	89.6% of students reading at 3rd grade level. Up 6.2% over 2017.

<b>Percentage of 9th Grade Students 2018-19 in Algebra Intervention</b>	Reduce by 10% of 2018 Baseline	Section count is the same for 2019 vs. 2018. No change.
<b>English Proficiency Progress</b>	<b>2018-19</b> 87% Proficient According to ELPAC	79% of students scored a Level III or 4 Overall.

## Actions / Services

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

### Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p><b>Action: Develop and Implement 8th to 9th Grade Bridge Program</b></p> <p><b>2018-2019</b></p> <ul style="list-style-type: none"> <li>Identify placement criteria for non-matriculating and struggling students in the 8th grade to ensure a strong start in the freshman year.</li> <li>Expand the <i>Bridge</i> program to offer acceleration opportunities for first generation college-bound students.</li> <li>Track cohort data on 2018 summer <i>Bridge</i> program student success in</li> </ul>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>A Bridge program helps provide transition support from grades 8 to 9. We support this bridge through coursework, summer programming, and targeted support for low-income students.</p> <ul style="list-style-type: none"> <li>Free summer school program developed to support struggling 8th-11th grade students in remediating skills and credit.</li> <li>Early College Academy/AVID program to be expanded to Grades 6-10 in 2019-2020 School Year.</li> <li>Cohort data being tracked. Too soon to identify trends from our Freshman Seminar program which bridges the transition from Grade 8 to 9.</li> </ul>	<p>\$17,000 - Federal Revenues - Title I - 1000-1999 Certificated Salaries</p> <p>\$3,000 - Federal Revenues - Title I - 3000-3999 Employee Benefits</p>	<p>\$17,000 - Federal Revenues - Title I - 1000-1999 Certificated Salaries</p> <p>\$3,000 - Federal Revenues - Title I - 3000-3999 Employee Benefits</p>

**Action 2**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p><b>Action: Continue and Expand District-wide System of Academic Interventions</b></p> <p><b>2018-2019</b></p> <ul style="list-style-type: none"> <li>Review achievement data and consolidate a <i>State of the District</i> report for the Board of Education regarding student performance, gaps, and intervention needs.</li> <li>Present the <i>State of the District</i> report at evening events for family and community feedback.</li> <li>Invest in <i>Gap Closing</i></li> </ul>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <ul style="list-style-type: none"> <li>State of the District meeting held in Fall 2019.</li> <li>State of the District follow-up was available by Podcast and Social Media. Feedback from the community about our data was that they'd like to see improvement in CAASPP scores and college access.</li> <li>Alternative education taskforce was formed to review gap-closure. Alternative education program to be launched in Fall 2019.</li> <li>5-Week Data monitoring continued, universal screeners not yet adopted for grades 6-12.</li> <li>Bell schedule with embedded PLC collaboration developed at both high schools with the hope of developing collaborative structures to support D/F students.</li> <li>Secondary schools have been</li> </ul>	<p>\$431,525 - Federal Revenues - Title I - 1000-1999 Certificated Salaries</p> <p>\$146,749 - Federal Revenues - Title I - 3000-3999 Employee Benefits</p> <p>\$101,601 - Federal Revenues - Title I - 2000-2999 Classified Salaries</p> <p>\$57,809 - Federal Revenues - Title I - 4000-4999 Books and Supplies</p> <p>\$93,476 - Federal Revenues - Title I - 5000-5999 Services and Other Operating Expenses</p>	<p>\$431,525 - Federal Revenues - Title I - 1000-1999 Certificated Salaries</p> <p>\$146,749 - Federal Revenues - Title I - 3000-3999 Employee Benefits</p> <p>\$101,601 - Federal Revenues - Title I - 2000-2999 Classified Salaries</p> <p>\$57,809 - Federal Revenues - Title I - 4000-4999 Books and Supplies</p> <p>\$93,476 - Federal Revenues - Title I - 5000-5999 Services and Other Operating Expenses</p>

<p>curriculum, instruction, and personnel resources to support a reduction in Tier-2 academic and behavioral interventions by 5% over the 2018 value.</p> <ul style="list-style-type: none"> <li>• Expand 5-week data monitoring cycles to involve universal screeners</li> <li>• Work with High Schools to develop mandatory support structures for students with D/Fs.</li> <li>• Work with Secondary Schools to develop targeted plans for reducing D/F rates and closing opportunity gaps for English Learner, Low-Income, and First Generation College Bound Students.</li> </ul>	<p>working on an aggressive plan to address D/F rates.</p>		
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### Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners</p> <p>Scope of Service: Limited to Unduplicated Student Group(s)</p> <p>Location: All Schools</p> <p><b>Action: Provide ongoing, systematic support for English Learners (EL) which includes access to pathways,</b></p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners</p> <p>Scope of Service: Limited to Unduplicated Student Group(s)</p> <p>Location: All Schools</p> <ul style="list-style-type: none"> <li>• PSAT data utilized with AP Potential report to identify underrepresented</li> </ul>	<p>\$847,050 - LCFF - 1000-1999 Certificated Salaries - S &amp; C \$15,500 - LCFF - 2000-2999 Classified Salaries - S &amp; C \$143,000 - LCFF - 3000-3999 Employee Benefits - S &amp; C \$63,000 - Federal Revenues - Title III - 2000-2999 Classified Salaries \$22,000 - Federal</p>	<p>\$847,050 - LCFF - 1000-1999 Certificated Salaries - S &amp; C \$15,500 - LCFF - 2000-2999 Classified Salaries - S &amp; C \$143,000 - LCFF - 3000-3999 Employee Benefits - S &amp; C \$63,000 - Federal Revenues - Title III - 2000-2999 Classified Salaries \$22,000 - Federal</p>

## and reduction of Long Term ELs

### 2018-2019

- Utilize PSAT and other screening data to ensure access to Higher Level coursework for English Learners.
- Train counselors on monitoring and support of reclassified students.
- Provide EL students with targeted, additional counseling so that they remain on a track to access opportunities.
- Implement the *Master Plan for English Learners* with support of DELAC, district ELD teachers, and Administration.
- Implement the *Strategic Plan for Expanding Options and Opportunities for English Learners*.
- Review implementation and reclassification data, and invest in training and support resources to continue the roll-out of new ELD curriculum, parent engagement, and reclassification.

students with the potential to be successful in higher level coursework.

- Counselors not yet trained for EL monitoring. New plan in place for 2019-2020 involving Dean of Student Support.
- EL students received targeted counseling for College and Career Guidance.
- District EL Master Plan implemented. Strategic plan for EL's not yet developed.
- Utilized Ellevation system to support monitoring and reclassification of EL students.
- Parents were offered multiple sessions on interpreting scores and supporting with homework. Interpretation services were offered at all major parent events.
- Reclassification and EL data suggest a greater need on other formative

Revenues - Title III - 3000-3999 Employee Benefits  
\$5,892 - Federal Revenues - Title III - 5000-5999 Services and Other Operating Expenses  
\$15,500 - Federal Revenues - Title I - 2000-2999 Classified Salaries  
\$5,000 - Federal Revenues - Title I - 3000-3999 Employee Benefits

Revenues - Title III - 3000-3999 Employee Benefits  
\$5,892 - Federal Revenues - Title III - 5000-5999 Services and Other Operating Expenses  
\$15,500 - Federal Revenues - Title I - 2000-2999 Classified Salaries  
\$5,000 - Federal Revenues - Title I - 3000-3999 Employee Benefits



assessment data to better understand student leveling, given our growing understanding of the differences between CELDT/ELPAC.

#### Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p><b>Action: Provide Equitable Access to School Services for Students with Unique Needs</b></p> <p><b>2018-2019</b></p> <ul style="list-style-type: none"> <li>• Review CAASPP and RenStar data for students in co-teaching sections.</li> <li>• Department-wide trainings each semester conducted by the Special Education Program Coordinators and the Director of Pupil Services focusing on IEP</li> </ul>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <ul style="list-style-type: none"> <li>• CAASPP data reviewed by Pupil Services team.</li> <li>• Implemented department-wide trainings each semester conducted by the Special Education Program Coordinators and the Director of Pupil Services focusing on IEP development, compliance, and increasing inclusive opportunities for students.</li> <li>• Reviewed pre/post data for the students participating in co-teaching sections.</li> <li>• Met with co-teaching teams once per semester to review progress, provide professional development, and review data.</li> </ul>	<p>\$105,000 - LCFF - 1000-1999 Certificated Salaries \$33,600 - LCFF - 3000-3999 Employee Benefits</p>	<p>\$105,000 - LCFF - 1000-1999 Certificated Salaries \$33,600 - LCFF - 3000-3999 Employee Benefits</p>

<p>development, compliance, and increasing inclusive opportunities for students.</p> <ul style="list-style-type: none"> <li>• Review pre/post data for the students participating in co-teaching sections.</li> <li>• Meeting with co-teaching teams once per semester to review progress, provide professional development, and review data.</li> </ul>			
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## Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p><b>Action: Continue Deep Study and Professional Learning on Homework and Grading Practices</b></p> <ul style="list-style-type: none"> <li>• Continue to explore and develop staff understanding of <i>Standards-Based Grading Practices</i></li> <li>• Utilize Homework Matrix and Time Management Calculators as tools to support family conversations about course loads.</li> </ul>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <ul style="list-style-type: none"> <li>• Standards-Based Grading Talent Development occurred throughout the school year.</li> <li>• LVUSD Student 360 Committee applied and was accepted to participate in Stanford's <i>Challenge Success</i> program relating to homework and grading practices.</li> </ul>	<p>\$8,500 - LCFF - 1000-1999 Certificated Salaries \$1,500 - LCFF - 3000-3999 Employee Benefits</p>	<p>\$8,500 - LCFF - 1000-1999 Certificated Salaries \$1,500 - LCFF - 3000-3999 Employee Benefits</p>

## Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p><b>Action: Support Implementation of Equity-Based Programs</b></p> <ul style="list-style-type: none"> <li>• Develop a <i>Trainer of Trainers</i> model to certify LVUSD employees to provide equity-focussed guidance and support needs to all staff and students.</li> <li>• Conduct study on implementation of the <i>FAIR Act</i> and provide robust resources for any gaps identified.</li> </ul>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <ul style="list-style-type: none"> <li>• Diversity and Equity Full Day Institute held in Fall of 2018.</li> <li>• LGBT Library resources added at all K-12 sites.</li> </ul>	<p>\$10,000 - LCFF - 5000-5999 Services and Other Operating Expenses</p>	<p>\$10,000 - LCFF - 5000-5999 Services and Other Operating Expenses</p>

## Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: Specific Schools: High Schools</p> <p><b>2B Action: Continue and Expand</b></p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: Specific Schools: High Schools</p> <ul style="list-style-type: none"> <li>• School sites received 5 week</li> </ul>	<p>\$395,000 - LCFF - 1000-1999 Certificated Salaries</p> <p>\$65,000 - LCFF - 3000-3999 Employee Benefits</p> <p>\$33,753 - LCFF - 5000-5999 Services and Other Operating Expenses</p>	<p>\$395,000 - LCFF - 1000-1999 Certificated Salaries</p> <p>\$65,000 - LCFF - 3000-3999 Employee Benefits</p> <p>\$33,753 - LCFF - 5000-5999 Services and Other Operating Expenses</p>

<b>District-wide System of Academic Interventions</b>  <b>2018-2019</b> <ul style="list-style-type: none"> <li>• Work with Secondary Schools to develop targeted plans for reducing D/F rates and closing opportunity gaps for English Learner, Low-Income, Foster Youth, and First Generation College Bound Students.</li> </ul>	monitoring lists for all students in unduplicated subpopulations relating to achievement. SST and follow-up intervention follows where needed. The follow-up involved additional counseling supports, offering of summer enrichment programs, and additional tutorial supports before school.		
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## Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: Specific Grade Spans: 8-12</p> <p><b>Action: Implement PSAT in Grades 8 and 10</b></p> <p><b>2018-2019</b></p> <ul style="list-style-type: none"> <li>• Review criteria for course placement and develop assessments and multiple measures that more accurately predict student success in higher-level coursework.</li> </ul>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: Specific Grade Spans: 8-12</p> <ul style="list-style-type: none"> <li>• Courses were more open access after eliminating mandatory pre-requisites.</li> <li>• Assessment calendar developed.</li> </ul>	<p>\$5,000 - LCFF - 5000-5999 Services and Other Operating Expenses</p> <p>\$20,000 - College Readiness Block Grant - 5000-5999 Services and Other Operating Expenses</p>	<p>\$5,000 - LCFF - 5000-5999 Services and Other Operating Expenses</p> <p>\$20,000 - College Readiness Block Grant - 5000-5999 Services and Other Operating Expenses</p>

- Develop an assessment calendar that provides adequate, longitudinal metrics of students growth to *College and Career Readiness*.

## Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p><b>7B Action: Support Implementation of Equity-Based Programs for English Learner and Low-Income Students</b></p> <ul style="list-style-type: none"> <li>• Develop a <i>Trainer of Trainers</i> model to certify LVUSD employees to provide equity-focussed guidance and support needs to all staff and students.</li> </ul>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <ul style="list-style-type: none"> <li>• Provided over 20 professional development trainings related to meeting the needs of low-income students to staff this year. The focus of the trainings centered on the impacts of trauma on the brain, stress reduction, and the brain science of students in poverty. Training also focussed on reflecting on internal bias relating to language learners and language acquisition in our system. The intention of the latter was to inform a prioritization in the classroom of both integrated and supplemental ELD.</li> </ul>	<p>\$33,000 - LCFF - 1000-1999 Certificated Salaries</p>	<p>\$33,000 - LCFF - 1000-1999 Certificated Salaries</p>

## Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p><b>Action: Provide Equitable Access to School Services for English Learner and Low-Income Students through additional curriculum to help close gaps in learning.</b></p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>EL and Low Income students receive supplemental ELD and no-cost access to summer remediation.</p>	<p>\$38,600 - LCFF - 5000-5999 Services and Other Operating Expenses</p>	<p>\$38,600 - LCFF - 5000-5999 Services and Other Operating Expenses</p>

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the California School Dashboard, as applicable.

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

LVUSD continued our 5-week monitoring cycles, continued our aggressive reclassification and monitoring efforts, developed training and curriculum for equity-based programs, implemented the Early College Academy focusing on Low-Income and First-Generation students, and continued to monitor the efficacy of co-teaching.



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

EL reclassification rates continue to increase while Long Term EL numbers continue to decline. PSAT has allowed for the identification of dozens of students with academic potential to enter high level coursework. Our efforts to focus on reclassification over the past three years are beginning to show outcomes, but our low-income students are still not achieving at the level that we'd hope. Next year will focus on efforts to mitigate D/F rates, enhance CAASPP scores for unduplicated populations, and continue to expand access for unduplicated pupils to higher-level courses.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There are no major projected material differences between projected and estimated actual expenditures.

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

We continue to need additional academic supports, given our subpopulation achievement on CAASPP and the CCR indicator. Next year we are going to explore expanding preschool, expanding no-cost summer school, and expanding Saturday intervention systems. The new actions can be found in 2019-2020 LCAP:

3.5 LVUSD will work to implement Adaptive Schools training to develop Professional Learning Communities

4.11 LVUSD will develop a K-5 Counseling Plan that vertically integrates into the 6-12 plan developed in prior years.

2.11 LVUSD will form an Early Childhood Taskforce to explore grants and other opportunities for expanding early childhood education program

## Goal 3

*LVUSD will build the **Professional Capacity** of our staff to prepare current and future teachers and leaders to best meet our students diverse needs.*

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 2. Implementation of State Standards; 3. Parent involvement; 4. Pupil achievement; 5. Pupil engagement; 6. School climate; 7. Course access; 8. Other pupil outcomes

Local Priorities:

### Annual Measurable Outcomes

Expected		Actual
<b>Teachers Assigned with Appropriate Credentials</b>	<b>2018-19</b> 100% of Teachers Assigned with Appropriate Credentials	100% if Teachers Assigned with Appropriate Credentials
<b>Center for Excellence in Education Program Completer Surveys</b>	<b>2018-19</b> 100% Completion for TIP  85% Completion for PASC  100% Completion for CASC	100% of Teacher Induction and Clear Administrative Candidates are on track for completion of their Clear Credential Program.  100% of PASC Cohort I graduated in January of 2019.  100% of CASC Cohort I Graduated in January of 2019
<b>CAASPP ELA Scores</b>	<b>2018-19</b> Increase by 5% in ELA and Math	CAASPP ELA 69% above standard (-3% from prior year)  CAASPP Math 60% above standard (maintained from prior year)

## Actions / Services

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

### Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p><b>Action: Develop Center for Educational Excellence for Teacher/Leader Development</b></p> <p><b>2018-2019</b></p> <ul style="list-style-type: none"> <li>Review program participant, mentor, and completer data.</li> <li>Recruit and retain high quality coaches, mentors, and professional learning sessions.</li> <li>Market and advertise Credential Programs to partner districts.</li> <li>Develop annual districtwide Professional Learning course catalog.</li> </ul>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <ul style="list-style-type: none"> <li>Completer data reflects 100% completion and satisfaction with our programs.</li> <li>Coaches recruited, system for evaluating efficacy in development.</li> <li>Three cohorts of PASC, 2 of CASC offered via aggressive marketing efforts.</li> <li>Over 1000+ Talent Development options offered to staff.</li> <li>First cohort of Preliminary Administrative Services Credential program graduates graduated in January 2019.</li> </ul>	<p>\$74,400 - LCFF - 1000-1999 Certificated Salaries \$4,000 - LCFF - 3000-3999 Employee Benefits \$8,500 - LCFF - 5000-5999 Services and Other Operating Expenses \$121,004 - Federal Revenues - Title II - 1000-1999 Certificated Salaries \$30,183 - Federal Revenues - Title II - 3000-3999 Employee Benefits \$1,754 - Federal Revenues - Title II - 7000-7499 Other \$36,900 - LCFF - 4000-4999 Books and Supplies \$4,360 - Federal Revenues - Title II - 5000-5999 Services and Other Operating Expenses</p>	<p>\$74,400 - LCFF - 1000-1999 Certificated Salaries \$4,000 - LCFF - 3000-3999 Employee Benefits \$8,500 - LCFF - 5000-5999 Services and Other Operating Expenses \$121,004 - Federal Revenues - Title II - 1000-1999 Certificated Salaries \$30,183 - Federal Revenues - Title II - 3000-3999 Employee Benefits \$1,754 - Federal Revenues - Title II - 7000-7499 Other \$36,900 - LCFF - 4000-4999 Books and Supplies \$4,360 - Federal Revenues - Title II - 5000-5999 Services and Other Operating Expenses</p>

- Recommend first cohort of Preliminary Administrative Services Credential program completers for credentials.

## Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p><b>Action: Develop and Deploy Robust Offering of Student-360 Aligned Talent Development</b></p> <p><b>2018-2019</b></p> <ul style="list-style-type: none"> <li>• Grow and expand talent development offerings and platforms that align to Student 360</li> <li>• Expand the use of teachers who can provide practical entry-points into each of the dispositions.</li> </ul>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <ul style="list-style-type: none"> <li>• Over 1000 Talent Development options provided to staff.</li> <li>• Teacher trainers developed for instructional practices that build relationships and have high effect size for instruction.</li> </ul>	<p>\$25,000 - LCFF - 5000-5999 Services and Other Operating Expenses</p>	<p>\$25,000 - LCFF - 5000-5999 Services and Other Operating Expenses</p>

## Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p><b>Action: Retain, Attract, and Support Appropriately Credentialed Teachers and Other Staff with Competitive Salaries and Benefits2018-2019</b></p> <ul style="list-style-type: none"> <li>• Promote salary advances through steps and columns by emphasizing retention encouraging professional development</li> <li>• Attract potential teachers by Increasing the Districts social media outreach</li> <li>• Attract potential teachers by offering a broad range of educational programing</li> <li>• Support schools of distinction by paying teachers to write applications</li> <li>• Pay for teacher induction programs</li> <li>• Attract and retain employees by providing sufficient materials and</li> </ul>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <ul style="list-style-type: none"> <li>• Salary advances through step and column increases occurred.</li> <li>• Social media outreach was robust and wide-sweeping to attract talent.</li> <li>• Teacher Induction Program cost covered for all teachers.</li> <li>• Sufficient materials including newly adopted material provided to all teachers.</li> <li>• Class size ratios remained constant.</li> <li>• Employees offered 1 to 1 technology and a strong support structure to ensure efficient and effective use</li> <li>• Classified to Certificated pathway developed via grant funding.</li> <li>• 2 Day orientation and 5 days of Talent Development (all paid) provided to every employee.</li> <li>• Provided a Staff Wellness day, 1000+ Talent Development Opportunities, and a calendar that provides life-balance for all staff.</li> </ul>	<p>\$50,313,730 - LCFF - 1000-1999 Certificated Salaries \$19,818,033 - LCFF - 2000-2999 Classified Salaries \$25,790,834 - LCFF - 3000-3999 Employee Benefits</p>	<p>\$50,313,730 - LCFF - 1000-1999 Certificated Salaries \$19,818,033 - LCFF - 2000-2999 Classified Salaries \$25,790,834 - LCFF - 3000-3999 Employee Benefits</p>
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supplies to run stellar academic programs

- Attract and retain employees by ensuring reasonable class sizes
- Attend job fairs to promote the district, especially in hard to fill vacancies
- Attract and retain employees by offering 1 to 1 technology and a strong support structure to ensure efficient and effective use
- Provide strong career pathways that attract top quality specialists
- Provide orientations that help employees start strong and feel they are a part of a great team
- Provide adequate supports for students social emotional needs
- Provide safe, secure, comfortable facilities
- Review salary categories for competitiveness and make adjustments as warranted
- Develop a school calendar

<p>that provides appropriate breaks to maximize teachers effectiveness in the classroom</p> <ul style="list-style-type: none"> <li>• Provide Administrative trainings and tools that promote employee effectiveness management</li> <li>• Develop a robust professional learning plan and course catalog to prepare teachers for maximizing student potential</li> </ul>			
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#### Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p><b>2D: Action: Develop and Deploy Robust Offering of Student-360 Aligned Talent Development for English Learner, Low-Income, and Foster Youth</b></p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <ul style="list-style-type: none"> <li>• Over 60 % of TD options focussed on strategies and mindsets for supporting unduplicated students.</li> </ul>	<p>\$25,000 - LCFF - 4000-4999 Books and Supplies</p>	<p>\$25,000 - LCFF - 4000-4999 Books and Supplies</p>



<p><b>Students</b></p> <p><b>2018-2019</b></p> <ul style="list-style-type: none"> <li>• Grow and expand talent development offerings and platforms that align to Student 360</li> <li>• Expand the use of teachers who can provide practical entry-points into each of the dispositions.</li> </ul>	<p>The strategies focussed on several domains. Each of these TD options allowed for teacher growth in the following areas that are most impacting our LCAP data outcomes.</p> <ul style="list-style-type: none"> <li>◦ Structured Academic Discourse as a means for integrated ELD</li> <li>◦ Structured Mathematical Discourse in the Mathematics Class</li> <li>◦ Trauma Informed Learning</li> <li>◦ Understanding Bias</li> <li>◦ Poverty and the Brain</li> </ul>		
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## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the California School Dashboard, as applicable.

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

LVUSD implemented three new Credential Programs via the Center for Education Excellence. Top talent was hired to fill vacant positions. Step and column increases and raises were provided to all employees. Over 1000 TD options offered to all staff.

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

LVUSD's Credential Program completion data exceeded expectations, as did the broad offering of Talent Development offerings. We are using metrics from the California Healthy Kids Survey to monitor social-emotional (SEL) growth for unduplicated populations. Our Talent Development offerings were principally directed at literacy and SEL growth for unduplicated students. In reflecting upon our Talent Development offerings, we realized that we had extensive breadth, but not depth, thus providing one possible reason for not seeing growth on our CAASPP scores. Our focus of Professional Development next year will be to grow our training with respect to PLC's and focussed ELA/Math areas.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There are no projected significant material differences between projected and actual expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the California School Dashboard,

as applicable. Identify where those changes can be found in the LCAP.

Given our stagnant growth in CAASPP scores, there is a need for formal PLC collaboration training. 2019-2020 will bring Adaptive Schools training to administrator and teacher leaders to build strong collaborative teams to address our highest need areas.

The new actions can be found in 2019-2020 LCAP:

2.11 LVUSD will form an Early Childhood Taskforce to explore grants and other opportunities for expanding early childhood education program

3.5 LVUSD will work to implement Adaptive Schools training to develop Professional Learning Communities

3.6 LVUSD will continue to pursue budget efficiencies and grant opportunities to close the gap in our projected deficit spending.

4.10 LVUSD will develop an Arts Integration Plan to address trauma that can exist in low-income and foster youth settings.

## Goal 4

*LVUSD will cultivate the health, safety, and well-being of the **Whole Child** through curriculum, counseling, and positive learning spaces.*

State and/or Local Priorities Addressed by this goal:

State Priorities: 2. Implementation of State Standards; 3. Parent involvement; 4. Pupil achievement; 5. Pupil engagement; 6. School climate; 7. Course access; 8. Other pupil outcomes

Local Priorities:

### Annual Measurable Outcomes

Expected		Actual
<b>Increase Parent Education Around Mental Health Awareness</b>	<b>2018-19</b> Add one Parent Education session	20+ Parent Education Sessions added to our Community 360 Series
<b>CHKS Participation Rate</b>	<b>2018-19</b> 20% Reduction from 2018 Baseline	CHKS Participation Rate for Students and Staff at 100%
<b>Suspension Rate</b>	<b>2018-19</b> 20% Reduction from 2018 Baseline	Suspension Rate 1.2% no change from prior year.
<b>Attendance Rate</b>	<b>2018-19</b> 5% Reduction in Truancies from 2018 Baseline	Truancy rate 6.2% -- 1.1% reduction from prior year.
<b>Maintain or reach 90% at elementary, middle and high school on 3 dimensions of the Healthy Kids Survey (Connections to school, caring relationships with adults and high expectations from adults)</b>	<b>2018-19</b> Increase by 10% from 2018 Baseline	High Expectations 89% -- up 31% from prior year.
<b>Facilities in Good Repair</b>	<b>2018-19</b> 100% of Facilities are in Good Repair	100% of Facilities in Good Repair

<b>Expulsion Rate</b>	<b>2018-19</b> Maintain less than 0.01%	Expulsion Rate 0.005%
<b>Chronic Absentee Rate</b>	<b>2018-19</b> 5% or below.	Chronic Absentee Rate 6.2

## Actions / Services

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

### Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p><b>Action: Expand Student 360 Program with Tangible Applications to the Classroom and Full-Day Institutes</b></p> <p><b>2018-2019</b></p> <ul style="list-style-type: none"> <li>• Deploy the California Healthy Kids Survey in Grades 4-12.</li> <li>• Evaluate California Healthy Kids Survey data to identify needs of students mental health and wellness support.</li> <li>• Offer Fall and Spring Full-Day Institutes to support Staff Understanding of Student 360</li> <li>• Work with sites to identify a <i>Signature Disposition</i> of Student 360 to focus on for the school year</li> <li>• Continue to expand resources to offer <i>180-Daily Entry Points</i> for the</li> </ul>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <ul style="list-style-type: none"> <li>• California Healthy Kids Survey Deployed in Grades 4-12.</li> <li>• Evaluated CHKS and identified student safety as a core issue.</li> <li>• Offered 5 Full Day Institutes relating to Student 360</li> <li>• Did not identify a signature disposition.</li> <li>• 180 Day plan feel through -- did not implement.</li> </ul>	<p>\$215,000 - LCFF - 1000-1999 Certificated Salaries</p> <p>\$35,000 - LCFF - 3000-3999 Employee Benefits</p>	<p>\$215,000 - LCFF - 1000-1999 Certificated Salaries</p> <p>\$35,000 - LCFF - 3000-3999 Employee Benefits</p>

**Action 2**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p><b>Action: Expand Partnerships with Mental Health Organizations</b></p> <p><b>2018-2019</b></p> <ul style="list-style-type: none"> <li>• Review and Update a resource list of Family Mental Health Resources.</li> <li>• Incorporate the developed resource list into the LVUSD website and Course Catalog.</li> <li>• Develop community relationships and seek out non-profit support for family wellness.</li> <li>• Launch and Develop the <i>Community 360 Collaborative</i> to leverage community resources to support students and families in need.</li> </ul>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>2018-2019</p> <ul style="list-style-type: none"> <li>• Reviewed and Updated a resource list of Family Mental Health Resources.</li> <li>• Incorporated the developed resource list into the LVUSD website and Course Catalog.</li> <li>• Developed community relationships and seek out non-profit support for family wellness.</li> <li>• Launched the Community 360 Counseling Center to leverage community resources to support students and families in need.</li> </ul>		

### Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p><b>Action: Expand Restorative Discipline Models District-Wide</b></p> <p><b>2018-2019</b></p> <ul style="list-style-type: none"> <li>• Train and Support new Administrators and Teachers in the implementation and use of Restorative Discipline.</li> <li>• Evaluate and Update district-wide sequence of behavioral interventions.</li> <li>• Develop and Deploy parent training for Restorative Discipline. Include resources that families can utilize in the home.</li> <li>• Expand CORE pilot to Grades 6-8</li> </ul>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <ul style="list-style-type: none"> <li>• Restorative discipline training offered to faculty and administration.</li> <li>• Sequence of behavioral intervention evaluated. Community 360 Counseling Center deployed.</li> <li>• Restorative discipline family training occurred through face-to-face parenting classes. and Community 360 Podcast.</li> <li>• CORE program ended due to the launch of the Community 360 Counseling Center.</li> <li>• Training on trauma-informed practices occurred. Not yet incorporated formally into the K-5 Counseling plan.</li> </ul>	<p>\$7,500 - LCFF - 1000-1999 Certificated Salaries \$2,500 - LCFF - 4000-4999 Books and Supplies</p>	<p>\$7,500 - LCFF - 1000-1999 Certificated Salaries \$2,500 - LCFF - 4000-4999 Books and Supplies</p>



- Develop and Deploy comprehensive counseling and support program in K-5 for trauma induced behaviors.

#### Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p><b>Action: Maintain Safe and Accessible Facilities for All Students</b></p> <p>Continue to evaluate and invest in infrastructure to ensure safe and healthy campuses.</p>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Facilities continued to be maintained and invested in to best serve students.</p>	<p>\$915,000 - LCFF - 7000-7499 Other</p> <p>\$4,000 - Federal Revenues - Title IV - 1000-1999</p> <p>Certificated Salaries</p> <p>\$4,000 - Federal Revenues - Title IV - 2000-2999</p> <p>Classified Salaries</p> <p>\$2,000 - Federal Revenues - Title IV - 3000-3999</p> <p>Employee Benefits</p> <p>\$10,000 - Federal Revenues - Title IV - 5000-5999 Services and Other Operating Expenses</p>	<p>\$915,000 - LCFF - 7000-7499 Other</p> <p>\$4,000 - Federal Revenues - Title I - 1000-1999</p> <p>Certificated Salaries</p> <p>\$4,000 - Federal Revenues - Title IV - 2000-2999</p> <p>Classified Salaries</p> <p>\$2,000 - Federal Revenues - Title IV - 3000-3999</p> <p>Employee Benefits</p> <p>\$10,000 - Federal Revenues - Title IV - 5000-5999 Services and Other Operating Expenses</p>

#### Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p><b>Action: Ensure that Healthy Bodies</b></p>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p>	<p>\$10,000 - LCFF - 5000-5999 Services and Other Operating Expenses</p> <p>\$7,500 - Federal Revenues - Title I - 1000-1999</p> <p>Certificated Salaries</p> <p>\$2,500 - Federal Revenues - Title I - 3000-3999</p> <p>Employee Benefits</p>	<p>\$10,000 - LCFF - 5000-5999 Services and Other Operating Expenses</p> <p>\$7,500 - Federal Revenues - Title I - 1000-1999</p> <p>Certificated Salaries</p> <p>\$2,500 - Federal Revenues - Title I - 3000-3999</p> <p>Employee Benefits</p>

## Support Healthy Minds

### 2018-2019

- Promote the role of nutrition in supporting academic performance and students quality of life by implementation of school policies and practices that encourage and support healthy eating by students.
- Collaborative approach to implementing the Districts Wellness Policy.
- Provide stipend for a wellness coordinator in charge of assessing and updating the Districts Wellness Policy, as required by state and federal regulations.
- Provide students with healthy meals that meet or exceed state and federal regulations.
- Provide students adequate time for meals every day, including short and minimum days.
- Continue active involvement of wellness committee in evaluating and updating the Wellness Policy.

- High standard of nutrition maintained in school lunch program.
- Collaborative approach maintained via Wellness taskforce.
- Wellness coordinator received annual stipend.
- Provided students with healthy meals that meet or exceed state and federal regulations.
- Provided students adequate time for meals every day, including short and minimum days.
- Continued active involvement of wellness committee.
- Continued providing students with healthy meals and expanded fresh and nutritious meal offerings that exceed current state and federal guidelines
- Continued to schedule, post and provide parents, students and staff the daily meal schedule.

