

Introduction:

LEA: Sunnyvale School District **Contact (Name, Title, Email, Phone Number):** Mala Ahuja, Assistant Superintendent, mala.ahuja@sesd.org, 408 522-8200 x 1004 **LCAP Year:** 2015-16

Local Control and Accountability Plan and Annual Update Template

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process	Impact on LCAP
<p>UPDATE</p> <p>Timeline for Stakeholder Input and LCAP Development:</p> <p>Stakeholder Lyceum: January 22, 2015 (District administrators, site principals and teachers, parents, community members, students and classified staff members).</p> <p>Bargaining Units: March 3, 2015 (Teachers, classified staff members and management team members representing certificated and classified management, along with district administrators)</p> <p>District English Learner Advisory Committee: April 8, 2015 (Parents of English learners from all 10 schools in the district)</p> <p>District Advisory Council: March 25, 2015 (School Site council representatives from each of our 10 schools)</p> <p>Student Leadership: April 9, 2015 (2 student leaders from each of our 10 schools)</p> <p>Middle School English Learner Action Team: May 7, 2015 (Middle School teacher leaders)</p> <p>Draft LCAP goals shared with Instructional Leadership Team: May 12, 2015 (Principals, Assistant Principals and District Administrators)</p> <p>Elementary English Learner Action Team: May 18, 2015 (Elementary teacher leaders)</p> <p>District English Learner Advisory Committee reviews LCAP: June 3, 2015</p> <p>Board Public Hearing: June 4, 2015</p> <p>Board Adoption: June 18, 2015</p> <p>The stakeholder consultation for both the annual update as well as the goal setting includes parents (Lyceum, District English Learner Advisory Committee, District Advisory Committee); pupils (Lyceum, Student Leadership Luncheon); School Personnel (Lyceum, Instructional Leadership Team, Elementary and Middle School English Learner Action Teams); Local Bargaining Units (Sunnyvale Education Association, California School Employees Association, and Sunnyvale Certificated and Classified Association for Management Personnel); Community (Lyceum).</p>	<p>These are the trends that emerged from the various stakeholder input sessions as well as surveys :</p> <p>Conditions of Learning</p> <ul style="list-style-type: none"> • Professional Development for Common Core for teachers • More collaboration time for teachers • Increased communication with parents about changes in curriculum and assessment • Continue with current positive school climate initiatives e.g. PBIS, Project Cornerstone, Acknowledge Alliance, • Continue and maintain counseling services at all schools

Parent Satisfaction Survey

Every other year, we survey parents for their level of satisfaction with the Correlates of Effective Schools. Fortunately, the Correlates align well with the 8 LCAP areas.

RESULTS: We are very proud to have very high levels of parent satisfaction. Since the average score was 94%, we considered an area of **STRENGTH** if it averaged above 94% satisfied or highly satisfied. The lowest score was a robust 90% satisfaction so we considered scores between 90%-93% effective practices. 80% responses in English, 20% responses in Spanish. See Appendix A for the results tables.

District Advisory Council & Lyceum

Since 2011, SSD has had a process of annual stakeholder input to our District Strategic Plan. This is done through an annual survey and a full day Lyceum. During the Lyceum, parent, community and staff representatives from all ten schools come together to look closely at our programs and services and give input on what their priorities are. The Lyceum included three parents of English learners, four District Advisory Council representatives of low income students and one foster parent. We adjust our LEA Plan and our Strategic Plan each year and our schools align their single school plans accordingly.

This year, we focused our Lyceum on stakeholder input around the eight priorities of the LCAP. In addition, we held a separate meeting with employee bargaining groups to learn about the LCFF, the District budget and collect their ideas. The representative from SEA and CSEA were also included in the Lyceum. Fortunately, we found the input from parents, students, teachers and staff very much aligned. The items in bold have the greatest consensus of opinion.

District English Learner Advisory Committee

Parents of English learners were included in the Lyceum. In addition, input was sought at DELAC in January, March and June. Additionally, schools sought input from site groups and passed it on to the District.

Sunnyvale Education Association/California School Employees Association
/Sunnyvale Certificated and Classified Association for Management Personnel:

Student Outcomes

- More technology coaching: get all schools to the 1:1 ratio, include coding and computer science
- Additional academic support for students (interventions)
- Extended learning and enrichment opportunities
- Parent trainings on what students are learning
- Professional development for teachers to support (CCSS, ELs, at-risk students, etc.)
- Summer School and after school programs (sports, art, science, etc.)

Engagement

- Improve communication; consider the use of social media to convey a consistent message across all sites
- Providing childcare and meals to improve parent attendance at meetings
- More parent trainings (CCSS, at-risk students, etc.)
- More social events, recognitions, celebrations, etc.
- Extracurricular, enrichment activities for students
- Rewards/recognition for student attendance

This meeting will include representatives from each employee group (CSEA, SEA, SCCAMP). The agenda includes a review of the governor's proposed budget, a review of its impact on Sunnyvale's financial position, and an opportunity for employee group representatives to give input into the District's budget formation (LCAP) for the coming year. This has become a regular meeting every year

CONCLUSION:

Several efforts were made to consult with all stakeholders. Meetings were held to obtain feedback from our District English Learner Advisory Committee (DELAC) members who worked with their local English Learner Advisory Committee members. Our DELAC members were invited to be part of the district Lyceum, an annual event in which all stakeholders groups (parents, students, teachers, classified, bargaining units, management, community) participate. Unfortunately, CSEA was not able to send a representative to this

Representatives from employee groups were fully represented at our Lyceum and at a separate meeting that was held for consultation with them. This meeting includes representatives from each employee group (CSEA, SEA, SCCAMP). The agenda includes a review of the governor's proposed budget, a review of its impact on Sunnyvale's financial position, and an opportunity for employee group representatives to give input into the District's budget formation (LCAP) for the coming year. This has become a regular meeting every year.

Student Involvement:

This year we involved students in a couple of ways. Four middle school students were involved in the day long Lyceum stakeholder session. Later in the year we consulted with students during the annual Student Leadership luncheon which comprises of two student representatives from each of our ten schools.

meeting. We held the same meeting around the same date last year, and we expect to do the same in future years. Now that the pattern is set, hopefully CSEA can send representation every year. Survey results were used to gather student feedback. Certificated employees provided feedback through advisory committees and district-wide meetings.

Next year we will consider forming a district LCAP committee composed of administrators, teachers, classified employees, parents and DELAC members. This would assist in their providing feedback throughout the development of the LCAP.

Annual Update:

In reviewing the current LCAP with our stakeholder groups, it became very apparent that we needed to focus our efforts and go deeper rather than having an array of goals and actions that were challenging to go deep with.

As a result of the various meetings and conversations with parents, principals, coaches, teacher leaders and district administrators, we have arrived at the decision to completely align our LCAP goals with the district leadership goals that are in sync with the eight LCAP priority areas.

The feedback we received from our various stakeholder groups was very helpful in not only the development of our goals but were key in determining increased and improved services for our students. We specifically outlined programs and services that were identified as important by our stakeholders in order for our student to be successful.

We included in our plan English Language Development Training for teachers to better support students, the addition of a Literacy Coordinator to provide targeted English Learner support; we have added a Communications Coordinator to improve and communication across the district through verbal, print and online communication. Our commitment to a positive school and district climate continues through our various programs and partnerships to meet these needs.

Annual Update:

In response to teacher, parent and principal stakeholder input regarding increased communication in regards to curriculum and assessment, the following took place in the 2014-2015 school year. A teacher newsletter was sent detailing the new Smarter Balanced Interim Assessments and their intended use to gather formative data to inform instruction and strengthen California Common Core State standards (CCSS) practices. In addition, training and materials were provided to site Instructional Coaches to train all site staff on the use of Smarter Balanced Interim Assessments and the use of the Digital Library to support instruction. Sites were provided letters, communications and training powerpoint presentations on the new CAASPP assessment system in order to train teachers and educate parents on the new assessment system. Lastly, a communication plan has been developed with the goal of informing parents on the new CAASPP score reports and the information they contain. The focus in this plan is to educate parents on the differences between CAASPP and the former California Standards Test so that they may understand their child's progress in California Common Core State Standards.

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

Instructions:

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

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

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

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

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

Goal: Describe the goal:

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

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

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

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

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

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

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

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

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

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

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

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

Guiding Questions:

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

GOAL 1:	Deepen student learning through engaging, standards aligned instruction using meaningful oral and written communication, and the infusion of technology, across all content areas.		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 <input checked="" type="checkbox"/> 8 _ COE only: 9 _ 10 _ Local : Specify	
Identified Need :	In addition to science, technology, engineering and math, STEAM education incorporates the “A” for the arts – recognizing that to be successful in technical fields, individuals must also be creative and use critical thinking skills which are best developed through exposure to the arts.			
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All students; significant subgroups will be monitored for growth.		
LCAP Year 1: 2015-2016				
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • All district students are taught by highly qualified teachers appropriately assigned according to California Commission on Teacher Credentialing regulations • Students have access to standards aligned instructional materials in core content areas • SBAC data has not yet been released (as of May 2015) and will be used to identify areas of academic need for all students • Baseline benchmark assessment results will be obtained for all students • The demographic composition of student participation in accelerated math classes will be analyzed to support student access to these courses 			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
1. K-5 and 6-8 Science Leadership Teams comprise of teacher leaders from every site. The goal of this committee is to deepen teacher understanding of the NGSS by exploring the cross cutting concepts and engineering strands. Goals: <ol style="list-style-type: none"> Provide PD for all K - 5 teachers on the shifts in NGSS & layout of the “standards” Teachers incorporate some of the Scientific and Engineering Practices and Crosscutting Concepts into current lessons Teachers incorporate literacy standards including ELD, into science instruction. 	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Estimated Cost Level 2 stipend-Resource 0000 1000-1999: Certificated Personnel Salaries General Fund \$23,320 Estimated Cost Level 2 stipend-Resource 0000 3000-3999: Employee Benefits General Fund \$3,236	

<ul style="list-style-type: none"> d. Leadership Team members go through process of creating and teaching a unit that is NGSS aligned. e. Create a site specific PD support plan for rollout f. Leadership Team works with district coach in deepening implementation. g. Create progression plan for Performance Expectations across K-5 h. Team members in grades 6-8 go through process of creating and teaching a unit that is NGSS aligned. 			
<p>2.The Instructional Technology Leadership Team provides direct support to staff with district software programs, run the Student Technology Leadership after school class, and participate in on-site tech days, in collaboration with the District Technology Coach.</p> <p>This year's focus:</p> <ul style="list-style-type: none"> a. Each site has routines/activities with technology consistently used throughout the week/month b. Each classroom has apps with which everyone is comfortable using/experimenting (School wide/grade level specific) c. Classroom teachers are comfortable managing their available technology d. Technology is being used, in some form, to enhance class/home communication e. Student technology leadership roles are better defined at each site 	LEA-wide	<u>X All</u> OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	<p>Estimated Cost level 3 stipend (two per site)-Resource 0000 1000-1999: Certificated Personnel Salaries General Fund \$31,800</p> <hr/> <p>District Office Technology Coach-Cost Center 727100 1000-1999: Certificated Personnel Salaries General Fund \$72,654</p> <hr/> <p>District Office Technology Coach-Cost Center 727100 3000-3999: Employee Benefits General Fund \$23,731</p>
<p>3. We will continue to offer an additional rotation of an Arts wheel at our four Title 1 schools. After school enrichment will include drama and choir to support our low income students with enriched opportunities and provide English learners with additional ways to practice oral communication.</p>	Title I	<u>_ All</u> OR: <u>X</u> Low Income pupils <u>X</u> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	<p>Estimated Starting Arts Contract-Cost Center 676000 5800: Professional/Consulting Services And Operating Expenditures General Fund \$227,640</p>