<ul style="list-style-type: none"> <li>• Continue providing students with healthy meals and expand fresh and nutritious meal offerings that adhere to or exceed current state and federal guidelines</li> <li>• Continue to schedule, post and provide parents, students and staff the daily meal schedule.</li> </ul>			
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## Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p><b>Action: Develop a Mindset of Environmental Sustainability</b></p> <p><b>2018-2019</b></p> <ul style="list-style-type: none"> <li>• Promote environmental stewardship in selection of supplies, construction and operations.</li> <li>• Divert waste from the landfill through Waste Free Lunch efforts and</li> </ul>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <ul style="list-style-type: none"> <li>• Continued environmental stewardship actions in the selection of supplies and materials.</li> <li>• Built environmental literacy with targeted lessons and community film screening.</li> <li>• Continued to promote no-idling and school gardens.</li> <li>• Provided stipend for an Environmental Leader on each campus.</li> </ul>	<p>\$10,000 - LCFF - 4000-4999 Books and Supplies</p> <p>\$5,000 - LCFF - 5000-5999 Services and Other Operating Expenses</p>	<p>\$10,000 - LCFF - 4000-4999 Books and Supplies</p> <p>\$5,000 - LCFF - 5000-5999 Services and Other Operating Expenses</p>

<p>reduction of paper usage.</p> <ul style="list-style-type: none"> <li>• Build environmental literacy into the curriculum at all grade levels.</li> <li>• Improve outdoor air quality through promoting school gardens, reducing car emissions and investing in renewable energy</li> <li>• Provide stipend for an Environmental Leader on each campus.</li> <li>• Continue to use sustainably sourced office and cleaning supplies</li> <li>• Build upon a district-wide commitment for Waste-Free-Lunches, expanding composting collections at minimum of 5 more sites (total of 10).</li> <li>• Reduce paper usage by 30% of 2015-16 levels.</li> <li>• Support school gardens on all school sites, with developed class lessons</li> <li>• Identify locations for renewable energy sources on school sites.</li> </ul>	<ul style="list-style-type: none"> <li>• Continued to use sustainably sourced office and cleaning supplies</li> <li>• Expanded composting collections.</li> <li>• Reduced paper usage by 10% of 2015-16 levels.</li> <li>• Supported school gardens on all school sites, with developed class lessons</li> </ul>		
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## Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p><b>Action:</b> Deploy and Implement Expanded Parent Education Options in Multiple Languages</p> <ul style="list-style-type: none"> <li>• Expand Parent 360 Education Offerings to include 25 annual offerings.</li> <li>• Work with partner districts and social services agencies to align resources and coordinate community events</li> <li>• Continue multilingual outreach for Parent 360 offerings including the use of Student Interpreters</li> <li>• Grow and expand multimedia access points to Parent 360 through the <i>LVUSD LIVE</i> show and <i>Parent 360 Podcast</i></li> </ul>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <ul style="list-style-type: none"> <li>• Community 360 Series offered over 20 offerings with 3000+ attendees.</li> <li>• Community 360 Collaborative of district, social service, and mental health partners formed.</li> <li>• Multilingual parent education offered via DELAC. DELAC focussed on expanding awareness of our parent education programs, systems and purposes for designated ELD, and the reclassification process.</li> <li>• Community 360 Podcast reached over 10,000 listeners.</li> </ul>	<p>\$4,300 - LCFF - 1000-1999 Certificated Salaries</p> <p>\$4,000 - LCFF - 2000-2999 Classified Salaries</p> <p>\$1,700 - LCFF - 3000-3999 Employee Benefits</p>	<p>\$4,300 - LCFF - 1000-1999 Certificated Salaries</p> <p>\$4,000 - LCFF - 2000-2999 Classified Salaries</p> <p>\$1,700 - LCFF - 3000-3999 Employee Benefits</p>
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## Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p>	<p>\$430,000 - LCFF - 1000-1999 Certificated Salaries</p> <p>\$70,000 - LCFF - 3000-3999 Employee Benefits</p>	<p>\$430,000 - LCFF - 1000-1999 Certificated Salaries</p> <p>\$70,000 - LCFF - 3000-3999 Employee Benefits</p>

<p>Location: All Schools</p> <p><b>Action: Expand Student 360 Program with Tangible Applications to the Classroom and Full-Day Institutes to provide Talent Development on supporting the needs of English Learner, Foster Youth, and Low Income Students</b></p>	<p>Location: All Schools</p> <p><b>Approximately 60% of Talent Development options focussed on strategies and mindsets for supporting unduplicated pupils. These included:</b></p> <ul style="list-style-type: none"> <li>• <b>Structured Academic Discourse</b></li> <li>• <b>Trauma Informed Learning</b></li> <li>• <b>Language Acquisition Theory</b></li> <li>• <b>Instructional Rounds</b></li> <li>• <b>Restorative Justice</b></li> </ul> <p>While impact of the trainings will be measured in the long-term, short-term data reflects a decline in suspensions, and an increase in student-led discourse, as observed through Instructional Rounds.</p>		
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## Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p><b>Action: Develop Media Centers as Hubs of Student 360 and Literacy to Support EL and LI Students</b></p> <ul style="list-style-type: none"> <li>• Develop and deploy library units that are aligned to Student 360</li> <li>• Grow and expand parent resource centers in LVUSD Libraries</li> </ul>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <ul style="list-style-type: none"> <li>• Library units aligned to Student 360 were developed and deployed along with new Student 360 book titles.</li> <li>• Media Center Coordinator training occurred for new libraries. Community 360 libraries were deployed.</li> </ul>	<p>\$4,400 - LCFF - 3000-3999 Employee Benefits \$15,600 - LCFF - 2000-2999 Classified Salaries \$30,000 - LCFF - 4000-4999 Books and Supplies</p>	<p>\$4,400 - LCFF - 3000-3999 Employee Benefits \$15,600 - LCFF - 2000-2999 Classified Salaries \$30,000 - LCFF - 4000-4999 Books and Supplies</p>

- Curate *Student and Parent 360* sections at local libraries and bookstores
- Train Media Center Coordinators to administer Student 360 Lessons

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the California School Dashboard, as applicable.

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

Student 360 continued to develop as LVUSD's core mission. 1000+ talent development offerings, restorative approaches training, and the addition of library and parent education resources helped us grow the program.

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

Chronic absenteeism is down, suspension and expulsion rates remained low, and student connectedness as measured by the California Healthy Kids Survey is up. LVUSD will continue to monitor the effectiveness of these actions through a review of suspension, attendance, achievement, and California Healthy Kids Survey data. Our Student 360 efforts of focussing on the whole child appear to be having an impact on school connectedness metrics. That said, indicators of achievement are not yet reflecting the growth we'd anticipate from greater connectedness. We will continue to monitor this next year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There are no projected differences between actual and budgeted expenditures.

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

A continued focus on student safety, given our drop in *Students Feeling Safe* on the Healthy Kids Survey is warranted. Continued support in addressing chronic absenteeism is needed. Parent education efforts, our new Community 360 Counseling Center, and stronger tiered interventions at the site level will assist with this. All can be found in the Whole Child Goal of LVUSD's LCAP.

The new actions can be found in 2019-2020 LCAP:

3.5 LVUSD will work to implement Adaptive Schools training to develop Professional Learning Communities

4.10 LVUSD will develop an Arts Integration Plan to address trauma that can exist in low-income and foster youth settings.

4.11 LVUSD will develop a K-5 Counseling Plan that vertically integrates into the 6-12 plan developed in prior years.





# Stakeholder Engagement

LCAP Year: 2019-20

## Involvement Process for LCAP and Annual Update

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

The LCAP Advisory Committee, which includes teachers, English Learner, and Low Income families, reviewed LCAP Goals and contributed to the development of actions met several times throughout the year. The Committee included two Board Members, four Cabinet Members, Principal representatives from all levels, teacher representatives from all levels, bargaining unit leadership, classified staff, and parent representatives from all levels. The parents were of unduplicated students to support the development of goals and actions. Our first meeting focused on a review of Annual Update data and actions, and the Committee helped map out new Goals and actions. The January and February meetings led to the refinement of actions and metrics that shaped the overall plan. The plan was vetted through our multi-stakeholder Curriculum Council, Pathways Committee, and Superintendent's Discussion Council, which include parent, community, teacher, and administrative representatives. The LCAP Parent Advisory Committee was presented with the LCAP, and the plan was received positively. No comments were submitted that required a formal Superintendent's response.

Parents of unduplicated students made up the majority of our parent representation on the LCAP Committee. Additionally, feedback was sought from unduplicated families via ELAC and DELAC meetings. Their primary feedback was to provide more opportunities and support for literacy with the new K-5 adoption. The LCAP Committee reviewed data and had a stakeholder panel representing multiple sectors of the district. This panel helped provide a broad perspective on LCAP goals to qualitatively support the quantitative data. Students were engaged through multiple Cabinet to Student site visits. Students shared that mental health, vaping, and substance use were amongst their biggest concerns. They also desired more events on campus. The SELPA was consulted through our Director of Pupil Services and Coordinators of Special Education serving as liaisons. Through this consultation, the need for broader inclusion and co-teaching were identified. Ultimately, consultation with unduplicated families via our LCAP committee suggested a need for expanding options and opportunities for our low-income students, who appear to have the most significant achievement gap for college access. This can be observed in the LCAP via our expansion of low-income pre-school, the Early College Academy, and our continued commitments to reinforce literacy.

### 2018-2019 Committee Meeting Dates

**LCAP Advisory Committee Dates:** Committee reviewed current actions, suggested the addition of actions related to pre-school, grant funding, Arts Integration and PLC Development. The LCAP Committee was concerned about flat-lined CAASPP scores, subgroup disparities in ELA/Math outcomes and college-access outcomes. These informed our goals/actions for 2019-2020.

12/18/2018 - Draft Annual Update Shared

2/5/2019- LCAP Action Updates

4/2/2019 - Draft LCAP Shared

**Counselor Meeting Dates:** Counselors meetings focussed on the review of Goals 1-5. Counselors provided input into the progress of these goals and the evolution.

- Elementary Counselors

9/8/2018
12/6/2018
3/7/2019
6/6/2019

- **Secondary Counselors**

9/21/2018
11/1/2018
12/13/2018
1/24/2019
3/14/2019
4/11/2019
5/30/2019

**Student 360 Committee Dates:** Provided feedback on Goal 4. Students gave an overview through focus groups on the implementation of the Student 360 program.

9/26/2018
10/29/2018
12/10/2018
2/25/2019
4/29/2019

**Pathways Committee Dates:** Provided feedback on all goals and serves as a steering committee for our College and Career efforts.

8/29/2018
9/26/2018
11/14/2018
1/9/19
2/6/2019
3/13/2019
4/10/2019
5/15/2019

**Dual Immersion Taskforce Dates:** Provided an update and actions relating goals/actions involving our Dual Programs.

9/11/18
11/26/18
2/28/19

5/16/2019

**Public Hearing Date: June 11th**

**Board Approval Date: June 25th**

## Impact on LCAP and Annual Update

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

**LCAP Advisory Committee:** Helped restructure Goals/Actions and manage priorities in the face of budget cuts. The restructure allowed for cost efficiency, while maintaining the priorities of our three year LCAP. This committee served as a Strategic Planning group for 2019-2022.

**Pathways Committee:** Helped shape the development of our K-12 instructional pathways and programs to promote greater equity and access to coursework.

**Counseling and Student 360 Committee Meetings:** Helped shape the development of the College and Whole Child goals. Student 360 is our core framework for college, career, and whole-child readiness.

# Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEAs goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)
Modified Goal
<b>Goal 1</b>
<i>LVUSD will support students with the curriculum, instruction, and intentional guidance to provide every opportunity for success in College and other post-secondary endeavors.</i>
<b>State and/or Local Priorities Addressed by this goal:</b>
State Priorities: 2. Implementation of State Standards; 3. Parent involvement; 4. Pupil achievement; 7. Course access; 8. Other pupil outcomes Local Priorities:
<b>Identified Need:</b>
LVUSD continues to strive to prepare all students for College and Career. With a need to continue to boost literacy, college preparedness and A-G completion this goal will continue into 2019-2020. With our CAASPP scores not experiencing growth overall, and several subgroup scores in the orange zone, focussing on college and career is paramount.

## Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Graduation Rate	91.6%	Maintain 95% Graduation Rate	Maintain 95% Graduation Rate	Maintain 95% Graduation Rate
A-G Completion	52.4%	70%	80%	90%
PSAT Scores: Evidence Based Reading and Writing	N/A	Baseline Established in 2017-2018	Increase by 5% over 81% (8th)/ 85% (10th) baseline.	Increase by 5%

PSAT Scores: Math	N/A	Based Established in 2017-2018	Increase by 5% over 53% (8th)/ 60% (10th) baseline.	Increase by 5%
CAASP ELA Scores	83%	Increase by 5%	Increase by 5%	Increase by 5%
CAASP Math Scores	59%	Increase by 5%	Increase by 5%	Increase by 5%
ELA EAP Scores	59%	Increase by 5%	Increase by 5%	Increase by 5%
Math EAP	48%	Increase by 5%	Increase by 5%	Increase by 5%
Advanced Placement Scores	79% Scoring a 3 or higher	Increase by 5%	Maintain 85% with a score of 3 or higher	Maintain 85% with a score of 3 or higher
Instructional Materials Sufficiency	100% of students have access to sufficient standards-aligned materials.	100% of students have access to sufficient standards-aligned materials.	100% of students have access to sufficient standards-aligned materials.	100% of students have access to sufficient standards-aligned materials.
Middle School Dropout Rate	0%	Maintain 0%	Maintain 0%	Maintain 0%
High School Dropout Rate	4%	3% or less.	2% or less.	1% or less.

# Planned Actions / Services

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

## Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Grade Spans: 9-12

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

## Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
New Action	Modified Action	Unchanged Action
<b>Action: Increase High School Graduation Rates and College Eligibility</b>  <b>2017-2018</b> <ul style="list-style-type: none"> <li>Review high school graduation rates</li> </ul>	<b>Action: Increase High School Graduation Rates and College Eligibility</b>  <b>2018-2019</b> <ul style="list-style-type: none"> <li>Review high school graduation rates</li> </ul>	<b>Action: Increase High School Graduation Rates and College Eligibility</b>  <b>2019-2020</b> <ul style="list-style-type: none"> <li>Review high school graduation rates</li> </ul>

- Review college remediation and completer data
- Review A-G completion rates with goal of increasing to over 90% by 2020
- Develop Curriculum and Plan to educate Middle School Students and Families about the A-G requirements
- Ensure that all eligible high school courses are submitted to the UCOP for A-G approval
- Refine Curriculum Council Bylaws to allow for deeper review of coursework
- Develop and Deploy a 9-12 district-wide *College and Career Information* series for 9-12 students.

- Review college remediation and completer data
- Review A-G completion rates with goal of increasing to over 90% by 2020
- Develop systems for High School counselors to review A-G requirements with 8-10th grade students.
- Establish a Plan for K-12 Science Integration across the Curriculum in accordance with the new framework.
- Develop inclusion of Expository Reading and Writing Curriculum (ERWC) in grades 8-12
  - Implement 9-12 Counseling Plan
  - Launch AVID Grade 9 Pilot
  - Deploy Freshman Seminar for all 9th Grade Students
  - Conduct Study on the Impact of Concurrent Enrollment on A-G Rates

- Review college remediation and completer data
- Review A-G completion rates with goal of increasing to over 90% by 2020
- Develop 2 new A-G English, Math, and Science elective courses that provide students with greater access to context-specific coursework.
- Establish a Plan for K-12 Social Studies Integration across the Curriculum in accordance with the new framework.
- AVID, Freshman Seminar, and 9-12 Counseling plans will continue to be deployed. AVID and Freshman Seminar have expanded.

## Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Source			
Budget Reference			



## Action 2

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

## Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
New Action	Modified Action	Modified Action
<b>Action: Enhance Accessibility of College and Career Information for Families</b>  <b>2017-2018</b> <ul style="list-style-type: none"> <li>Plan and Host District-wide <i>College Knowledge Night</i></li> <li>Enhance the College Site Rep.</li> </ul>	<b>Action: Enhance Access and Fluency with College and Career Information for Families</b>  <b>2018- 2019</b> <ul style="list-style-type: none"> <li>Plan and Host District-wide <i>College Knowledge Night</i></li> <li>Enhance the College Site Rep.</li> </ul>	<b>Action: Enhance Access and Fluency with College and Career Information for Families</b>  <b>2019-2020</b> <ul style="list-style-type: none"> <li>Plan and Host District-wide <i>College Knowledge Night</i></li> <li>Enhance the College Site Rep.</li> </ul>

visits at both High Schools by 5% per year

- Strategically use Naviance to prepare 11th grade students and families for college applications.
- Develop and host *Alumni Parent Nights* to support current students
- Track alumni cohort completion data to ensure that students and families are best served. Prepare a report for Curriculum Council and the Board of key findings.

visits at both High Schools by 5% per year

- Develop College Financing Options documents in digital and hard-copy formats for easy family access.
- Continue to track alumni cohort completion data to ensure that students and families are best served.
- Develop and Deploy Series of Naviance Training for Families
- Incorporate College Visits and Information into *LVUSD LIVE* and Parent 360 Podcast
- Continue the *Need to Know, Road to High School* Series
- Develop Moorpark Dual Enrollment Pathways

visits at both High Schools by 5% per year

- Develop a formal training program for families to learn how to use Naviance and easily access timelines and college-related information.
- Develop a training program for 6-8th grade families to access College information

## Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$3,500	\$0
Source	LCFF	LCFF	
Budget Reference	2000-2999 Classified Salaries	2000-2999 Classified Salaries	

### Action 3

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

### Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
New Action	Modified Action	Unchanged Action
<b>Action: Adopt Innovative Instructional Resources</b>  <b>2017-2018</b> <ul style="list-style-type: none"> <li>• Develop a Roadmap and Timeline for Instructional Materials Adoption Cycles</li> <li>• Invest (through release time, local networks, and</li> </ul>	<b>Action: Adopt Innovative Instructional Resources</b>  <b>2018-2019</b> <ul style="list-style-type: none"> <li>• Develop a Roadmap and Timeline for Instructional Materials Adoption Cycles</li> <li>• Invest (through release time, local networks, and</li> </ul>	<b>Action: Adopt Innovative Instructional Resources</b>  <b>2019-2020</b> <ul style="list-style-type: none"> <li>• Develop a Roadmap and Timeline for Instructional Materials Adoption Cycles</li> <li>• Invest (through release time, local networks, and</li> </ul>

professional learning) in Staff understanding of Instructional Materials Frameworks as they are Released

- Recommend an adoption for K-12 English Language Arts to the Board of Education
- Form Social Studies Adoption and Pilot Committee
- Form Science Adoption and Pilot Committee

professional learning) in Staff understanding of Instructional Materials Frameworks as they are Released

- Continue Mapping and Identification of Resources for Grades 6-8 ELA Adoption
- Form 6-12 Social Studies Adoption Taskforce
- Form K-12 Science Adoption Taskforce

professional learning) in Staff understanding of Instructional Materials Frameworks as they are Released

- Recommend an adoption of K-12 Science to the Board of Education

## Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$156,250	\$85,000	\$93,500
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries
Amount	\$1,667,500	\$800,000	\$600,000
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies	4000-4999 Books and Supplies	4000-4999 Books and Supplies
Amount	\$0	\$30,000	\$30,000
Source	Federal Revenues - Title I	Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference	4000-4999 Books and Supplies	4000-4999 Books and Supplies	4000-4999 Books and Supplies

Amount	\$0	\$15,000	\$18,000
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits	3000-3999 Employee Benefits	3000-3999 Employee Benefits
Amount	\$0	\$0	\$3,500
Source			LCFF
Budget Reference			2000-2999 Classified Salaries

## Action 4

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

## Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
New Action	Modified Action	Unchanged Action
<b>Action: Develop Alternative Learning Programs that enhance post-high-school opportunities</b>  <b>2017-2018</b> <ul style="list-style-type: none"> <li>Review Alternative Education Course Completer Data</li> <li>Develop a High School Credit</li> </ul>	<b>Action: Develop Alternative Learning Programs that enhance post-high-school opportunities</b>  <b>2018-2019</b> <ul style="list-style-type: none"> <li>Review Alternative Education Course Completer Data</li> <li>Expand hours of Independent</li> </ul>	<b>Action: Develop Alternative Learning Programs that enhance post-high-school opportunities</b>  <b>2019-2020</b> <ul style="list-style-type: none"> <li>Review Alternative Education Course Completer Data</li> <li>Ensure that Continuation</li> </ul>

Recovery Program that allows for all students to access A-G coursework.