<p>4. The Math Leadership Team (K-5 and 6-8) supports teachers in deepening the implementation of Common Core with a focus on a balanced mathematics program through peer coaching and feedback, as well as by providing professional development opportunities.</p> <p>The focus areas for this year include:</p> <ul style="list-style-type: none"> a. Provide PD for teachers on use of New Math Adoption for grades K-2 b. Support for teachers on the implementation of new adoption c. Continue support on Math Expressions adoption for grades 3-5 and implementation of CCCSS with a focus on meeting the needs of English Learners d. Develop teacher awareness of best practices on mathematical fluency and how to best support students in their classrooms-District Grade Level Meeting e. Math Performance Assessments: Create and implement new performance assessments aligned with new adoption and grade level focus standards (K-2) a. Implement new performance assessments created in 2014-2015 (3-5) f. Continue development of a Balanced Math Program in all classrooms g. MLT book study of Five Easy Steps to a Balanced Math Pro 	LEA-wide	<p><u>X</u> All</p> <hr/> <p>OR:</p> <ul style="list-style-type: none"> _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) 	<p>Estimated Cost Level 2 stipend-Resource 0000 1000-1999: Certificated Personnel Salaries General Fund \$23,320</p> <hr/> <p>Estimated Cost Level 2 stipend-Resource 0000 3000-3999: Employee Benefits General Fund \$3,236</p>
<p>5. Data based decision making is done at the classroom level through a collaborative Professional Learning Communities model. Every school has either the grade level or department working in data teams to establish learning outcomes, analyze the impact of instruction and differentiate to scaffold or provide extension activities based on results.</p> <p>Data is monitored at the district level 4x year.</p>	LEA-wide	<p><u>X</u> All</p> <hr/> <p>OR:</p> <ul style="list-style-type: none"> _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) 	<p>One release day per Elementary teacher per year (Sub Cost)-Cost Center 018100 1000-1999: Certificated Personnel Salaries General Fund \$26,918</p> <hr/> <p>Estimated statutory deductions-Cost Center 018100 3000-3999: Employee Benefits General Fund \$3,735</p>

<p>6.Site based Professional Learning Communities and Data Teams will use progress monitoring results to conduct data cycles and to inform instructional practice as well as provide Rtl services.</p> <p>We have an additional assessment window for Rtl to allow for more frequent monitoring of student progress. Single Plans for student Achievement will detail the site specific actions taken to provide these services.</p>	LEA wide	<p><u>X</u> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>One release day per Elementary teacher per year (Sub Cost)- Cost Center 018100 1000-1999: Certificated Personnel Salaries General Fund \$26,918</p> <p>Estimated statutory deductions-Cost Center 018100 3000-3999: Employee Benefits General Fund \$3,735</p>
<p>7. To heighten course access for our low income pupils, two of our Title 1 elementary schools have added a class that covers pre-algebra concepts to 5th grade students to further their prospects of meeting the requisites for accelerated math placement in 6th grade.</p>	Title I Schools	<p><input type="checkbox"/> All</p> <p>OR:</p> <p><u>X</u> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Estimated average teacher cost for one class (20%)-Cost Center 018100 1000-1999: Certificated Personnel Salaries General Fund \$29,573</p> <p>Estimated employee benefits-Cost Center 018100 3000-3999: Employee Benefits General Fund \$8,552</p>

LCAP Year 2: 2016-2017

<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> • All district students are taught by highly qualified teachers appropriately assigned according to California Commission on Teacher Credentialing regulations • Students have access to standards aligned instructional materials in core content areas • SBAC data has not yet been released (as of May 2015) and will be used to identify areas of academic need for all students • Baseline benchmark assessment results will be obtained for all students • The demographic composition of student participation in accelerated math classes will be analyzed to support student access to these courses
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1. K-5 and 6-8 Science Leadership Teams comprise of teacher leaders from every site. The goal of this committee is to deepen teacher understanding of the NGSS by exploring the cross cutting concepts and engineering strands.</p> <p>The focus for this year will be:</p> <ol style="list-style-type: none"> a . Provide PD for all K-5 teachers on inquiry based teaching in science. b. Teachers create some lessons that are inquiry based. 	LEA-wide	<p><u>X</u> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Estimated Cost: Level 2 stipend with 3% estimated COLA 1000-1999: Certificated Personnel Salaries General Fund \$24,020</p> <p>Estimated statutory benefits 3000-3999: Employee Benefits General Fund \$3,777</p>

<ul style="list-style-type: none"> c. Leadership Team works with district coach in developing some NGSS aligned units. d. Coaches and Leadership Team provide support on implementation of NGSS best practices e. Leadership team members start to discuss standards-based grading, assessing and reporting and NGSS. f. Create a site specific PD support plan for rollout g. Continue to create progression plan for Performance Expectations across K-5 			
<p>2.The Instructional Technology Leadership Team provides direct support to staff with district software programs, run the Student Technology Leadership after school class, and participate in on-site tech days, in collaboration with the District Technology Coach.</p> <p>In addition:</p> <ul style="list-style-type: none"> a. Classrooms have familiar and established routines to seamlessly integrate technology with curriculum. b. Effective strategies and routines are promoted and available through video tutorials for district collaboration c. Student technology leadership continues 	LEA-wide	<u>X</u> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	<p>Estimated Level 3 stipend with estimated 3% COLA 1000-1999: Certificated Personnel Salaries General Fund \$74,833</p> <p>Estimated statutory benefits 3000-3999: Employee Benefits General Fund \$11,768</p>
<p>3. We will continue to offer an additional rotation of an Arts wheel at our four Title 1 schools. After school enrichment will include drama and choir to support our low income students with enriched opportunities and provide English learners with additional ways to practice oral communication.</p>	Title I Schools	_ All OR: <u>X</u> Low Income pupils <u>X</u> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	<p>Estimated Starting Arts Contract-10% increase over 15-16 5800: Professional/Consulting Services And Operating Expenditures General Fund \$250,404</p>

<p>4. The Math Leadership Team (K-5 and 6-8) supports teachers in deepening the implementation of Common Core with a focus on a balanced mathematics program through peer coaching and feedback, as well as by providing professional development opportunities.</p> <p>Focus areas:</p> <ol style="list-style-type: none"> Continue support for grades K-2 with the new adoption Continue work on mathematical fluency Continue development of a Balanced Math Program in all classrooms Support for EL through math 	LEA-wide	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Estimated Level 2 stipend with estimated 3% COLA 1000-1999: Certificated Personnel Salaries General Fund \$24,020</p> <p>Estimated statutory benefits 3000-3999: Employee Benefits General Fund \$3,777</p>
<p>5. Data based decision making continues at the classroom level through a collaborative Professional Learning Communities model. Every school has either the grade level or department working in data teams to establish learning outcomes, analyze the impact of instruction and differentiate to scaffold or provide extension activities based on results.</p>	LEA-wide	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>One release day per Elementary teacher per year (Sub Cost) with 3% COLA 1000-1999: Certificated Personnel Salaries General Fund \$27,725</p> <p>Estimated statutory deductions 3000-3999: Employee Benefits General Fund \$4,360</p>
<p>6. Site based Professional Learning Communities and Data Teams will use progress monitoring results to conduct data cycles and to inform instructional practice as well as provide Rtl services.</p> <p>We have an additional assessment window for Rtl to allow for more frequent monitoring of student progress. Single Plans for student Achievement will detail the site specific actions taken to provide these services.</p>	LEA wide	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>One release day per Elementary teacher per year (Sub Cost) with 3% COLA 1000-1999: Certificated Personnel Salaries General Fund \$27,725</p> <p>Estimated statutory deductions 3000-3999: Employee Benefits General Fund \$4,360</p>
<p>7. To heighten course access for our low income pupils, three of our Title 1 elementary schools have added a class that covers pre-algebra concepts to 5th grade students to further their prospects of meeting the requisites for accelerated math placement in 6th grade.</p>	Title I Schools	<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Estimated Average teacher cost (20%) with estimated 3% COLA (9 teachers) 1000-1999: Certificated Personnel Salaries General Fund \$137,070</p> <p>Estimated statutory benefits 3000-3999: Employee Benefits General Fund \$21,555</p>

LCAP Year 3: 2017-2018

Expected Annual Measurable Outcomes:

- All district students are taught by highly qualified teachers appropriately assigned according to California Commission on Teacher Credentialing regulations
- Students have access to standards aligned instructional materials in core content areas
- SBAC data has not yet been released (as of May 2015) and will be used to identify areas of academic need for all students
- Baseline benchmark assessment results will be obtained for all students
- The demographic composition of student participation in accelerated math classes will be analyzed to support student access to these courses

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1. K-5 and 6-8 Science Leadership Teams comprise of teacher leaders from every site. The goal of this committee is to deepen teacher understanding of the NGSS by exploring the cross cutting concepts and engineering strands.</p> <p>Focus Areas:</p> <ol style="list-style-type: none"> Continue to provide PD for all teachers on NGSS best practices. Teachers implement NGSS best practices with the support of coaches and Leadership Team. Leadership Team works with district coach in developing some NGSS aligned units. Leadership team members continue to discuss standards-based grading, assessing and reporting and NGSS Refine site specific PD support plan for rollout Pilot state adopted materials 	LEA-wide	<p><u>X</u> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Estimated Cost: Level 2 stipend with 3% estimated COLA 1000-1999: Certificated Personnel Salaries General Fund \$24,740</p> <p>Estimated Statutory benefits 3000-3999: Employee Benefits General Fund \$4,348</p>
<p>2.The Instructional Technology Leadership Team provides direct support to staff with district software programs, run the Student Technology Leadership after school class, and participate in on-site tech days, in collaboration with the District Technology Coach.</p> <ol style="list-style-type: none"> Classrooms will continue to have familiar and established routines to seamlessly integrate technology with curriculum. Effective strategies and routines are promoted and available through video tutorials for district collaboration and more widely used Student technology leadership continues and is a highly valued leadership role at the school site 	LEA-wide	<p><u>X</u> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Estimated Cost: Level 3 stipend with 3% estimated COLA 0001-0999: Unrestricted: Locally Defined General Fund \$77,077</p> <p>Estimated statutory benefits 3000-3999: Employee Benefits General Fund \$13,547</p>

<p>3. We will continue to offer an additional rotation of an Arts wheel at our four Title 1 schools. After school enrichment will include drama and choir to support our low income students with enriched opportunities and provide English learners with additional ways to practice oral communication.</p>	<p>Title 1 schools</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Estimated Starting Arts contract (10% over 16-17) 5800: Professional/Consulting Services And Operating Expenditures General Fund \$275,444</p>
<p>4. The Math Leadership Team (K-5 and 6-8) supports teachers in deepening the implementation of Common Core with a focus on a balanced mathematics program through peer coaching and feedback, as well as by providing professional development opportunities.</p> <p>Focus Areas:</p> <ol style="list-style-type: none"> Continue support for with the new adoption Continue work on mathematical fluency Continue development of a Balanced Math Program in all classrooms Support for EL through math 	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Estimated Cost: Level 2 stipend with 3% estimated COLA 1000-1999: Certificated Personnel Salaries General Fund \$24,740</p> <p>Estimated Statutory benefits 3000-3999: Employee Benefits General Fund \$4,348</p>
<p>5. Data based decision making is done at the classroom level through a collaborative Professional Learning Communities model. Every school has either the grade level or department working in data teams to establish learning outcomes, analyze the impact of instruction and differentiate to scaffold or provide extension activities based on results.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>One release day per Elementary teacher per year (Sub Cost) with 3% COLA 1000-1999: Certificated Personnel Salaries General Fund \$28,557</p> <p>Estimated statutory deductions 3000-3999: Employee Benefits General Fund \$5,019</p>

<p>6.Site based Professional Learning Communities and Data Teams will use progress monitoring results to conduct data cycles and to inform instructional practice as well as provide Rtl services.</p> <p>We have an additional assessment window for Rtl to allow for more frequent monitoring of student progress. Single Plans for student Achievement will detail the site specific actions taken to provide these services.</p>	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	<p>One release day per Elementary teacher per year (Sub Cost) with 3% COLA 1000-1999: Certificated Personnel Salaries General Fund \$2,557</p> <p>Estimated statutory deductions 3000-3999: Employee Benefits General Fund \$5,019</p>
<p>7. To heighten course access for our low income pupils, all four of our Title 1 elementary schools have added a class that covers pre-algebra concepts to 5th grade students to further their prospects of meeting the requisites for accelerated math placement in 6th grade.</p>	Title 1 schools	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	<p>Estimated Average teacher cost (20%) with estimated 3% COLA (9 teachers) 1000-1999: Certificated Personnel Salaries General Fund \$141,182</p> <p>Estimated statutory benefits 3000-3999: Employee Benefits General Fund \$24,818</p>