- Develop a Digital Career Technical Education Certification Program for non-College-bound students.
- Develop an Independent Study Program model that is A-G compliant and provides greater options and opportunities for kids.

Study programs to allow for greater flexibility for students during the school day.

- Develop integrated College, Career, and Social-Emotional guidance program for Independent Study Students.
- Continue to Study impacts of FUEL Model as means of Independent Study
- Research Feasibility of offering an LVUSD, A-G aligned Online or Hybrid Class

School model provides students with post-secondary college access and/or career certifications.

- Develop district policy and protocols for placement and tiered interventions for students in alternative schools.

## Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$50,000
Source			Federal Revenues - Title I
Budget Reference			5000-5999 Services and Other Operating Expenses

## Action 5

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

## Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
New Action	Modified Action	Unchanged Action
<p><b>Action: Implement <i>Forward Learning Strategic Plan</i>.</b></p> <ul style="list-style-type: none"> <li>Enhance the use of technology in the classroom and parent outreach.</li> <li>Conduct surveys with students to ask them to use</li> </ul>	<p><b>Action: Implement <i>Forward Learning Strategic Plan</i>.</b></p> <ul style="list-style-type: none"> <li>Enhance the use of technology in the classroom and parent outreach.</li> <li>Conduct surveys with students to ask them to use</li> </ul>	<p><b>Action:</b> Implement and Integrate CA Computer Science Standards in Grades K-12</p> <ul style="list-style-type: none"> <li>Enhance the use of technology in the classroom and parent outreach.</li> <li>Conduct surveys with</li> </ul>



<p>online documents, collaborate with classmates, and send and receive feedback online almost daily or daily.</p> <ul style="list-style-type: none"> <li>• Provide PD so that 1 in 3 teachers visit a model teacher's classroom.</li> </ul>	<p>online documents, collaborate with classmates, and send and receive feedback online almost daily or daily.</p> <ul style="list-style-type: none"> <li>• Provide PD so that 1 in 3 teachers visit a model teacher's classroom.</li> </ul>	<p>students to ask them to use online documents, collaborate with classmates, and send and receive feedback online almost daily or daily.</p> <ul style="list-style-type: none"> <li>• Provide PD so that 1 in 3 teachers visit a model teacher's classroom.</li> </ul>
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### Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$861,000	\$540,000	\$300,000
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies; Student Devices.	4000-4999 Books and Supplies; Student Devices.	4000-4999 Books and Supplies; Student Devices.

## Action 6

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Limited to Unduplicated Student Group(s)

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

## Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
New Action	Unchanged Action	Unchanged Action
1A: Provide Career and College outreach to English Learner students through a coordinated counseling plan and parent education series to ensure that all EL students receive the appropriate support, monitoring, and pathway opportunities.	1A: Provide Career and College outreach to English Learner students through a coordinated counseling plan and parent education series to ensure that all EL students receive the appropriate support, monitoring, and pathway opportunities.	1A: Provide Career and College outreach to English Learner students through a coordinated counseling plan and parent education series to ensure that all EL students receive the appropriate support, monitoring, and pathway opportunities.

## Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Source			
Budget Reference			

## Action 7

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Limited to Unduplicated Student Group(s)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

## Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
New Action	Modified Action	Unchanged Action
4A: LVUSD will adopt innovative instructional resources and invest in collaborative time for designated English Language Development courses and our Dual Language School.	3A: LVUSD will adopt innovative instructional resources and invest in collaborative time for designated English Language Development courses and our Dual Language School.	3A: LVUSD will adopt innovative instructional resources and invest in collaborative time for designated English Language Development courses and our Dual Language School.

## Budgeted Expenditures

	2017-18	2018-19	2019-20
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Amount	\$0	\$378,788	\$200,000
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses

## Action 8

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

## Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
New Action	New Action	Unchanged Action
None	<b>Action: Enhance the Quality and Quantity of Reading and Writing in K-8</b> <ul style="list-style-type: none"> <li>Develop reliable metrics for measuring the quantity of both in and out of class reading.</li> <li>Deploy Grades K-8 Leveled libraries in all classrooms. Provide talent development options related to book selection, conferring, reading workshop management, and reading developmental levels.</li> </ul>	<b>Action: Enhance the Quality and Quantity of Reading and Writing in K-8</b> <ul style="list-style-type: none"> <li>Develop reliable metrics for measuring the quantity of both in and out of class reading.</li> <li>Deploy Grades K-8 Leveled libraries in all classrooms. Provide talent development options related to book selection, conferring, reading workshop management, and reading developmental levels.</li> </ul>

- Utilize Reading Specialist supports to administer random Benchmark Assessment System samples across sites to determine developmental growth over time.

- Utilize Reading Specialist supports to administer random Benchmark Assessment System samples across sites to determine developmental growth over time.

## Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$85,000	\$20,000
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies	4000-4999 Books and Supplies	4000-4999 Books and Supplies
Amount	\$0	\$0	\$20,000
Source			LPSBG
Budget Reference			1000-1999 Certificated Salaries

## Action 9

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

## Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Action	New Action	Unchanged Action
None	<b>Action: Develop Mathematics Instructional Systems Involving Communicating Reasoning and Complex Problem Solving</b> <ul style="list-style-type: none"> <li>• Offer Talent Development options with systems such as <i>Number Talks</i></li> <li>• Identify an elementary site to become an early-adopter magnet for <i>Number Talks</i></li> </ul>	<b>Action: Develop Mathematics Instructional Systems Involving Communicating Reasoning and Complex Problem Solving</b> <ul style="list-style-type: none"> <li>• Offer Talent Development options with systems such as <i>Number Talks</i></li> <li>• Identify an middle school site to become an early-adopter magnet for <i>Number Talks</i></li> </ul>



## Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$8,500	\$10,000
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries
Amount	\$0	\$8,500	\$8,500
Source	Federal Revenues - Title I	Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries
Amount	\$0	\$1,500	\$1,500
Source	Federal Revenues - Title I	Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference	3000-3999 Employee Benefits	3000-3999 Employee Benefits	3000-3999 Employee Benefits
Amount	\$0	\$0	\$10,000
Source			LCFF
Budget Reference			5000-5999 Services and Other Operating Expenses
Amount	\$0	\$0	\$8,000
Source			Other State Revenues
Budget Reference			1000-1999 Certificated Salaries
Amount	\$0	\$0	\$2,000
Source			Other State Revenues
Budget Reference			3000-3999 Employee Benefits

## Action 10

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

## Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Action	New Action	Unchanged Action
None	<b>Action: Systematize a Claim-Evidence-Reasoning Approach to Inquiry in STEAM subjects</b> <ul style="list-style-type: none"> <li>• Offer Talent Development options in the <i>Claim-Evidence-Reasoning</i> Framework</li> <li>• Utilize the <i>Claim-Evidence-Reasoning</i> framework as an approach for fostering inquiry and conducting investigations.</li> </ul>	<b>Action: Systematize a Claim-Evidence-Reasoning Approach to Inquiry in STEAM subjects</b> <ul style="list-style-type: none"> <li>• Offer Talent Development options in the <i>Claim-Evidence-Reasoning</i> Framework</li> <li>• Utilize the <i>Claim-Evidence-Reasoning</i> framework as an approach for fostering inquiry and conducting investigations.</li> </ul>

## Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$8,500
Source			LCFF
Budget Reference			1000-1999 Certificated Salaries
Amount	\$0	\$0	\$1,500
Source			LCFF
Budget Reference			3000-3999 Employee Benefits
Amount	\$0	\$0	\$8,500
Source			Federal Revenues - Title I
Budget Reference			1000-1999 Certificated Salaries
Amount	\$0	\$0	\$1,500
Source			Federal Revenues - Title I
Budget Reference			3000-3999 Employee Benefits

## Action 11

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

## Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Action	New Action	Unchanged Action
None	<b>Action: Develop and Expand Business-School Partnerships</b> <ul style="list-style-type: none"> <li>Identify partnership opportunities for internships and for CTE Pathways</li> <li>Form CTE Advisory Council involving businesses and CTE Leaders</li> <li>Research and Identify competitive grants for school-to-work programs.</li> </ul>	<b>Action: Develop and Expand Business-School Partnerships</b> <ul style="list-style-type: none"> <li>Identify partnership opportunities for internships and for CTE Pathways</li> <li>Form CTE Advisory Council involving businesses and CTE Leaders</li> <li>Research and Identify competitive grants for school-to-work programs.</li> <li>Develop CTE Certification Programs for high schools.</li> </ul>

## Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$18,000
Source			LCFF
Budget Reference			1000-1999 Certificated Salaries
Amount	\$0	\$0	\$3,212
Source			LCFF
Budget Reference			3000-3999 Employee Benefits
Amount	\$0	\$0	\$8,788
Source			LCFF
Budget Reference			4000-4999 Books and Supplies
Amount	\$0	\$0	\$10,000
Source			LCFF
Budget Reference			5000-5999 Services and Other Operating Expenses
Amount	\$0	\$0	\$8,500
Source			Other State Revenues
Budget Reference			1000-1999 Certificated Salaries
Amount	\$0	\$0	\$1,500
Source			Other State Revenues
Budget Reference			3000-3999 Employee Benefits
Amount	\$0	\$0	\$10,000

Source			Other State Revenues
Budget Reference			4000-4999 Books and Supplies

## Action 12

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, Low Income

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

## Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Action	New Action	Unchanged Action
	<b>7A Action: Enhance the Volume and Quantity of Reading and Writing in K-8 for English Learner, Low Income, and Foster Youth Students</b> <ul style="list-style-type: none"> <li>Develop reliable metrics for measuring the quantity of both in and out of class reading.</li> <li>Deploy Grades K-8 Leveled libraries in all classrooms. Provide talent development options related to book</li> </ul>	<b>7A Action: Enhance the Volume and Quantity of Reading and Writing in K-8 for English Learner, Low Income, and Foster Youth Students</b> <ul style="list-style-type: none"> <li>Develop reliable metrics for measuring the quantity of both in and out of class reading.</li> <li>Deploy Grades K-8 Leveled libraries in all classrooms. Provide talent development options related to book</li> </ul>

	<p>selection, conferring, reading workshop management, and reading developmental levels.</p> <ul style="list-style-type: none"> <li>Utilize Reading Specialist supports to administer random Benchmark Assessment System samples across sites to determine developmental growth over time.</li> </ul>	<p>selection, conferring, reading workshop management, and reading developmental levels.</p> <ul style="list-style-type: none"> <li>Utilize Reading Specialist supports to administer random Benchmark Assessment System samples across sites to determine developmental growth over time.</li> </ul>
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## Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$8,500	\$60,000
Source	Federal Revenues - Title I	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries
Amount	\$0	\$1,500	\$15,000
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits	3000-3999 Employee Benefits	3000-3999 Employee Benefits
Amount	\$0	\$10,000	\$10,000
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies	4000-4999 Books and Supplies	4000-4999 Books and Supplies



## Action 13

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, Low Income

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

## Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Action	New Action	Unchanged Action
	<b>4A Action: Develop Alternative Learning Programs that enhance post-high-school opportunities</b>  <b>2018-2019</b> <ul style="list-style-type: none"> <li>Review Alternative Education Course Completer Data</li> </ul>	<b>4A Action: Develop Alternative Learning Programs that enhance post-high-school opportunities</b>  <b>2019-2020</b> <ul style="list-style-type: none"> <li>Review Alternative Education Course Completer Data</li> </ul>

	<ul style="list-style-type: none"> <li>• Expand hours of Independent Study programs to allow for greater flexibility for students during the school day.</li> <li>• Develop integrated College, Career, and Social-Emotional guidance program for Independent Study Students.</li> <li>• Continue to Study impacts of FUEL Model as means of Independent Study</li> <li>• Research Feasibility of offering an LVUSD, A-G aligned Online or Hybrid Class</li> </ul>	<ul style="list-style-type: none"> <li>• Expand hours of Independent Study programs to allow for greater flexibility for students during the school day.</li> <li>• Develop integrated College, Career, and Social-Emotional guidance program for Independent Study Students.</li> <li>• Continue to Study impacts of FUEL Model as means of Independent Study</li> <li>• Research Feasibility of offering an LVUSD, A-G aligned Online or Hybrid Class</li> </ul>
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## Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$265,000
Source			LCFF
Budget Reference			1000-1999 Certificated Salaries
Amount	\$0	\$0	\$45,000
Source			LCFF
Budget Reference			3000-3999 Employee Benefits
Amount	\$0	\$0	\$35,000
Source			LCFF
Budget Reference			4000-4999 Books and Supplies
Amount	\$0	\$0	\$122,450

Source			LCFF
Budget Reference			5000-5999 Services and Other Operating Expenses

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

Modified Goal

## Goal 2

*LVUSD will provide regular assessment, monitoring, and intervention support to expose students to every school **Opportunity** possible.*

### State and/or Local Priorities Addressed by this goal:

State Priorities: 2. Implementation of State Standards; 3. Parent involvement; 4. Pupil achievement; 5. Pupil engagement; 6. School climate; 7. Course access; 8. Other pupil outcomes

Local Priorities:

### Identified Need:

LVUSD continues to strive to close opportunity gaps for unduplicated and under-represented students. With a need to limit our Long Term EL rates, close achievement gaps, and provide broader access to all students of our coursework, this goal will continue. A review of the Dashboard and our college completion data suggests that there is a striking achievement gap for our Low Income and English Learner students.

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
English Learner ELA and Math CAASPP Scores	59% Math, 83% ELA	Increase by 5% of 2017 Baseline	Increase by 5% of 2018 Baseline	Increase by 5% of 2019 Baseline
Socioeconomically Disadvantaged ELA and Math CAASPP Scores	35% Math, 71% ELA	Increase by 5% of 2017 Baseline	Increase by 5% of 2018 Baseline	Increase by 5% of 2019 Baseline
Long Term English Learner Identification Rate	55 Students	Reduction by 50%	Reclassification of LTELs so that 0 Students with 5+ Years in LVUSD as LTEL	Reclassification of LTELs so that 0 Students (100% Reclassified) with 5+ Years in LVUSD as LTEL. Currently 60% of LTELs reclassified since 2017 baseline. Overall district goal of 20% reclassification rate for non-LTEL

				students.
Percentage of English Learners completing A-G Sequence	52.4%	Increase by 5% of 2017 Baseline	Increase by 5% of 2018 Baseline	Increase by 5% of 2019 Baseline
Percentage of Students Reading At-Level in Grade 3 according to RENSTAR	88% Reading at level Grade 3	Increase by 5% of 2017 Baseline	Greater than 95%	Greater than 95%
Percentage of 9th Grade Students in Algebra Intervention	20%	Reduce by 10% of 2017 Baseline	Reduce by 10% of 2018 Baseline	Reduce by 10% of 2019 Baseline
English Proficiency Progress	81.8% of EL Students are Proficient According to CELDT	85% Proficient According to CELDT/ELPAC	87% Proficient According to ELPAC	89% of students receiving a 3 or 4 overall with ELPAC

# Planned Actions / Services

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

## Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

## Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
New Action	Modified Action	Unchanged Action
<b>Action: Develop and Expand District-wide System of Academic Interventions</b>  <b>2017-2018</b> <ul style="list-style-type: none"> <li>Review achievement data and</li> </ul>	<b>Action: Continue and Expand District-wide System of Academic Interventions</b>  <b>2018-2019</b> <ul style="list-style-type: none"> <li>Review achievement data and</li> </ul>	<b>Action: Continue and Expand District-wide System of Academic Interventions</b>  <b>2019-2020</b>

consolidate a *State of the District* report for the Board of Education regarding student performance, gaps, and intervention needs.

- Present the *State of the District* report at evening events for family and community feedback.
- Develop and Deploy a district-wide system of academic and behavior interventions.
- Begin to track district data on the use of Tier-2 and Tier-3 interventions.

consolidate a *State of the District* report for the Board of Education regarding student performance, gaps, and intervention needs.

- Present the *State of the District* report at evening events for family and community feedback.
- Invest in *Gap Closing* curriculum, instruction, and personnel resources to support a reduction in Tier-2 academic and behavioral interventions by 5% over the 2018 value.
- Expand 5-week data monitoring cycles to involve universal screeners
- Work with High Schools to develop mandatory support structures for students with D/Fs.
- Work with Secondary Schools to develop targeted plans for reducing D/F rates and closing opportunity gaps for English Learner, Low-Income, and First Generation College Bound Students.

- Review achievement data and consolidate a *State of the District* report for the Board of Education regarding student performance, gaps, and intervention needs.

- Present the *State of the District* report at evening events for family and community feedback.
- Invest in *Gap Closing* curriculum, instruction, and personnel resources to support a reduction in Tier-2 academic and behavioral interventions by 5% over the 2019 value.

## Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$431,525	\$431,525	\$225,000

Source	Federal Revenues - Title I	Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries
Amount	\$146,749	\$146,749	\$50,000
Source	Federal Revenues - Title I	Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference	3000-3999 Employee Benefits	3000-3999 Employee Benefits	3000-3999 Employee Benefits
Amount	\$57,809	\$57,809	\$50,000
Source	Federal Revenues - Title I	Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference	4000-4999 Books and Supplies	4000-4999 Books and Supplies	4000-4999 Books and Supplies
Amount	\$93,476	\$93,476	\$6,879
Source	Federal Revenues - Title I	Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses



## Action 2

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Limited to Unduplicated Student Group(s)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

## Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
New Action	Modified Action	Modified Action
<b>Action: Provide ongoing, systematic support for English Learners (EL) which includes access to pathways, and reduction of Long Term ELs</b>  <b>2017-2018</b> <ul style="list-style-type: none"> <li>Utilize PSAT and other screening data to ensure access to Higher Level coursework for English Learners.</li> </ul>	<b>Action: Provide ongoing, systematic support for English Learners (EL) which includes access to pathways, and reduction of Long Term ELs</b>  <b>2018-2019</b> <ul style="list-style-type: none"> <li>Utilize PSAT and other screening data to ensure access to Higher Level coursework for English Learners.</li> </ul>	<b>Action: Provide ongoing, systematic support for English Learners (EL) which includes access to pathways, and reduction of Long Term ELs</b>  <b>2019-2020</b> <ul style="list-style-type: none"> <li>Utilize PSAT and other screening data to ensure access to Higher Level coursework for English Learners.</li> </ul>

- Train counselors on monitoring and support of reclassified students.
- Provide EL students with targeted, additional counseling so that they remain on a track to access opportunities.
- Review and Adopt the *Master Plan for English Learners* with support of DELAC, district ELD teachers, and Administration which includes guidance for ELAC development, Language Appraisal Teams, updated Reclassification criteria, and systems for ongoing monitoring of English Learner students.
- Develop and Deploy *Strategic Plan for Expanding Options and Opportunities for English Learners*, which will include plans for targeted counseling, support, and guidance to ensure EL's have greater access to higher-level coursework.
- Deploy coordinated ELD curriculum across K-12.

- Train counselors on monitoring and support of reclassified students.
- Provide EL students with targeted, additional counseling so that they remain on a track to access opportunities.
- Implement the *Master Plan for English Learners* with support of DELAC, district ELD teachers, and Administration.
- Implement the *Strategic Plan for Expanding Options and Opportunities for English Learners*.
- Review implementation and reclassification data, and invest in training and support resources to continue the roll-out of new ELD curriculum, parent engagement, and reclassification.

- Train counselors on monitoring and support of reclassified students.
- Provide EL students with targeted, additional counseling so that they remain on a track to access opportunities.
- Review and Adopt the *Master Plan for English Learners* with support of DELAC, district ELD teachers, and Administration. The Master Plan will include an overview of ELPAC, the implementation of updated reclassification criteria, and parent engagement efforts.
- Implement the *Strategic Plan for Expanding Options and Opportunities for English Learners*.
- Develop a plan for outside-of-day bridge support to support English Learner progress to grade-level competence.

## Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Source			
Budget Reference			

### Action 3

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

### Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
New Action	Modified Action	Unchanged Action
<b>Action: Provide Equitable Access to School Services for Students with Unique Needs</b>  <b>2017-2018</b> <ul style="list-style-type: none"> <li>Review CAASPP and RenStar data for students in co-teaching sections.</li> </ul>	<b>Action: Provide Equitable Access to School Services for Students with Unique Needs</b>  <b>2018-2019</b> <ul style="list-style-type: none"> <li>Review CAASPP and RenStar data for students in co-teaching sections.</li> </ul>	<b>Action: Provide Equitable Access to School Services for Students with Unique Needs</b>  <b>2019-2020</b> <ul style="list-style-type: none"> <li>Review CAASPP and RenStar data for students in co-teaching sections.</li> </ul>

- Department-wide trainings each semester conducted by the Special Education Program Coordinators and the Director of Pupil Services focusing on IEP development, compliance, and increasing inclusive opportunities for students.
- Implement 6th grade co-teaching options at each middle school to increase opportunities for general education integration.
- Implement 9th grade co-teaching options at each high school to increase opportunities for general education integration.
- Invest in co-teaching training sessions for participating teachers.

- Department-wide trainings each semester conducted by the Special Education Program Coordinators and the Director of Pupil Services focusing on IEP development, compliance, and increasing inclusive opportunities for students.
- Review pre/post data for the students participating in co-teaching sections.
- Meeting with co-teaching teams once per semester to review progress, provide professional development, and review data.

- Department-wide trainings each semester conducted by the Special Education Program Coordinators and the Director of Pupil Services focusing on IEP development, compliance, and increasing inclusive opportunities for students.
- Review pre/post data for the students participating in co-teaching sections.
- Meeting with co-teaching teams once per semester to review progress, provide professional development, and review data.

## Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$105,000	\$105,000	\$205,000
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries

Amount	\$33,600	\$33,600	\$45,000
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits	3000-3999 Employee Benefits	3000-3999 Employee Benefits

## Action 4

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

## Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Action	Unchanged Action	Unchanged Action
None	<b>Action: Continue Deep Study and Professional Learning on Homework and Grading Practices</b> <ul style="list-style-type: none"> <li>Continue to explore and develop staff understanding of <i>Standards-Based Grading Practices</i></li> <li>Utilize Homework Matrix and Time Management Calculators as tools to support family conversations about course loads.</li> </ul>	<b>Action: Continue Deep Study and Professional Learning on Homework and Grading Practices</b> <ul style="list-style-type: none"> <li>Continue to explore and develop staff understanding of <i>Standards-Based Grading Practices</i></li> <li>Utilize Homework Matrix and Time Management Calculators as tools to support family conversations about course loads.</li> </ul>

## Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Source			
Budget Reference			



## Action 5

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

## Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Action	New Action	Unchanged Action
None	<b>Action: Support Implementation of Equity-Based Programs</b> <ul style="list-style-type: none"> <li>Develop a <i>Trainer of Trainers</i> model to certify LVUSD employees to provide equity-focussed guidance and support needs to all staff and students.</li> <li>Conduct study on implementation of the <i>FAIR Act</i> and provide robust resources for any gaps identified.</li> </ul>	<b>Action: Support Implementation of Equity-Based Programs</b> <ul style="list-style-type: none"> <li>Develop a <i>Trainer of Trainers</i> model to certify LVUSD employees to provide equity-focussed guidance and support needs to all staff and students.</li> <li>Conduct study on implementation of the <i>FAIR Act</i> and provide robust resources for any gaps identified.</li> </ul>

## Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Source			
Budget Reference			

## Action 6

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: High Schools

## Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Action	New Action	Unchanged Action
	<b>2B Action: Continue and Expand District-wide System of Academic Interventions</b>  <b>2018-2019</b> <ul style="list-style-type: none"> <li>Work with Secondary Schools to develop targeted plans for reducing D/F rates and closing opportunity gaps for English Learner, Low-Income, Foster</li> </ul>	<b>2B: 2019-2020</b> <ul style="list-style-type: none"> <li>Work with Secondary Schools to develop targeted plans for reducing D/F rates and closing opportunity gaps for English Learner, Low-Income, Foster Youth, and First Generation College Bound Students.</li> </ul>

## Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$395,000	\$800,000
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries
Amount	\$0	\$65,000	\$20,000
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits	3000-3999 Employee Benefits	3000-3999 Employee Benefits
Amount	\$0	\$0	\$154,550
Source			LCFF
Budget Reference			3000-3999 Employee Benefits
Amount	\$0	\$0	\$40,000
Source			Federal Revenues - Title III
Budget Reference			2000-2999 Classified Salaries
Amount	\$0	\$0	\$27,942
Source			Federal Revenues - Title III
Budget Reference			3000-3999 Employee Benefits
Amount	\$0	\$0	\$700
Source			Federal Revenues - Title III

Budget Reference			5000-5999 Services and Other Operating Expenses
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## Action 7

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Grade Spans: 8-12

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

## Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Action	New Action	Unchanged Action
	<b>Action: Implement PSAT in Grades 8 and 10</b>  <b>2018-2019</b> <ul style="list-style-type: none"> <li>Review criteria for course placement and develop assessments and multiple measures that more accurately predict student success in</li> </ul>	<b>Action: Implement PSAT in Grades 8 and 10</b>  <b>2019-2020</b> <ul style="list-style-type: none"> <li>Review criteria for course placement and develop assessments and multiple measures that more accurately predict student success in</li> </ul>

	<p>higher-level coursework.</p> <ul style="list-style-type: none"> <li>• Develop an assessment calendar that provides adequate, longitudinal metrics of students growth to <i>College and Career Readiness</i>.</li> </ul>	<p>higher-level coursework.</p> <ul style="list-style-type: none"> <li>• Develop an assessment calendar that provides adequate, longitudinal metrics of students growth to <i>College and Career Readiness</i>.</li> </ul>
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### Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$25,000
Source			LPSBG
Budget Reference			5000-5999 Services and Other Operating Expenses

## Action 8

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

## Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Action	New Action	Unchanged Action
	<b>7B Action: Support Implementation of Equity-Based Programs for English Learner and Low-Income Students</b> <ul style="list-style-type: none"> <li>Develop a <i>Trainer of Trainers</i> model to certify LVUSD employees to provide equity-focussed guidance and support needs to all staff and students.</li> </ul>	<b>7B Action: Support Implementation of Equity-Based Programs</b> <ul style="list-style-type: none"> <li>Develop a <i>Trainer of Trainers</i> model to certify LVUSD employees to provide equity-focussed guidance and support needs to all staff and students.</li> </ul>

## Budgeted Expenditures



	2017-18	2018-19	2019-20
Amount	\$0	\$33,000	\$30,000
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries
Amount	\$0	\$0	\$10,000
Source			LCFF
Budget Reference			3000-3999 Employee Benefits
Amount	\$0	\$0	\$3,000
Source			LCFF
Budget Reference			5000-5999 Services and Other Operating Expenses

## Action 9

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

## Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Action	New Action	Unchanged Action
	<b>Action: Provide Equitable Access to School Services for English Learner and Low-Income Students through additional curriculum to help close gaps in learning.</b>	<b>Action: Provide Equitable Access to School Services for English Learner and Low-Income Students through additional curriculum to help close gaps in learning.</b>

## Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Source			
Budget Reference			

## Action 10

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, Low Income

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: All Secondary Schools;  
Specific Grade Spans: Grades 6-10

## Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Action	Action	New Action
		Deploy Early College Academy in Grades 6-10 for Low-Income, English Learner, and/or Foster Youth Students. The Early College Academy will utilize the AVID curriculum and a Dual-Enrollment model to provide all students with one year of College Credit prior to Graduation.

## Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$325,000
Source			LCFF
Budget Reference			1000-1999 Certificated Salaries
Amount	\$0	\$0	\$50,000
Source			LCFF
Budget Reference			2000-2999 Classified Salaries
Amount	\$0	\$0	\$95,000
Source			LCFF
Budget Reference			3000-3999 Employee Benefits
Amount	\$0	\$0	\$25,000
Source			LCFF
Budget Reference			4000-4999 Books and Supplies
Amount	\$0	\$0	\$30,000
Source			LCFF
Budget Reference			5000-5999 Services and Other Operating Expenses

## Action 11

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

## Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Action	Action	New Action
		LVUSD will form an Early Childhood Taskforce to explore grants and other opportunities for expanding early childhood education program access for low-income students.

## Budgeted Expenditures

	2017-18	2018-19	2019-20
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Amount	\$0	\$0	\$8,000
Source			LCFF
Budget Reference			1000-1999 Certificated Salaries
Amount	\$0	\$0	\$2,000
Source			LCFF
Budget Reference			3000-3999 Employee Benefits

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

Unchanged Goal

### Goal 3

*LVUSD will build the **Professional Capacity** of our staff to prepare current and future teachers and leaders to best meet our students diverse needs.*

#### State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 2. Implementation of State Standards; 3. Parent involvement; 4. Pupil achievement; 5. Pupil engagement; 6. School climate; 7. Course access; 8. Other pupil outcomes

Local Priorities:

#### Identified Need:

A strong workforce that is well trained to meet the diverse needs of 21st century leaders is a high priority for LVUSD. With a staffing shortage, deficit spending, and a need for broader collaboration and staff development, this goal will continue.

#### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Teachers Assigned with Appropriate Credentials	100% of Teachers Assigned with Appropriate Credentials	100% of Teachers Assigned with Appropriate Credentials	100% of Teachers Assigned with Appropriate Credentials	100% of Teachers Assigned with Appropriate Credentials
Center for Excellence in Education Program Completer Surveys	N/A: Program to Launch in Fall 2017	100% Completion for TIP 85% Completion for PASC 100% Completion for CASC	100% Completion for TIP 85% Completion for PASC 100% Completion for CASC	100% Completion for TIP 85% Completion for PASC 100% Completion for CASC
CAASPP ELA Scores	59% Math; 83% ELA	Increase by 5% in ELA and Math	Increase by 5% in ELA and Math	Increase by 5% in ELA and Math



# Planned Actions / Services

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

## Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

## Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
New Action	Modified Action	Modified Action
<b>Action: Develop Center for Educational Excellence for Teacher/Leader Development</b>	<b>Action: Develop Center for Educational Excellence for Teacher/Leader Development</b>	<b>Action: Develop Center for Educational Excellence for Teacher/Leader Development</b>
<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020</b>
<ul style="list-style-type: none"> <li>Review program participant,</li> </ul>	<ul style="list-style-type: none"> <li>Review program participant,</li> </ul>	<ul style="list-style-type: none"> <li>Review program participant,</li> </ul>

mentor, and completer data.

- Recruit and retain high quality coaches, mentors, and professional learning sessions.
- Market and advertise Credential Programs to partner districts.
- Develop annual districtwide Professional Learning course catalog.
- Obtain Commission on Teacher Credentialing and Accreditation for Teacher Induction, Preliminary Administrative Services, and Clear Administrative Services Credential Programs.
- Develop Masters degree partnership with local University for Preliminary Administrative Services Credential Program.

mentor, and completer data.

- Recruit and retain high quality coaches, mentors, and professional learning sessions.
- Market and advertise Credential Programs to partner districts.
- Develop annual districtwide Professional Learning course catalog.
- Recommend first cohort of Preliminary Administrative Services Credential program completers for credentials.

mentor, and completer data.

- Recruit and retain high quality coaches, mentors, and professional learning sessions.
- Market and advertise Credential Programs to partner districts.
- Develop annual districtwide Professional Learning course catalog.
- Recommend first cohort of Clear Administrative Services Credential program completers for credentials.
- Recommend first cohort of Teacher Induction Program completers for credentials.

### Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$175,000	\$74,400	\$90,000

Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries
Amount	\$32,750	\$4,000	\$20,000
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits	3000-3999 Employee Benefits	3000-3999 Employee Benefits
Amount	\$90,000	\$8,500	\$10,000
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses
Amount	\$131,600	\$121,004	\$120,000
Source	Federal Revenues - Title II	Federal Revenues - Title II	Federal Revenues - Title II
Budget Reference	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries
Amount	\$33,600	\$30,183	\$34,168
Source	Federal Revenues - Title II	Federal Revenues - Title II	Federal Revenues - Title II
Budget Reference	3000-3999 Employee Benefits	3000-3999 Employee Benefits	3000-3999 Employee Benefits
Amount	\$30,000	\$36,900	\$3,800
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies	4000-4999 Books and Supplies	4000-4999 Books and Supplies

## Action 2

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

## Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
New Action	Modified Action	Unchanged Action
<b>Action: Develop and Enhance Collaborative PLC's across LVUSD</b>  <b>2017-2018</b> <ul style="list-style-type: none"> <li>Provide ongoing training and professional learning around PLCs to administrators and teachers.</li> </ul>	<b>Action: Develop and Deploy Robust Offering of Student-360 Aligned Talent Development</b>  <b>2018-2019</b> <ul style="list-style-type: none"> <li>Grow and expand talent development offerings and platforms that align to Student 360</li> <li>Expand the use of teachers who can provide practical entry-points into each of the dispositions.</li> </ul>	<b>Action: Develop and Deploy Robust Offering of Student-360 Aligned Talent Development</b>  <b>2019-2020</b> <ul style="list-style-type: none"> <li>Grow and expand talent development offerings and platforms that align to Student 360 (social emotional focus on six dispositions - Positive Mindset, Persistence and Grit, Empathy and Understanding, Autonomy and</li> </ul>

- Develop coordinated systems of horizontal and vertical collaboration across the district.

- Independence, Mindfulness and Thoughtfulness, Collaborative Communities.
- Expand the use of teachers who can provide practical entry-points into each of the dispositions.

## Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$25,000	\$175,000
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses	1000-1999 Certificated Salaries
Amount	\$0	\$0	\$40,000
Source			LCFF
Budget Reference			2000-2999 Classified Salaries
Amount	\$0	\$0	\$35,000
Source			LCFF
Budget Reference			3000-3999 Employee Benefits
Amount	\$0	\$0	\$150,000
Source			Federal Revenues - Title I
Budget Reference			1000-1999 Certificated Salaries
Amount	\$0	\$0	\$32,000
Source			Federal Revenues - Title I

Budget  
Reference

3000-3999 Employee Benefits

### Action 3

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

### Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
New Action	Modified Action	Unchanged Action
<b>Action: Retain, Attract, and Support Appropriately Credentialed Teachers and Other Staff with Competitive Salaries and Benefits</b>  <b>2017-2018</b> <ul style="list-style-type: none"> <li>Promote salary advances through steps and columns by emphasizing retention</li> </ul>	<b>Action: Retain, Attract, and Support Appropriately Credentialed Teachers and Other Staff with Competitive Salaries and Benefits</b> <b>2018-2019</b> <ul style="list-style-type: none"> <li>Promote salary advances through steps and columns by emphasizing retention encouraging professional</li> </ul>	<b>Action: Retain, Attract, and Support Appropriately Credentialed Teachers and Other Staff with Competitive Salaries and Benefits</b>  <b>2019-2020</b> <ul style="list-style-type: none"> <li>Promote salary advances through steps and columns by emphasizing retention</li> </ul>

encouraging professional development

- Attract potential teachers by Increasing the District's social media outreach
- Attract potential teachers by offering a broad range of educational programming
- Support schools of distinction by paying teachers to write applications
- Pay for teacher induction programs
- Attract and retain employees by providing sufficient materials and supplies to run stellar academic programs
- Attract and retain employees by ensuring reasonable class sizes
- Attend job fairs to promote the district, especially in hard to fill vacancies
- Attract and retain employees by offering 1 to 1 technology and a strong support structure to ensure efficient and effective use
- Provide strong career pathways that attract top quality specialists

development

- Attract potential teachers by Increasing the Districts social media outreach
- Attract potential teachers by offering a broad range of educational programming
- Support schools of distinction by paying teachers to write applications
- Pay for teacher induction programs
- Attract and retain employees by providing sufficient materials and supplies to run stellar academic programs
- Attract and retain employees by ensuring reasonable class sizes
- Attend job fairs to promote the district, especially in hard to fill vacancies
- Attract and retain employees by offering 1 to 1 technology and a strong support structure to ensure efficient and effective use
- Provide strong career pathways that attract top quality specialists
- Provide orientations that help

encouraging professional development

- Attract potential teachers by Increasing the Districts social media outreach
- Attract potential teachers by offering a broad range of educational programming
- Support schools of distinction by paying teachers to write applications
- Pay for teacher induction programs
- Attract and retain employees by providing sufficient materials and supplies to run stellar academic programs
- Attract and retain employees by ensuring reasonable class sizes
- Attend job fairs to promote the district, especially in hard to fill vacancies
- Attract and retain employees by offering 1 to 1 technology and a strong support structure to ensure efficient and effective use
- Provide strong career pathways that attract top quality specialists



- Provide orientations that help employees start strong and feel they are a part of a great team
- Provide adequate supports for students social emotional needs
- Provide safe, secure, comfortable facilities
- Review salary categories for competitiveness and make adjustments as warranted
- Develop a school calendar that provides appropriate breaks to maximize teachers effectiveness in the classroom
- Provide Administrative trainings and tools that promote employee effectiveness management
- Create additional teacher stipends through providing Dual Enrollment programs with Pierce College
- Retain employees by offering them opportunities to increase their leadership capacity through the administrative induction program.
- Provide additional employee

- employees start strong and feel they are a part of a great team
- Provide adequate supports for students social emotional needs
- Provide safe, secure, comfortable facilities
- Review salary categories for competitiveness and make adjustments as warranted
- Develop a school calendar that provides appropriate breaks to maximize teachers effectiveness in the classroom
- Provide Administrative trainings and tools that promote employee effectiveness management
- Develop a robust professional learning plan and course catalog to prepare teachers for maximizing student potential

- Provide orientations that help employees start strong and feel they are a part of a great team
- Provide adequate supports for students social emotional needs
- Provide safe, secure, comfortable facilities
- Review salary categories for competitiveness and make adjustments as warranted
- Develop a school calendar that provides appropriate breaks to maximize teachers effectiveness in the classroom
- Provide Administrative trainings and tools that promote employee effectiveness management
- Develop a robust professional learning plan and course catalog to prepare teachers for maximizing student potential

<p>compensation by offering opportunities to teach in District provided induction programs</p> <ul style="list-style-type: none"> <li>• Work with LVEA to increase by a year the starting step for new employees to attract high need experienced personnel</li> </ul>		
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### Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$49,471,891	\$50,313,730	\$47,558,253
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries
Amount	\$18,977,431	\$19,818,033	\$18,813,631
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries	2000-2999 Classified Salaries	2000-2999 Classified Salaries
Amount	\$21,880,715	\$25,790,834	\$24,976,146
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits	3000-3999 Employee Benefits	3000-3999 Employee Benefits
Amount	\$0	\$0	\$4,635,500
Source			Other State Revenues

Budget Reference			1000-1999 Certificated Salaries
Amount	\$0	\$0	\$483,000
Source			Other State Revenues
Budget Reference			2000-2999 Classified Salaries
Amount	\$0	\$0	\$1,956,360
Source			Other State Revenues
Budget Reference			3000-3999 Employee Benefits
Amount	\$0	\$0	\$2,000,000
Source			Other Local Revenues
Budget Reference			2000-2999 Classified Salaries
Amount	\$0	\$0	\$1,000,000
Source			Other Local Revenues
Budget Reference			3000-3999 Employee Benefits

## Action 4

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

## Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Action	New Action	Unchanged Action
	<p><b>2D: Action: Develop and Deploy Robust Offering of Student-360 Aligned Talent Development for English Learner, Low-Income, and Foster Youth Students</b></p> <p><b>2018-2019</b></p> <ul style="list-style-type: none"> <li>• Grow and expand talent development offerings and platforms that align to Student 360</li> <li>• Expand the use of teachers who can</li> </ul>	<p><b>2D: Action: Develop and Deploy Robust Offering of Student-360 Aligned Talent Development for English Learner, Low-Income, and Foster Youth Students</b></p> <p><b>2019-2020</b></p> <ul style="list-style-type: none"> <li>• Grow and expand talent development offerings and platforms that align to Student 360</li> <li>• Expand the use of teachers who can</li> </ul>

	provide practical entry-points into each of the dispositions.	provide practical entry-points into each of the dispositions.
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## Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$350,000
Source			LCFF
Budget Reference			1000-1999 Certificated Salaries
Amount	\$0	\$0	\$70,000
Source			LCFF
Budget Reference			3000-3999 Employee Benefits

## Action 5

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, Low Income

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

## Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Action	Action	New Action
		LVUSD will work to implement Adaptive Schools training to develop Professional Learning Communities that can work together to collaborate on best practices for supporting unduplicated students.

## Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$80,000
Source			LCFF
Budget Reference			1000-1999 Certificated Salaries
Amount	\$0	\$0	\$20,000
Source			LCFF
Budget Reference			3000-3999 Employee Benefits
Amount	\$0	\$0	\$40,000
Source			LPSBG
Budget Reference			5000-5999 Services and Other Operating Expenses

## Action 6

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

## Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Action	Action	New Action
		LVUSD will continue to pursue budget efficiencies and grant opportunities to close the gap in our projected deficit spending.

## Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0



Source			
Budget Reference			

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

Unchanged Goal

## Goal 4

*LVUSD will cultivate the health, safety, and well-being of the **Whole Child** through curriculum, counseling, and positive learning spaces.*

### State and/or Local Priorities Addressed by this goal:

State Priorities: 2. Implementation of State Standards; 3. Parent involvement; 4. Pupil achievement; 5. Pupil engagement; 6. School climate; 7. Course access; 8. Other pupil outcomes

Local Priorities:

### Identified Need:

LVUSD continues to focus on the whole child to ensure students feel safe, connected, healthy, and balanced. With mental health metrics (depression, suicidal ideation, anxiety, school refusal) continue to go in the wrong direction, this goal will continue into 2019-2020. Depression and Suicidal ideation rates are high, per our California Healthy Kids Survey.

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Increase Parent Education Around Mental Health Awareness	LVUSD held approximately 10 mental-health based professional learning series this year	Add one Parent Education session	Add one Parent Education session	Add one Parent Education session
CHKS Participation Rate	25%	Increase CHKS Participation Rate by 5%	20% Reduction from 2018 Baseline	20% Reduction from 2019 Baseline
Suspension Rate	8%	20% Reduction from 2017 Baseline	20% Reduction from 2018 Baseline	20% Reduction from 2019 Baseline
Attendance Rate	96.4%	5% Reduction in Truancies from 2017 Baseline	5% Reduction in Truancies from 2018 Baseline	5% Reduction in Truancies from 2019 Baseline

Maintain or reach 90% at elementary, middle and high school on 3 dimensions of the Healthy Kids Survey (Connections to school, caring relationships with adults and high expectations from adults)	<p>Elementary CHKS Results: 65% School Connectedness; 59% Caring Adult Relationships; High Expectations 58%</p> <p>Middle School CHKS Results: 63% School Connectedness; 40% Caring Adult Relationships; High Expectations 53%</p> <p>High School CHKS Results: 58% School Connectedness; 37% Caring Adult Relationships; High Expectations 45%</p>	Increase by 10% from 2017 Baseline	Increase by 10% from 2018 Baseline	Increase by 10% from 2019 Baseline
Facilities in Good Repair	100% of Facilities are in Good Repair	100% of Facilities are in Good Repair	100% of Facilities are in Good Repair	100% of Facilities are in Good Repair
Expulsion Rate	Less than 0.01%	Maintain less than 0.01%	Maintain less than 0.01%	Maintain less than 0.01%
Chronic Absentee Rate	6.5%	5.5% or below.	5% or below.	4.5% or below.

# Planned Actions / Services

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

## Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

## Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
New Action	Modified Action	Unchanged Action
<b>Action: Develop District-wide K-12 Character Program</b>  <b>2017-2018</b> <ul style="list-style-type: none"> <li>Deploy the California Healthy Kids Survey in Grades 4-12.</li> </ul>	<b>Action: Expand Student 360 Program with Tangible Applications to the Classroom and Full-Day Institutes</b>  <b>2018-2019</b> <ul style="list-style-type: none"> <li>Deploy the California Healthy</li> </ul>	<b>Action: Expand Student 360 Program with Tangible Applications to the Classroom and Full-Day Institutes</b>  <b>2019-2020</b> <ul style="list-style-type: none"> <li>Deploy the California Healthy</li> </ul>

- Evaluate California Healthy Kids Survey data to identify needs of students mental health and wellness support.
- Evaluate and Identify a district-wide *Character Program* and framework.
- Develop a *Scope and Sequence* of K-12 Character Education.

Kids Survey in Grades 4-12.

- Evaluate California Healthy Kids Survey data to identify needs of students mental health and wellness support.
- Offer Fall and Spring Full-Day Institutes to support Staff Understanding of Student 360
- Work with sites to identify a *Signature Disposition* of Student 360 to focus on for the school year
- Continue to expand resources to offer *180-Daily Entry Points* for the Student 360 work.

Kids Survey in Grades 4-12.

- Evaluate California Healthy Kids Survey data to identify needs of students mental health and wellness support.
- Offer Fall and Spring Full-Day Institutes to support Staff Understanding of Student 360
- Work with sites to identify a *Signature Disposition* of Student 360 to focus on for the school year
- Continue to expand resources to offer *180-Daily Entry Points* for the Student 360 work.

## Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Source			
Budget Reference			

## Action 2

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

## Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
New Action	Modified Action	Modified Action
<b>Action: Increase Teacher, Student, and Family Access to Mental Health training and resources</b>  <b>2017-2018</b> <ul style="list-style-type: none"> <li>Review and Update a resource list of Family Mental Health Resources.</li> <li>Incorporate the developed</li> </ul>	<b>Action: Expand Partnerships with Mental Health Organizations</b>  <b>2018-2019</b> <ul style="list-style-type: none"> <li>Review and Update a resource list of Family Mental Health Resources.</li> <li>Incorporate the developed resource list into the LVUSD</li> </ul>	<b>Action: Expand Partnerships with Mental Health Organizations</b>  <b>2019-2020</b> <ul style="list-style-type: none"> <li>Review and Update a resource list of Family Mental Health Resources.</li> <li>Incorporate the developed resource list into the LVUSD</li> </ul>

resource list into the LVUSD website and Course Catalog.

- Establish a Mental Health and Wellness library in the Counseling Office at each Elementary School.
- Establish systems for families to reach out to school counselors and identify resources in the wellness library to support student and family health.

website and Course Catalog.

- Develop community relationships and seek out non-profit support for family wellness.
- Launch and Develop the *Community 360 Collaborative* to leverage community resources to support students and families in need.

website and Course Catalog.

- Include community services and supports as a component of the *Parent Education Series*.

## Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$140,000
Source			LPSBG
Budget Reference			1000-1999 Certificated Salaries
Amount	\$0	\$0	\$35,000
Source			LPSBG
Budget Reference			3000-3999 Employee Benefits

### Action 3

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

### Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
New Action	Modified Action	Unchanged Action
<b>Action: Develop and Implement Restorative Discipline Models District-Wide</b>  <b>2017-2018</b> <ul style="list-style-type: none"> <li>Train and Support new Administrators and Teachers in the implementation and use of Restorative Discipline.</li> </ul>	<b>Action: Expand Restorative Discipline Models District-Wide</b>  <b>2018-2019</b> <ul style="list-style-type: none"> <li>Train and Support new Administrators and Teachers in the implementation and use of Restorative Discipline.</li> <li>Evaluate and Update</li> </ul>	<b>Action: Expand Restorative Discipline Models District-Wide</b>  <b>2019-2020</b> <ul style="list-style-type: none"> <li>Train and Support new Administrators and Teachers in the implementation and use of Restorative Discipline.</li> <li>Evaluate and Update</li> </ul>



- Evaluate and Update district-wide sequence of behavioral interventions.
- Train and provide resources to all K-12 teachers to support the use of Restorative Circles in the classroom.
- Train and provide all administrators with support to implement Restorative Circles and Restorative consequences as Tier-2 interventions.
- Develop district-wide Course Catalog of *Center* offerings and open enrollment up to non-credential candidate district staff for ongoing professional learning.

district-wide sequence of behavioral interventions.

- Develop and Deploy parent training for Restorative Discipline. Include resources that families can utilize in the home.
- Expand CORE pilot to Grades 6-8
- Develop and Deploy comprehensive counseling and support program in K-5 for trauma induced behaviors.

district-wide sequence of behavioral interventions.

- Ensure that Restorative Discipline books and resources are available in the social and emotional wellness libraries of every school.
- Expand CORE pilot to Grades 6-8
- Develop and Deploy comprehensive counseling and support program in K-5 for trauma induced behaviors.

## Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Source			
Budget Reference			

## Action 4

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

## Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
New Action	Modified Action	Modified Action
<b>Action: Maintain Safe and Accessible Facilities for All Students</b>  <b>2017-2018</b>  Invest in new turf for our stadiums (with special padding to reduce risk of concussions)  Completing major roofing	<b>Action: Maintain Safe and Accessible Facilities for All Students</b>  Continue to evaluate and invest in infrastructure to ensure safe and healthy campuses.	<b>Action: Maintain Safe and Accessible Facilities for All Students</b>  Continue to evaluate and invest in infrastructure to ensure safe and healthy campuses.

repairs/replacements, flooring repairs/replacements, asphalt recoating and fencing replacements		
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### Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$850,000	\$915,000	\$980,000
Source	LCFF	LCFF	LCFF
Budget Reference	7000-7499 Other	7000-7499 Other	7000-7499 Other

## Action 5

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

## Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
New Action	Modified Action	Unchanged Action
<b>Action: Ensure that Healthy Bodies Support Healthy Minds</b>  <b>2017-2018</b> <ul style="list-style-type: none"> <li>Promote the role of nutrition in supporting academic performance and students' quality of life by implementation of school policies and practices that</li> </ul>	<b>Action: Ensure that Healthy Bodies Support Healthy Minds</b>  <b>2018-2019</b> <ul style="list-style-type: none"> <li>Promote the role of nutrition in supporting academic performance and students' quality of life by implementation of school policies and practices that</li> </ul>	<b>Action: Ensure that Healthy Bodies Support Healthy Minds</b>  <b>2019-2020</b> <ul style="list-style-type: none"> <li>Promote the role of nutrition in supporting academic performance and students' quality of life by implementation of school policies and practices that</li> </ul>

encourage and support healthy eating by students.

- Collaborative approach to implementing the District's Wellness Policy.
- Provide stipend for a wellness coordinator in charge of assessing and updating the District's Wellness Policy, as required by state and federal regulations.
- Provide students with healthy meals that meet or exceed state and federal regulations.
- Provide students adequate time for meals every day, including short and minimum days.
- Organization of a wellness committee adequately represented by each school in the District, including at a minimum, members from administration, teachers, students, parents, community, and other staff members.
- Schedule, post and provide parents, students and staff the daily meal schedule.

encourage and support healthy eating by students.

- Collaborative approach to implementing the Districts Wellness Policy.
- Provide stipend for a wellness coordinator in charge of assessing and updating the Districts Wellness Policy, as required by state and federal regulations.
- Provide students with healthy meals that meet or exceed state and federal regulations.
- Provide students adequate time for meals every day, including short and minimum days.
- Continue active involvement of wellness committee in evaluating and updating the Wellness Policy.
- Continue providing students with healthy meals and expand fresh and nutritious meal offerings that adhere to or exceed current state and federal guidelines
- Continue to schedule, post and provide parents, students and staff the daily meal schedule.

encourage and support healthy eating by students.

- Collaborative approach to implementing the Districts Wellness Policy.
- Provide stipend for a wellness coordinator in charge of assessing and updating the Districts Wellness Policy, as required by state and federal regulations.
- Provide students with healthy meals that meet or exceed state and federal regulations.
- Provide students adequate time for meals every day, including short and minimum days.
- Continue active involvement of wellness committee in evaluating and updating the Wellness Policy.
- Continue providing students with healthy meals and expand fresh and nutritious meal offerings that adhere to or exceed current state and federal guidelines
- Continue to schedule, post and provide parents, students and staff the daily meal schedule.

## Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$7,500	\$23,500
Source	Federal Revenues - Title I	Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries
Amount	\$0	\$2,500	\$6,500
Source	Federal Revenues - Title I	Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference	3000-3999 Employee Benefits	3000-3999 Employee Benefits	3000-3999 Employee Benefits
Amount	\$0	\$0	\$10,000
Source			LCFF
Budget Reference			5000-5999 Services and Other Operating Expenses

## Action 6

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

## Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
New Action	Modified Action	Modified Action
<b>Action: Develop a Mindset of Environmental Sustainability</b>  <b>2017-2018</b> <ul style="list-style-type: none"> <li>Promote environmental stewardship in selection of supplies, construction and operations.</li> <li>Divert waste from the landfill through Waste Free Lunch</li> </ul>	<b>Action: Develop a Mindset of Environmental Sustainability</b>  <b>2018-2019</b> <ul style="list-style-type: none"> <li>Promote environmental stewardship in selection of supplies, construction and operations.</li> <li>Divert waste from the landfill through Waste Free Lunch</li> </ul>	<b>Action: Develop a Mindset of Environmental Sustainability</b>  <b>2019-2020</b> <ul style="list-style-type: none"> <li>Promote environmental stewardship in selection of supplies, construction and operations.</li> <li>Divert waste from the landfill through Waste Free Lunch</li> </ul>

efforts and reduction of paper usage.

- Build environmental literacy into the curriculum at all grade levels.
- Improve outdoor air quality through promoting school gardens, reducing car emissions and investing in renewable energy
- Provide stipend for an Environmental Leader on each campus.
- Continue to identify sustainably sourced office and cleaning supplies
- Establish a district-wide commitment for Waste-Free-Lunches, expanding composting collections at minimum of 3 more sites (total of 5).
- Reduce paper usage by 20% of 2015-16 levels.
- Develop a policy of no-idling, with parent education campaign and parking lot signage
- Support school gardens with nutrition-based education
- Establishment of an active Green Team at each school in the District, including members from administration, teachers, students, parents, community,

efforts and reduction of paper usage.

- Build environmental literacy into the curriculum at all grade levels.
- Improve outdoor air quality through promoting school gardens, reducing car emissions and investing in renewable energy
- Provide stipend for an Environmental Leader on each campus.
- Continue to use sustainably sourced office and cleaning supplies
- Build upon a district-wide commitment for Waste-Free-Lunches, expanding composting collections at minimum of 5 more sites (total of 10).
- Reduce paper usage by 30% of 2015-16 levels.
- Support school gardens on all school sites, with developed class lessons
- Identify locations for renewable energy sources on school sites.

efforts and reduction of paper usage.

- Build environmental literacy into the curriculum at all grade levels.
- Improve outdoor air quality through promoting school gardens, reducing car emissions and investing in renewable energy
- Provide stipend for an Environmental Leader on each campus.
- Continue to use sustainably sourced office and cleaning supplies
- Build upon a district-wide commitment for Waste-Free-Lunches, expanding composting collections to every school site.
- Reduce paper usage by 40% of 2015-16 levels.
- Continue to support school gardens & related lessons on all school sites.
- Support renewable energy installations on a number of school sites.



and other staff members.

### Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$5,000	\$10,000	\$10,000
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies	4000-4999 Books and Supplies	4000-4999 Books and Supplies
Amount	\$10,000	\$5,000	\$5,000
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses

## Action 7

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

## Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Action	New Action	Unchanged Action
None	<b>Action:</b> Deploy and Implement Expanded Parent Education Options in Multiple Languages <ul style="list-style-type: none"> <li>Expand Parent 360 Education Offerings to include 25 annual offerings.</li> <li>Work with partner districts and social services agencies to align resources and coordinate community events</li> <li>Continue multilingual outreach for Parent 360 offerings including the use of Student Interpreters</li> </ul>	<b>Action:</b> Deploy and Implement Expanded Parent Education Options in Multiple Languages <ul style="list-style-type: none"> <li>Expand Parent 360 Education Offerings to include 25 annual offerings.</li> <li>Work with partner districts and social services agencies to align resources and coordinate community events</li> <li>Continue multilingual outreach for Parent 360 offerings including the use of Student Interpreters</li> </ul>

- Grow and expand multimedia access points to Parent 360 through the *LVUSD LIVE* show and *Parent 360 Podcast*

- Grow and expand multimedia access points to Parent 360 through the *LVUSD LIVE* show and *Parent 360 Podcast*

## Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$4,300	\$32,800
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries
Amount	\$0	\$4,000	\$4,000
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries	2000-2999 Classified Salaries	2000-2999 Classified Salaries
Amount	\$0	\$1,700	\$8,200
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits	3000-3999 Employee Benefits	3000-3999 Employee Benefits

## Action 8

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, Low Income

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

## Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Action	New Action	Unchanged Action
	<b>Action: Expand Student 360 Program with Tangible Applications to the Classroom and Full-Day Institutes to provide Talent Development on supporting the needs of English Learner, Foster Youth, and Low Income Students</b>	<b>Action: Expand Student 360 Program with Tangible Applications to the Classroom and Full-Day Institutes to provide Talent Development on supporting the needs of English Learner, Foster Youth, and Low Income Students</b>

## Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$430,000	\$50,000
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries
Amount	\$0	\$70,000	\$12,500
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits	3000-3999 Employee Benefits	2000-2999 Classified Salaries
Amount	\$0	\$0	\$12,500
Source			LCFF
Budget Reference			4000-4999 Books and Supplies
Amount	\$0	\$0	\$15,000
Source			LCFF
Budget Reference			5000-5999 Services and Other Operating Expenses

## Action 9

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Low Income

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

## Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Action	New Action	Unchanged Action
	<b>Action: Develop Media Centers as Hubs of Student 360 and Literacy to Support EL and LI Students</b> <ul style="list-style-type: none"> <li>• Develop and deploy library units that are aligned to Student 360</li> <li>• Grow and expand parent resource centers in LVUSD Libraries</li> <li>• Curate <i>Student and Parent 360</i> sections at local libraries and bookstores</li> <li>• Train Media Center Coordinators to administer Student 360 Lessons</li> </ul>	<b>Action: Develop Media Centers as Hubs of Student 360 and Literacy to Support EL and LI Students</b> <ul style="list-style-type: none"> <li>• Develop and deploy library units that are aligned to Student 360</li> <li>• Grow and expand parent resource centers in LVUSD Libraries</li> <li>• Curate <i>Student and Parent 360</i> sections at local libraries and bookstores</li> <li>• Train Media Center Coordinators to administer Student 360 Lessons</li> </ul>

## Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$4,400	\$4,400
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits	3000-3999 Employee Benefits	3000-3999 Employee Benefits
Amount	\$0	\$15,600	\$20,600
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries	2000-2999 Classified Salaries	2000-2999 Classified Salaries
Amount	\$0	\$30,000	\$20,000
Source	LCFF	LCFF	LCFF

Budget Reference	4000-4999 Books and Supplies	4000-4999 Books and Supplies	4000-4999 Books and Supplies
Amount	\$0	\$0	\$15,000
Source			LCFF
Budget Reference			1000-1999 Certificated Salaries



## Action 10

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

## Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Action	Action	New Action
		LVUSD will develop an Arts Integration Plan to address trauma that can exist in low-income and foster youth settings.

## Budgeted Expenditures

	2017-18	2018-19	2019-20
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Amount	\$0	\$0	\$2,000
Source			Other Local Revenues
Budget Reference			3000-3999 Employee Benefits
Amount	\$0	\$0	\$6,000
Source			Other Local Revenues
Budget Reference			1000-1999 Certificated Salaries
Amount	\$0	\$0	\$2,000
Source			Other Local Revenues
Budget Reference			4000-4999 Books and Supplies

## Action 11

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

## Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Action	Action	New Action
		LVUSD will develop a K-5 Counseling Plan to that vertically integrates into the 6-12 Counseling Plan developed in prior years.

## Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0

Source			
Budget Reference			

# Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds:	Percentage to Increase or Improve Services:
\$2,996,085	3.24%

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

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

LVUSD will direct additional funding and support services to English Learners, Foster Youth, and Low Income Students.

During the 2019-2020 school year, LVUSD will continue to implement a newly adopted literacy and language program across Grades K-12 for English Learners and additionally LVUSD will continue to invest personnel support to assist with the implementation of ELPAC, and creating an EL Strategic Plan Plan and Reclassification Criteria to align with new indicators. We anticipate continued growth in EL Reading, Writing, and Speaking/Listening scores LEA-wide. Additionally, we anticipate that our Reclassification percentage will be continue to increase across our LEA with these additional focus areas. For Foster Youth and Low-Income students, we will continue to invest in personnel to provided counseling, outreach, and parent education. Furthermore, our Low-Income students in 6th-10th grade will have access to a brand new AVID Program and Early College Dual Enrollment Academy through our partnership with Moorpark College.

The following LCAP Goals and Actions Improve Services:

- Goal 1, Action # 6: Enhance accessibility of College and Career information for families through parent education and outreach efforts geared toward foster youth, low-income, and English Learner students. We will continue to monitor A-G completion rates and college-going rates for our unduplicated students to measure effectiveness of the goal.. Unduplicated students will receive additional counseling and direct outreach in evening events. (Connected to the work of Vivian Johnson and Anne Henderson relating to Parent Engagement which indicates that parent participation for EL and LI families in school events increases student outcomes.
- Goal 1, Action # 7: LVUSD will adopt innovative instructional resources and invest in collaborative time for designated English Language Development courses and our Dual Language School. (Collaborative PLC time is supported by the research of Dufour and Kanold).
- Goal 1, Action # 12: LVUSD will enhance the quality and quantity of reading and writing for low-income, foster youth, and English Learner students in Grades K-8 (aligned to the work of Dr. Richard Allington on the need for volume of reading aligned to achievement). The service will target students who are reading below grade level and provide additional reading time, resources, and intervention materials. We will continue to monitor the percentage of unduplicated students reading at grade level using assessments such as RENSTAR, CAASPP, Benchmark Assessments, and Running Records.
- Goal 1, Action # 15: Develop Alternative Learning Programs that enhance post-high-school opportunities (Aligned to the work of Hattie, et. al. on the importance of expectations and differentiated learning). Alternative learning needs for students who are unable to be successful in a school setting creates options and opportunities. Many of our LI, FY, and EL students are struggling to access the core program. A more custom option is needed. We will structure the learning community that will develop these programs using PLC models outlined in the research

- of DuFour and Kanold. This structure will involve personalized learning, one-on-one instruction, and a hybrid-educational model. We will monitor the effectiveness of this by attendance rates, grades, D/F rate with the goal of increasing attendance and engagement while reducing our D/F rate.
- Goal 2, Action # 2: Provide ongoing, systematic support for English Learners (EL) which includes access to pathways, and reduction of Long Term ELs. LVUSD will work with our EL Leadership team and our newly adopted K-12 ELD Curriculum to ensure that all students reclassify within 5 years of being designated as EL. LVUSD will invest in training days and coaching time to support the implementation of this work. (Connected to the work of Laurie Olson on Long-Term English Learners).
  - Goal 2, Action # 8: Support Implementation of Equity Based Programs for English Learners, Low-Income, and Foster Youth Students (Connected to the Lindsay's research on Cultural Proficiency). We have a need for additional counseling, tutoring, and intervention supports for our EL/LI/FY subgroups. We are looking to expand professional development in the areas of bias, prejudice, and social justice. This work will align to the research of Reeves, DuFour, and Fischer. We have focussed our professional development on instructional strategies for structured discourse. An emphasis on the impact of trauma on behavior and college access is needed. Many LI/FY students experience a form of trauma. We will measure effectiveness of this action with school connectedness data via California Healthy Kids Survey, attendance rates and suspension rates.
  - Goal 2, Action # 10: Deploy Early College Academy in Grades 6-10 for Low-Income, English Learner, and/or Foster Youth Students. The Early College Academy will utilize the AVID curriculum and a Dual-Enrollment model to provide all students with one year of College Credit prior to Graduation. This aligns to research from AVID, Inc about supporting first-generation and low-income students on their path to college. We will measure the effectiveness of this action through dual enrollment course completion, D/F rates, and attendance.
  - Goal 3, Action # 4: Develop and Deploy Robust Offering of Student-360 Aligned Talent Development for English Learner, Low-Income, and Foster Youth Students will involve targeted PD for language/literacy, poverty and the brain, and trauma-informed practices. The research of Gibbons, Olsen, and Fisher/Frey will be utilized to develop structured academic discourse PD for staff. Brain research out of UCLA relating to supporting students from Poverty and high-trauma environments will be used to support staff development for 2019-2020.
  - Goal 3, Action # 5: LVUSD will work to implement Adaptive Schools training to support closing the achievement gap for unduplicated students. This is based off the work of Art Costa and Robert Garmston and their research on professional learning. We will measure the effectiveness of this action through our ongoing monitoring of summative assessment scores such as CAASPP, Advanced Placement, and PSAT.
  - Goal 4, Action # 7: Deploy and Implement Expanded Parent Education Options in Multiple Languages. (Connected to the work of Vivian Johnson and Anne Henderson relating to Parent Engagement). Parent engagement is paramount for the success of students, and currently our resources/materials are only delivered in English. We will continue to expand our parent outreach for our unduplicated students. We will measure effectiveness of this action with school connectedness data via California Healthy Kids Survey, attendance rates and suspension rates.
  - Goal 4, Action # 10: Implement Arts Integration Strategic Plan to address trauma experienced by Low-Income and Foster Youth students. This is based off of the work of Eric Jensen who studied poverty and the brain. We will measure effectiveness of this action with school connectedness data via California Healthy Kids Survey, attendance rates and suspension rates.

LVUSD will continue it's implementation of our Student 360 Program in 2018-2019, which will target social-emotional supports, build in referral criteria for counseling and support of our unduplicated students, and mitigates higher-tier behavior. While the costs of these efforts are not reflected through supplemental funding, the initiatives provide added support for unduplicated populations. This is represented in the following LCAP Goals and Actions:

- Goal 4, Action # 8: Expand Student 360 Program with Tangible Applications to the Classroom and Full-Day Institutes: Will have a focus on the impact of poverty and stress on the brain and learning. (Connected to the work of Costa and Garmston on the Habits of Mind). We will measure effectiveness of this action with school connectedness data via California Healthy Kids Survey, attendance rates and suspension rates.
- Goal 4, Action # 9: Develop Media Centers as Hubs of Student 360 and Literacy Support for English Learner, Low-Income students (Connected to the work of Hattie et. al. on social-emotional learning, and Allington on increasing the quality and quantity of reading). We will measure effectiveness of this action with school connectedness data via California Healthy Kids Survey, attendance rates and suspension

rates.

As outlined above, unduplicated student groups will be receiving increased and improved services through: targeted reading intervention and support, focused counseling, mental health training, parent outreach efforts specific to unduplicated populations, tutoring, and the support of bilingual instructional assistants. John Hattie's research relating to relationships, impact of poverty on social-emotional health, and early intervention/RTI supported our decisions to prioritize funding for UDPs to these areas.

#### LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds:	Percentage to Increase or Improve Services:
\$2,766,191	4.00%

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

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

LVUSD will direct additional funding and support services to English Learners, Foster Youth, and Low Income Students.

During the 2018-2019 school year, LVUSD will continue to implement a newly adopted literacy and language program across Grades K-12 for English Learners and additionally LVUSD will continue to invest personnel support to assist with the implementation of ELPAC, and creating an EL Strategic Plan Plan and Reclassification Criteria to align with new indicators. We anticipate continued growth in EL Reading, Writing, and Speaking/Listening scores LEA-wide. Additionally, we anticipate that our Reclassification percentage will be continue to increase across our LEA with these additional focus areas. For Foster Youth and Low-Income students, we will be investing in personnel to provided counseling, outreach, and parent education. Furthermore, our Low-Income students in 8th grade will have access to a brand new AVID Program and Early College Dual Enrollment Academy through our partnership with Moorpark College.