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

GOAL 2:	Ensure school and classroom environments promote social-emotional well being.		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify
Identified Need :	The social emotional well being of students has a direct correlation with their ability to be successful in school and maximize their learning potential, Further, attention to the social emotional dimensions of teaching and learning are critical for the academic success of all learners.		
Goal Applies to:	Schools:	All	
	Applicable Pupil Subgroups:	All	
LCAP Year 1: 2015-2016			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Statewide and local academic performance assessments: Smarter Balanced Assessment (state measure), STAR Renaissance Reading and Math (local measures) • Maintain low expulsion rates (0-5) per academic year. • Continued reduction in student suspension rates. • Student attendance rates will continue to meet and exceed state expectations and review of independent study process for specialized student attendance issues. • Increase participating rates for both staff, students, and parents on surveys regarding connection to school • Facility Inspection Tool (FIT) report 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Provide training focused on the social emotional dimensions of teaching and learning to teachers, instructional coaches, curricular leadership teams, and the Instructional Leadership Team.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	MOU with San Jose State to provide training for cooperating teachers, coaches, teacher leaders, and ILT (Estimated)-Cost Center 071300 5800: Professional/Consulting Services And Operating Expenditures General Fund \$10,200

<p>2.Continue to implement restorative justice practices to reduce suspension and expulsion rates. Restorative practices are achieved through the District PBIS system. Interventions are available for students at Tier 1-4. Tier 3-4 interventions are discussed through a district Student Review Team (SRT). This team emphasizes repairing the harm caused by Tier 3/4 behavior. The SRT team meets cooperatively to decide how to do this, although other approaches may be used when that is not possible or when it has been determined that other interventions are necessary. The goal of these meetings is to replace negative behavior with behaviors that benefit students, parents, and the community.</p>	<p>LEA wide</p>	<p><u>X</u> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient <u>X</u> Other Subgroups: (Specify) <u>Minority Males</u></p>	<p>Clinical Behavior Mgr (50%) & 2 Behavior Specialist Supervisor salary & benefits (estimated)-Cost Center 650000, 064000 2000-2999: Classified Personnel Salaries General Fund \$213,394</p> <hr/> <p>Clinical Behavior Mgr (50%) & 2 Behavior Specialist Supervisor salary & benefits (estimated)-Cost Center 650000, 064000 3000-3999: Employee Benefits General Fund \$52,110</p> <p>This also funds goals 2.3, 2.4, 2.6 and 2.7</p>
<p>3. Improve student attendance and reduce suspension and expulsion rates. The District has made a significant process. The goal this year is to develop accurate and current school attendance and/or pupil behavior data that directly drive the procedures and will lead to Sunnyvale having a model SARB. Having a model SARB will provide the foundation for establishing long-range goals for improving school attendance and behavior.</p>	<p>LEA-wide</p>	<p><u>_</u> All OR: <u>X</u> Low Income pupils <u>X</u> English Learners <u>X</u> Foster Youth <u>X</u> Redesignated fluent English proficient <u>X</u> Other Subgroups: (Specify) <u>Minority Males</u></p>	<p>Details provided in Goal 2.2- Cost Center 650000, 064000</p>
<p>4. Include social skills classes, curriculum implementation and stress management classes for students (and teachers)</p>	<p>LEA-wide</p>	<p><u>X</u> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>Details provided in Goal 2.2-Cost Center 650000, 064000</p>

5. Continue with Community Health Awareness Council (CHAC) and local partnerships: Playworks, Project Cornerstone, San Jose State University CRTWC, Acknowledge Alliance	LEA wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Estimated Contract Costs 10% increase over 14-15-Cost Center 564000,071300, 709099 5800: Professional/Consulting Services And Operating Expenditures General Fund \$157,960
6. District has effectively planned Positive Behavior Intervention and Support, but School Evaluations (SET) have indicated a need to include parents and to improve coordination capacity by making changes to PBIS that all the District the ability to establish an operational organization and “rhythm” that enables effective and efficient utilization of materials, time, personnel, etc. in the implementation of an action plan at all four levels of intervention.	LEA wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Details provided in Goal 2.2-Cost Center 650000, 064000
7. Provide a clear, well defined system of district support for students requiring Tier 3-4 behavior interventions.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Details provided in Goal 2.2-Cost Center 650000, 064000
8. Continue to maintain and upkeep school facilities to provide for a positive physical learning environment	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Custodial/Operations Manager Salary & Benefits-Cost Center 07500, 0810000 2000-2999: Classified Personnel Salaries General Fund \$1,600,461 Custodial/Operations Manager Salary & Benefits-Cost Center 07500, 0810000 3000-3999: Employee Benefits General Fund \$742,585

LCAP Year 2: 2016-2017			
Expected Annual Measurable Outcomes:	Statewide and local academic performance assessments: Smarter Balanced Assessment (state measure), STAR Renaissance Reading and Math (local measures) <ul style="list-style-type: none"> • Maintain low expulsion rates (0-5) per academic year. • Continued reduction in student suspension rates. • Student attendance rates will continue to meet and exceed state expectations and review of independent study process for specialized student attendance issues. • Increase participating rates for both staff, students, and parents on surveys regarding connection to school • Facility Inspection Tool (FIT) report 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Provide training focused on the social emotional dimensions of teaching and learning to teachers, instructional coaches, curricular leadership teams, and the Instructional Leadership Team.	LEA-wide	<u>X</u> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	MOU with San Jose State to provide training for cooperating teachers, coaches, teacher leaders, and ILT (Estimated) 5800: Professional/Consulting Services And Operating Expenditures General Fund \$11,200
2. Continue to implement restorative justice practices to reduce suspension and expulsion rates. Restorative practices are achieved through the District PBIS system. Interventions are available for students at Tier 1-4. Tier 3-4 interventions are discussed through a district Student Review Team (SRT). This team emphasizes repairing the harm caused by Tier 3/4 behavior. The SRT team meets cooperatively to decide how to do this, although other approaches may be used when that is not possible or when it has been determined that other interventions are necessary. The goal of these meetings is to replace negative behavior with behaviors that benefit students, parents, and the community.	LEA-wide	<u>X</u> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient <u>X</u> Other Subgroups: (Specify) <u>Minority Males</u>	Clinical Behavior Mgr (50%) & 2 Behavior Specialist Supervisor salary & benefits (estimated) 2000-2999: Classified Personnel Salaries General Fund \$158,270 Clinical Behavior Mgr (50%) & 2 Behavior Specialist Supervisor salary & benefits (estimated) 3000-3999: Employee Benefits General Fund \$56,058
3. Improve student attendance and reduce suspension and expulsion rates. The District has made a significant process. The goal this year is to develop accurate and current school attendance and/or pupil behavior data that directly drive the procedures and will lead to Sunnyvale having a model SARB. Having a model SARB will provide the foundation for establishing long-range goals for improving school attendance and behavior.	LEA-wide	_ All OR: <u>X</u> Low Income pupils <u>X</u> English Learners <u>X</u> Foster Youth <u>X</u> Redesignated fluent English proficient <u>X</u> Other Subgroups: (Specify)	

		<u>Minority Males</u>	
4. Include social skills classes, curriculum implementation and stress management classes for students (and teachers)	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
5. Continue with Community Health Awareness Council (CHAC) and local partnerships: Playworks, Project Cornerstone, San Jose State University CRTWC, Acknowledge Alliance	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Estimated Contract Costs 10% increase over 15-16 5800: Professional/Consulting Services And Operating Expenditures General Fund \$173,756
6. District has effectively planned Positive Behavior Intervention and Support, but School Evaluations (SET) have indicated a need to include parents and to improve coordination capacity by making changes to PBIS that all the District the ability to establish an operational organization and “rhythm” that enables effective and efficient utilization of materials, time, personnel, etc. in the implementation of an action plan at all four levels of intervention.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
7. Provide a clear, well defined system of district support for students requiring Tier 3-4 behavior interventions.	LEA wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	

8. Continue to maintain and upkeep school facilities to provide for a positive physical learning environment	LEA wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	No additional cost
LCAP Year 3: 2017-2018			
Expected Annual Measurable Outcomes:	Statewide and local academic performance assessments: Smarter Balanced Assessment (state measure), STAR Renaissance Reading and Math (local measures) <ul style="list-style-type: none"> • Maintain low expulsion rates (0-5) per academic year. • Continued reduction in student suspension rates. • Student attendance rates will continue to meet and exceed state expectations and review of independent study process for specialized student attendance issues. • Increase participating rates for both staff, students, and parents on surveys regarding connection to school • Facility Inspection Tool (FIT) report 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Provide training focused on the social emotional dimensions of teaching and learning to teachers, instructional coaches, curricular leadership teams, and the Instructional Leadership Team.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	MOU with San Jose State to provide training for cooperating teachers, coaches, teacher leaders, and ILT (Estimated) 5800: Professional/Consulting Services And Operating Expenditures General Fund \$12,342
2. Continue to implement restorative justice practices to reduce suspension and expulsion rates. Restorative practices are achieved through the District PBIS system. Interventions are available for students at Tier 1-4. Tier 3-4 interventions are discussed through a district Student Review Team (SRT). This team emphasizes repairing the harm caused by Tier 3/4 behavior. The SRT team meets cooperatively to decide how to do this, although other approaches may be used when that is not possible or when it has been determined that other interventions are necessary. The goal of these meetings is to replace negative behavior with behaviors that benefit students, parents, and the community.	LEA wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Minority Males</u>	Clinical Behavior Mgr (50%) & 2 Behavior Specialist Supervisor salary & benefits (estimated) 2000-2999: Classified Personnel Salaries General Fund \$158,270 Clinical Behavior Mgr (50%) & 2 Behavior Specialist Supervisor salary & benefits (estimated) 3000-3999: Employee Benefits General Fund \$60,006

<p>3. Improve student attendance and reduce suspension and expulsion rates. The District has made a significant process. The goal this year is to develop accurate and current school attendance and/or pupil behavior data that directly drive the procedures and will lead to Sunnyvale having a model SARB. Having a model SARB will provide the foundation for establishing long-range goals for improving school attendance and behavior.</p>	<p>LEA wide</p>	<p><u> </u> All</p> <p>OR:</p> <p><u>X</u> Low Income pupils</p> <p><u>X</u> English Learners</p> <p><u>X</u> Foster Youth</p> <p><u>X</u> Redesignated fluent English proficient</p> <p><u>X</u> Other Subgroups: (Specify)</p> <p>Minority Males</p>	<p>See Goal 2.2</p>
<p>4. Include social skills classes, curriculum implementation and stress management classes for students (and teachers)</p>	<p>LEA-wide</p>	<p><u>X</u> All</p> <p>OR:</p> <p><u> </u> Low Income pupils</p> <p><u> </u> English Learners</p> <p><u> </u> Foster Youth</p> <p><u> </u> Redesignated fluent English proficient</p> <p><u> </u> Other Subgroups: (Specify)</p>	<p>See Goal 2.2</p>
<p>5. Continue with Community Health Awareness Council (CHAC) and local partnerships: Playworks, Project Cornerstone, San Jose State University CRTWC, Acknowledge Alliance</p>	<p>LEA-wide</p>	<p><u>X</u> All</p> <p>OR:</p> <p><u> </u> Low Income pupils</p> <p><u> </u> English Learners</p> <p><u> </u> Foster Youth</p> <p><u> </u> Redesignated fluent English proficient</p> <p><u> </u> Other Subgroups: (Specify)</p>	<p>Estimated Contract Costs 10% increase over 15-16 5800: Professional/Consulting Services And Operating Expenditures General Fund \$191,131</p>
<p>6. District has effectively planned Positive Behavior Intervention and Support, but School Evaluations (SET) have indicated a need to include parents and to improve coordination capacity by making changes to PBIS that all the District the ability to establish an operational organization and “rhythm” that enables effective and efficient utilization of materials, time, personnel, etc. in the implementation of an action plan at all four levels of intervention.</p>	<p>LEA-wide</p>	<p><u>X</u> All</p> <p>OR:</p> <p><u> </u> Low Income pupils</p> <p><u> </u> English Learners</p> <p><u> </u> Foster Youth</p> <p><u> </u> Redesignated fluent English proficient</p> <p><u> </u> Other Subgroups: (Specify)</p>	<p>See Goal 2.2</p>