The following LCAP Goals and Actions Improve Services:

- Goal 1, Action # 2: Enhance accessibility of College and Career information for families through parent education and outreach efforts geared toward foster youth, low-income, and English Learner students. Unduplicated students will receive additional counseling and direct outreach in evening events. (Connected to the work of Vivian Johnson and Anne Henderson relating to Parent Engagement which indicates that parent participation for EL and LI families in school events increases student outcomes.)
- Goal 1, Action # 5: Develop a K-8 Counseling Plan and Implement 9-12 Plan. The plan will involve targeted supports for EL, Low Income, and Foster Youth students. Targeted intervention and RTI supports align to the work of Richard DuFour.
- Goal 1, Action # 7: Provide College and Career outreach to English Learner students through a coordinated counseling plan and parent education series to ensure that all EL students receive the appropriate support, monitoring, and pathway opportunities. (Connected to the work of Vivian Johnson and Anne Henderson relating to Parent Engagement)
- Goal 1, Action # 8: LVUSD will adopt innovative instructional resources and invest in collaborative time for designated English Language Development courses and our Dual Language School. (Collaborative PLC time is supported by the research of Dufour and Kanold).
- Goal 1, Action # 9: LVUSD will provide Technology support for English Learner families and invest in systems to support designated and

- integrated ELD across the district (aligned to Laurie Olsen's work on supporting students in getting off of a long-term EL track).
- Goal 1, Action # 14: LVUSD will enhance the quality and quantity of reading and writing for low-income, foster youth, and English Learner students in Grades K-8 (aligned to the work of Dr. Richard Allington on the need for volume of reading aligned to achievement). The service will target students who are reading below grade level and provide additional reading time, resources, and intervention materials.
- Goal 1, Action # 15: Develop Alternative Learning Programs that enhance post-high-school opportunities (Aligned to the work of Hattie, et. al. on the importance of expectations and differentiated learning). Alternative learning needs for students who are unable to be successful in a school setting creates options and opportunities. We will structure the learning community that will develop these programs using PLC models outlined in the research of DuFour and Kanold.
- Goal 2, Action # 3: Provide ongoing, systematic support for English Learners (EL) which includes access to pathways, and reduction of Long Term ELs. LVUSD will work with our EL Leadership team and our newly adopted K-12 ELD Curriculum to ensure that all students reclassify within 5 years of being designated as EL. LVUSD will invest in training days and coaching time to support the implementation of this work. (Connected to the work of Laurie Olson on Long-Term English Learners)
- Goal 2, Action # 8: Implement PSAT in Grades 8 and 10. (Connected to the ASCA research which indicates that targeted counseling of English Learners and Low Income students increases EL/LI participation in AP classes).
- Goal 2, Action # 9: Support Implementation of Equity Based Programs for English Learners, Low-Income, and Foster Youth Students (Connected to the Lindsay's research on Cultural Proficiency). We have a need for additional counseling, tutoring, and intervention supports for our EL/LI/FY subgroups. This work will align to the research of Reeves, DuFour, and Fischer.
- Goal 2, Action # 10: Provide Equitable Access to School Services for English Learner and Low-Income Students through additional curriculum to help close gaps in learning will involve supplemental purchasing of ELA and Math materials. The supplemental materials will provide access to books, workbooks, and supplemental tutoring support for EL, LI, and FY students. The research of Allington, Boaler, and Hattie suggest that additional time spent reading and early intervention supports have a positive impact on unduplicated subgroups.
- Goal 3, Action # 4: Develop and Deploy Robust Offering of Student-360 Aligned Talent Development for English Learner, Low-Income, and Foster Youth Students will involve targeted PD for language/literacy, poverty and the brain, and trauma-informed practices. The research of Gibbons, Olsen, and Fisher/Frey will be utilized to develop structured academic discourse PD for staff. Brain research out of UCLA relating to supporting students from Poverty and high-trauma environments will be used to support staff development for 2018-2019.
- Goal 4, Action # 7: Deploy and Implement Expanded Parent Education Options in Multiple Languages. (Connected to the work of Vivian Johnson and Anne Henderson relating to Parent Engagement). Parent engagement is paramount for the success of students, and currently our resources/materials are only delivered in English.

LVUSD will continue it's implementation of our Student 360 Program in 2018-2019, which will target social-emotional supports, build in referral criteria for counseling and support of our unduplicated students, and mitigates higher-tier behavior. While the costs of these efforts are not reflected through supplemental funding, the initiatives provide added support for unduplicated populations. This is represented in the following LCAP Goals and Actions:

- Goal 4, Action # 8: Expand Student 360 Program with Tangible Applications to the Classroom and Full-Day Institutes: Will have a focus on the impact of poverty and stress on the brain and learning. (Connected to the work of Costa and Garmston on the Habits of Mind)
- Goal 4, Action # 3: Expand Partnerships with Mental Health Organizations: Students who are low-income and Foster Youth will be provided with additional supports through targeted outreach. (Connected to the work of John Hattie about the needs of low-income and Foster Youth).
- Goal 4, Action # 9: Develop Media Centers as Hubs of Student 360 and Literacy Support for English Learner, Low-Income students (Connected to the work of Hattie et. al. on social-emotional learning, and Allington on increasing the quality and quantity of reading).

As outlined above, unduplicated student groups will be receiving increased and improved services through: targeted reading intervention and support, focused counseling , mental health training, parent outreach efforts specific to unduplicated populations, tutoring, and the support of bilingual instructional assistants. John Hattie's research relating to relationships, impact of poverty on social-emotional health, and early intervention/RTI supported our decisions to prioritize funding for UDPs to these areas.



Estimated Supplemental and Concentration Grant Funds:	Percentage to Increase or Improve Services:
\$2,061,000	2.37%

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

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

LVUSD will direct additional funding and support services to English Learners, Foster Youth, and Low Income Students.

During the 2017-2018 school year, LVUSD will continue to implement a newly adopted literacy and language program across Grades K-12 for English Learners and additionally LVUSD will be investing in personnel support to assist with the implementation of ELPAC, and creating an EL Strategic Plan Plan and Reclassification Criteria to align with new indicators. We anticipate significant growth in EL Reading, Writing, and Speaking/Listening scores LEA-wide. Additionally, we anticipate that our Reclassification percentage will be significantly increased across our LEA with these additional focus areas. For Foster Youth and Low-Income students, we will be investing in personnel to provided counseling, outreach, and parent education.

The following LCAP Goals and Actions Improve Services:

- Goal 1, Action # 3: Enhance accessibility of College and Career information for families through parent education and outreach efforts geared toward foster youth, low-income, and English Learner students. Unduplicated students will receive additional counseling and direct outreach in evening events. (Connected to the work of Vivian Johnson and Anne Henderson relating to Parent Engagement which indicates that parent participation for EL and LI families in school events increases student outcomes.)
- Goal 1, Action # 6: Provide targeted counseling to English Learners, Low-Income Students, Foster Youth, and low-performing students through data-instruments such as Naviance and PSAT to inform post-secondary opportunities. Naviance and PSAT training will be provided to unduplicated families and counselors will provide targeted outreach to unduplicated groups (Connected to the work of Laurie Olson on Long-Term English Learners which indicates that EL students need intentional guidance to ensure that they have access to as many options and oportunties as possible).
- Goal 1, Action # 9: Provide College and Career outreach to English Learner students through a coordinated counseling plan and parent education series to ensure that all EL students receive the appropriate support, monitoring, and pathway opportunities. (Connected to the work of Vivian Johnson and Anne Henderson relating to Parent Engagement)
- Goal 1, Action # 10: LVUSD will adopt innovative instructional resources and invest in collaborative time for designated English Language Development courses and our Dual Language School. (Collaborative PLC time is supported by the research of Dufour and Kanold).
- Goal 1, Action # 11: LVUSD will provide Technology support to English Learner families and invest in systems to support Designated and Integrated ELD across the curriculum.
- Goal 3, Action # 4: Provide ongoing, systematic support for English Learners (EL) which includes access to pathways, and reduction of Long Term ELs. LVUSD will work with our EL Leadership team and our newly adopted K-12 ELD Curriculum to ensure that all students reclassify within 5 years of being designated as EL. LVUSD will invest in training days and coaching time to support the implementation of this work. (Connected to the work of Laurie Olson on Long-Term English Learners)
- Goal 3, Action # 5: Ensure targeted recruitment of unduplicated students in Advanced Placement classes using the *AP Potential*

report. (Connected to the ASCA research which indicates that targeted counseling of English Learners and Low Income students increases EL/LI participation in AP classes).

- Goal 3, Action # 7: LVUSD will invest in coordinated parent outreach to families of English Learners and Low-Income students to develop and deploy a parent education series unique to this subgroup of students. (Connected to the work of Vivian Johnson and Anne Henderson relating to Parent Engagement)
- Goal 3, Action # 8: Provide transportation, translation, meal support, and social service supports for low-income, foster youth, and English Learner families.
- Goal 3, Action # 9: Develop and Expand District-wide System of Academic Interventions - LVUSD will better monitor and identify students who are ready to reclassify, and work to better accelerate growth toward reclassification. (Connected to the work of Laurie Olson on Long-Term English Learners, and the Dufours on RTI and PLCs)

LVUSD will be implementing a new Character Education program in 2017-2018, which will target social-emotional supports, build in referral criteria for counseling and support of our unduplicated students, and mitigate higher-tier behavior. While the costs of these efforts are not reflected through supplemental funding, the initiatives provide added support for unduplicated populations. This is represented in the following LCAP Goals and Actions:

- Goal 4, Action # 1: Develop District-wide K-12 Character Program: Will have a focus on the impact of poverty and stress on the brain and learning. (Connected to the work of Costa and Garmston on the Habits of Mind)
- Goal 4, Action # 2: Increase Teacher, Student, and Family Access to Mental Health training and resources: Students who are low-income and Foster Youth will be provided with additional supports through targeted outreach. (Connected to the work of John Hattie about the needs of low-income and Foster Youth).

As outlined above, unduplicated student groups will be receiving increased and improved services through: targeted reading intervention and support, focused counseling, mental health training, parent outreach efforts specific to unduplicated populations, tutoring, and the support of bilingual instructional assistants. John Hattie's research relating to relationships, impact of poverty on social-emotional health, and early intervention/RTI supported our decisions to prioritize funding for UDPs to these areas.

## Expenditure Summary

Expenditures by Budget Category					
Budget Category	2018 Annual Update Budgeted	2018 Annual Update Estimated Actual	2017	2018	2019
All Budget Categories	\$103,306,041	\$103,283,741	\$95,240,896	\$101,059,531	\$108,343,379
1000-1999 Certificated Salaries	53,236,309	53,227,809	50,471,266	52,025,959	55,527,553
2000-2999 Classified Salaries	20,040,734	20,040,734	18,977,431	19,841,133	21,467,231
3000-3999 Employee Benefits	26,391,666	26,388,866	22,127,414	26,166,966	28,693,478
4000-4999 Books and Supplies	1,797,209	1,786,209	2,621,309	1,599,709	1,137,088
5000-5999 Services and Other Operating Expenses	923,369	923,369	193,476	510,764	538,029
7000-7499 Other	916,754	916,754	850,000	915,000	980,000

Expenditures by Funding Source					
Funding Source	2018 Annual Update Budgeted	2018 Annual Update Estimated Actual	2017	2018	2019
All Funding Sources	\$103,306,041	\$103,283,741	\$95,240,896	\$101,059,531	\$108,343,379
College Readiness Block Grant	20,000	20,000	0	0	0
LPSBG	0	0	0	0	260,000
Federal Revenues - Title I	946,660	950,660	729,559	779,559	643,879
Federal Revenues - Title II	157,301	157,301	165,200	151,187	154,168
Federal Revenues - Title III	90,892	90,892	0	0	68,642
Federal Revenues - Title IV	20,000	16,000	0	0	0

Other State Revenues	0	0	0	0	7,104,860
Other Local Revenues	0	0	0	0	3,010,000
LCFF Base/Not Contributing to Increased or Improved Services	99,279,997	99,279,997	94,346,137	98,673,497	94,091,830
LCFF S & C/Contributing to Increased or Improved Services	2,791,191	2,768,891	0	1,455,288	3,010,000

Expenditures by Budget Category and Funding Source						
Budget Category	Funding Source	2018 Annual Update Budgeted	2018 Annual Update Estimated Actual	2017	2018	2019
All Budget Categories	All Funding Sources	\$103,306,041	\$103,283,741	\$95,240,896	\$101,059,531	\$108,343,379
1000-1999 Certificated Salaries	LPSBG	0	0	0	0	160,000
1000-1999 Certificated Salaries	Federal Revenues - Title I	478,125	482,125	431,525	447,525	415,500
1000-1999 Certificated Salaries	Federal Revenues - Title II	121,004	121,004	131,600	121,004	120,000
1000-1999 Certificated Salaries	Federal Revenues - Title IV	4,000	0	0	0	0
1000-1999 Certificated Salaries	Other State Revenues	0	0	0	0	4,652,000
1000-1999 Certificated Salaries	Other Local Revenues	0	0	0	0	6,000
1000-1999 Certificated Salaries	LCFF Base/Not Contributing to Increased or Improved Services	50,847,630	50,847,630	49,908,141	50,586,630	48,166,253
1000-1999 Certificated Salaries	LCFF S & C/Contributing to Increased or Improved Services	1,785,550	1,777,050	0	870,800	2,007,800
2000-2999 Classified Salaries	Federal Revenues - Title I	117,101	117,101	0	0	0
2000-2999 Classified Salaries	Federal Revenues - Title III	63,000	63,000	0	0	40,000

2000-2999 Classified Salaries	Federal Revenues - Title IV	4,000	4,000	0	0	0
2000-2999 Classified Salaries	Other State Revenues	0	0	0	0	483,000
2000-2999 Classified Salaries	Other Local Revenues	0	0	0	0	2,000,000
2000-2999 Classified Salaries	LCFF Base/Not Contributing to Increased or Improved Services	19,818,033	19,818,033	18,977,431	19,818,033	18,857,131
2000-2999 Classified Salaries	LCFF S & C/Contributing to Increased or Improved Services	38,600	38,600	0	23,100	87,100
3000-3999 Employee Benefits	LPSBG	0	0	0	0	35,000
3000-3999 Employee Benefits	Federal Revenues - Title I	161,149	161,149	146,749	150,749	91,500
3000-3999 Employee Benefits	Federal Revenues - Title II	30,183	30,183	33,600	30,183	34,168
3000-3999 Employee Benefits	Federal Revenues - Title III	22,000	22,000	0	0	27,942
3000-3999 Employee Benefits	Federal Revenues - Title IV	2,000	2,000	0	0	0
3000-3999 Employee Benefits	Other State Revenues	0	0	0	0	1,959,860
3000-3999 Employee Benefits	Other Local Revenues	0	0	0	0	1,002,000
3000-3999 Employee Benefits	LCFF Base/Not Contributing to Increased or Improved Services	25,886,434	25,886,434	21,947,065	25,843,434	25,100,858
3000-3999 Employee Benefits	LCFF S & C/Contributing to Increased or Improved Services	289,900	287,100	0	142,600	442,150
4000-4999 Books and Supplies	Federal Revenues - Title I	96,809	96,809	57,809	87,809	80,000
4000-4999 Books and Supplies	Other State Revenues	0	0	0	0	10,000

[illegible]

### Expenditures by Goal and Funding Source

Funding Source	2017	2018	2019
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*LVUSD will support students with the curriculum, instruction, and intentional guidance to provide every opportunity for success in **College** and other post-secondary endeavors.*

All Funding Sources	\$2,684,750	\$1,975,788	\$2,007,450
LPSBG	0	0	20,000
Federal Revenues - Title I	0	40,000	100,000
Other State Revenues	0	0	30,000
LCFF Base/Not Contributing to Increased or Improved Services	2,684,750	1,533,500	1,105,000
LCFF S & C/Contributing to Increased or Improved Services	0	402,288	752,450

*LVUSD will provide regular assessment, monitoring, and intervention support to expose students to every school **Opportunity** possible.*

All Funding Sources	\$868,159	\$1,361,159	\$2,228,071
LPSBG	0	0	25,000
Federal Revenues - Title I	729,559	729,559	331,879
Federal Revenues - Title III	0	0	68,642
LCFF Base/Not Contributing to Increased or Improved Services	138,600	138,600	260,000
LCFF S & C/Contributing to Increased or Improved Services	0	493,000	1,542,550

*LVUSD will build the **Professional Capacity** of our staff to prepare current and future teachers and leaders to best meet our students diverse needs.*

All Funding Sources	\$90,822,987	\$96,222,584	\$102,692,858
LPSBG	0	0	40,000
Federal Revenues - Title I	0	0	182,000
Federal Revenues - Title II	165,200	151,187	154,168
Other State Revenues	0	0	7,074,860
Other Local Revenues	0	0	3,000,000
LCFF Base/Not Contributing to Increased or Improved Services	90,657,787	96,071,397	91,721,830
LCFF S & C/Contributing to Increased or Improved Services	0	0	520,000

<i>LVUSD will cultivate the health, safety, and well-being of the <b>Whole Child</b> through curriculum, counseling, and positive learning spaces.</i>			
All Funding Sources	\$865,000	\$1,500,000	\$1,415,000
LPSBG	0	0	175,000
Federal Revenues - Title I	0	10,000	30,000
Other Local Revenues	0	0	10,000
LCFF Base/Not Contributing to Increased or Improved Services	865,000	930,000	1,005,000
LCFF S & C/Contributing to Increased or Improved Services	0	560,000	195,000

Annual Update Expenditures by Goal and Funding Source		
Funding Source	2018 Annual Update Budgeted	2018 Annual Update Estimated Actual
<i>LVUSD will support students with the curriculum, instruction, and intentional guidance to provide every opportunity for success in <b>College</b> and other post-secondary endeavors.</i>		
All Funding Sources	\$2,545,288	\$2,522,988
Federal Revenues - Title I	65,000	65,000
LCFF Base/Not Contributing to Increased or Improved Services	1,845,000	1,845,000
LCFF S & C/Contributing to Increased or Improved Services	635,288	612,988
<i>LVUSD will provide regular assessment, monitoring, and intervention support to expose students to every school <b>Opportunity</b> possible.</i>		
All Funding Sources	\$2,717,055	\$2,717,055
College Readiness Block Grant	20,000	20,000
Federal Revenues - Title I	871,660	871,660
Federal Revenues - Title III	90,892	90,892
LCFF Base/Not Contributing to Increased or Improved Services	163,600	163,600
LCFF S & C/Contributing to Increased or Improved Services	1,570,903	1,570,903



<i>LVUSD will build the <b>Professional Capacity</b> of our staff to prepare current and future teachers and leaders to best meet our students diverse needs.</i>		
All Funding Sources	\$96,253,698	\$96,253,698
Federal Revenues - Title II	157,301	157,301
LCFF Base/Not Contributing to Increased or Improved Services	96,071,397	96,071,397
LCFF S & C/Contributing to Increased or Improved Services	25,000	25,000
<i>LVUSD will cultivate the health, safety, and well-being of the <b>Whole Child</b> through curriculum, counseling, and positive learning spaces.</i>		
All Funding Sources	\$1,790,000	\$1,790,000
Federal Revenues - Title I	10,000	14,000
Federal Revenues - Title IV	20,000	16,000
LCFF Base/Not Contributing to Increased or Improved Services	1,200,000	1,200,000
LCFF S & C/Contributing to Increased or Improved Services	560,000	560,000

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