7. Provide a clear, well defined system of district support for students requiring Tier 3-4 behavior interventions.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	See Goal 2.2
8. Continue to maintain and upkeep school facilities to provide for a positive physical learning environment	LEA Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	No additional cost

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

GOAL 3:	We will place an increased emphasis on literacy instruction for all students, and specifically for English learners, to further develop student skills in reading, writing, speaking, and listening that are the foundation for any creative and purposeful expression in language.		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify
Identified Need :	Both the current ELA benchmark assessment data, and the linguistic demands of the Common Core have led us to place an increased emphasis on literacy instruction for all students, with a focus on English learner achievement.		
Goal Applies to:	Schools:	All	
	Applicable Pupil Subgroups:	All	
LCAP Year 1: 2015-2016			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Annual Measurable Achievement Objective (AMAO) to indicate EL progress towards proficiency • California English Language Development Test (CELDT) • Standards aligned content and reporting • Reclassification data 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. We have created an additional position to provide targeted support for English Learner services to ensure students make adequate progress toward English proficiency. The Coordinator of Literacy and English Learner Support Services will be supporting the Asst. Supt. of Curriculum and Instruction in working with our principals and coaches to provide depth of knowledge around best practices in ELD and the alignment of the Common Core ELA/ELD framework.	LEA-wide	_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	Coordinator - Literacy & English Learner Support-Cost Center 709000 1000-1999: Certificated Personnel Salaries General Fund \$134,138 Coordinator - Literacy & English Learner Support-Cost Center 709000 3000-3999: Employee Benefits General Fund \$32,181
2. All our coaches and English Learner Action Team members will be trained in the ELA/ELD framework and will be sharing this professional development across all schools through a trainer of trainers model to ensure students gain proficiency in language arts and all English Learners make adequate progress toward English proficiency.	LEA-wide	_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	ELAT Stipend with statutory deductions(4 level one & 8 level 2)-Resource 3010 1000-1999: Certificated Personnel Salaries Title I \$10,600 ELAT Stipend with statutory deductions(4 level one & 8 level 2)-Resource 3010 3000-3999: Employee Benefits Title I \$1,470

3. Data based decision making is done at the classroom level through a collaborative Professional Learning Communities model. Every school has either the grade level or department working in data teams to establish learning outcomes, analyze the impact of instruction and differentiate to scaffold or provide extension activities based on results. Data teams disaggregate data for English learners to ensure students are making progress toward English proficiency.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	One release day per teacher per year (One Sub day \$140/day) with statutory deductions-Cost Center 709000/709099 1000-1999: Certificated Personnel Salaries General Fund \$26,880 One release day per teacher per year (One Sub day \$140/day) with statutory deductions-Cost Center 709000/709099 3000-3999: Employee Benefits General Fund \$3,729
4. At our five elementary schools where the percentage of English Learners is at or above 50%, we collaborate with Reading Partners to provide additional support in building students' literacy skills and ensure progress toward English proficiency.	San Miguel, Vargas, Bishop, Ellis, Lakewood	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Reading Partners Contract (estimated 5% increase over 14-15)-Cost Center 709000 5000-5999: Services And Other Operating Expenditures General Fund \$131,250
5. Para professionals will support English learners in making progress towards English proficiency by providing small group instruction.	LEA wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Para-Regular Salary and benefits-Cost Center 709099, 739599, 012900 2000-2999: Classified Personnel Salaries General Fund \$96,590 Para-Regular Salary and benefits-Cost Center 709099, 739599, 012900 3000-3999: Employee Benefits General Fund \$29,541 Para-Regular Salary and benefits-Resource 3010 2000-2999: Classified Personnel Salaries Title I \$62,357 Para-Regular Salary and benefits-Resource 3010 3000-3999: Employee Benefits Title I \$12,457
6.The Literacy Leadership Team at both the elementary and middle school levels will work to ensure EL students achieve proficiency. The focus for this year includes: a. Writing across the content :Interactive, shared, guided, independent writing b. Oral language development - exploring multiple opportunities for student discourse (pair shares, presentations) c. Academic discourse d. Best practices aligned with Units of Study e. PD:Deepening awareness of ELA/ELD	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Level 2 stipend (22) and statutory benefits-Resource 0000 1000-1999: Certificated Personnel Salaries General Fund \$23,320 Level 2 stipend (22) and statutory benefits-Resource 0000 3000-3999: Employee Benefits General Fund \$3,236

integration spread to sites/ teachers f. Model lessons g. Language objectives with every lesson			
7. We will align our elementary standards based reporting with the ELD standards to ensure English learner's progress is monitored.	LEA-wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	See 15-16 Goal 3.1 Above; Cost Center 709000
8. Language Review Teams, Professional Learning Communities and principals will utilize the district's Online Assessment and Reporting System (OARS) to access EL students' local and state assessment results (e.g., CELDT, District Writing Assessments) while determining student progress towards English proficiency.	LEA-wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	OARS Contract-Cost Center 062100 5000-5999: Services And Other Operating Expenditures General Fund \$31,645
9. 25 elementary teachers will be trained in the Guided Language Acquisition model (GLAD)	Elementary teachers	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Consultant contract for GLAD training-Cost Center 709000 5800: Professional/Consulting Services And Operating Expenditures General Fund 30,000

LCAP Year 2: 2016-2017			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> Annual Measurable Achievement Objective (AMAO) to indicate EL progress towards proficiency California English Language Development Test (CELDT) Standards aligned content and reporting Reclassification data 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. The Coordinator of Literacy and English Learner Support Services will continue to support the Asst. Supt. of Curriculum and Instruction in working with our principals, coaches and to provide depth of knowledge around best practices in ELD and the implementation of the Common Core ELA/ELD framework to ensure students' progress towards achieving English proficiency.	LEA-wide	<u> </u> All OR: <u> </u> Low Income pupils <input checked="" type="checkbox"/> English Learners <u> </u> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <u> </u> Other Subgroups: (Specify)	Coordinator - Literacy & English Learner Support 1000-1999: Certificated Personnel Salaries General Fund \$135,321 3000-3999: Employee Benefits General Fund \$35,558
2. Our coaches will provide training to teachers in deepening their knowledge of the ELA/ELD framework and will be sharing this professional development across all schools to ensure students gain proficiency in language arts and all ELs make adequate progress toward English proficiency.	LEA-wide	<u> </u> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <u> </u> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <u> </u> Other Subgroups: (Specify)	ELAT Stipend with statutory deductions with estimated 3% COLA 1000-1999: Certificated Personnel Salaries General Fund \$10,918 ELAT Stipend with statutory deductions with estimated 3% COLA 3000-3999: Employee Benefits General Fund \$1,716
3. Data based decision making is done at the classroom level through a collaborative Professional Learning Communities model. Every school has either the grade level or department working in data teams to establish learning outcomes, analyze the impact of instruction and differentiate to scaffold or provide extension activities based on results. Data teams disaggregate data for English learners to ensure students are making progress toward English proficiency.	LEA-wide	<input checked="" type="checkbox"/> All OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups: (Specify)	One release day per teacher per year (One Sub day \$140/day) with statutory deductions with estimated 3% COLA 1000-1999: Certificated Personnel Salaries General Fund \$27,686 One release day per teacher per year (One Sub day \$140/day) with statutory deductions with estimated 3% COLA 3000-3999: Employee Benefits General Fund \$4,353

4. At our five elementary schools where the percentage of English Learners is at or above 50%, we collaborate with Reading Partners to provide additional support in building students' literacy skills and ensure progress toward English proficiency.	Bishop, Ellis, Lakewood, San Miguel, Vargas	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Reading Partners Contract (estimated 5% increase over 15-16) 5000-5999: Services And Other Operating Expenditures General Fund \$137,813
5. Para professionals will support English learners in making progress towards English proficiency by providing small group instruction.	LEA-wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Para-Regular Salary and benefits 2000-2999: Classified Personnel Salaries General Fund \$97,749 <hr/> Para-Regular Salary and benefits 3000-3999: Employee Benefits General Fund \$31,310 <hr/> Para-Regular Salary and benefits 2000-2999: Classified Personnel Salaries Title I \$64,715 <hr/> Para-Regular Salary and benefits 3000-3999: Employee Benefits Title I \$13,207
6.The Literacy Leadership Team at both the elementary and middle school levels will work to ensure EL students achieve proficiency. The focus for this year includes: <ul style="list-style-type: none"> a. Writing across the content :Interactive, shared, guided, independent writing b. Oral language development - exploring multiple opportunities for student discourse (pair shares, presentations) c. Academic discourse d. Best practices aligned with Units of Study e. PD:Deepening implementation of ELA/ELD integration spread to sites/ teachers f. Share model lessons in designated and integrated ELD g. Language objectives with every lesson 	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Level 2 stipend (22) and statutory benefits with 3% estimated COLA 1000-1999: Certificated Personnel Salaries General Fund \$24,020 <hr/> Level 2 stipend (22) and statutory benefits with 3% estimated COLA 3000-3999: Employee Benefits General Fund \$3,777

7. We will align our elementary standards based reporting with the ELD standards for regular progress monitoring.	LEA-wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	No additional cost
8. Language Review Teams, Professional Learning Communities and principals will utilize the district's Online Assessment and Reporting System (OARS) to access EL students' local and state assessment results (e.g., CELDT, District Writing Assessments) while determining student progress towards English proficiency.	LEA wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	OARS Contract 5000-5999: Services And Other Operating Expenditures General Fund \$31,645

LCAP Year 3: 2017-2018

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Annual Measurable Achievement Objective (AMAO) to indicate EL progress towards proficiency • California English Language Development Test (CELDT) • Standards aligned content and reporting • Reclassification data 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. The Coordinator of Literacy and English Learner Support Services will monitor the site ELD plans and support principals to ensure quality of implementation of designated and integrated ELD across all sites to ensure progress of English learners towards English proficiency	LEA wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Coordinator - Literacy & English Learner Support 1000-1999: Certificated Personnel Salaries General Fund \$136,504 3000-3999: Employee Benefits General Fund \$39,001

2. All our teachers will be using the ELA/ELD framework in their lesson planning and instruction to ensure students gain proficiency in language arts and all ELs make adequate progress toward English proficiency.	LEA wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	ELAT Stipend with statutory deductions with estimated 3% COLA 1000-1999: Certificated Personnel Salaries General Fund \$11,245 ELAT Stipend with statutory deductions with estimated 3% COLA 3000-3999: Employee Benefits General Fund \$1,976
3. Data based decision making is done at the classroom level through a collaborative Professional Learning Communities model. Every school has either the grade level or department working in data teams to establish learning outcomes, analyze the impact of instruction and differentiate to scaffold or provide extension activities based on results. Data teams disaggregate data for English learners to ensure students are making progress toward English proficiency.	LEA wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	One release day per teacher per year (One Sub day \$140/day) with statutory deductions with estimated 3% COLA 1000-1999: Certificated Personnel Salaries General Fund \$28,506 One release day per teacher per year (One Sub day \$140/day) with statutory deductions with estimated 3% COLA 3000-3999: Employee Benefits General Fund \$10,283
4. At our five elementary schools where the percentage of English Learners is at or above 50%, we will continue to collaborate with Reading Partners to provide additional support in building students' literacy skills and ensure progress toward English proficiency.	Bishop, Lakewood, Ellis, San Miguel, Vargas	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Reading Partners Contract (estimated 5% increase over 16-17) 5000-5999: Services And Other Operating Expenditures General Fund \$144,703
5. Para professionals will support English learners in making progress towards English proficiency by providing small group instruction.	LEA wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Para-Regular Salary and benefits 2000-2999: Classified Personnel Salaries General Fund \$98,296 Para-Regular Salary and benefits 3000-3999: Employee Benefits General Fund \$34,411 Para-Regular Salary and benefits 2000-2999: Classified Personnel Salaries Title I \$65,905 Para-Regular Salary and benefits 3000-3999: Employee Benefits Title I \$14,334

<p>6.The Literacy Leadership Team at both the elementary and middle school levels will work to ensure EL students achieve proficiency. The focus for this year includes:</p> <ul style="list-style-type: none"> a. Writing across the content :Interactive, shared, guided, independent writing b. Oral language development - exploring multiple opportunities for student discourse (pair shares, presentations) c. Academic discourse d. Best practices aligned with Units of Study e. PD:Deepening implementation of ELA/ELD integration spread to sites/ teachers f. Refine model lessons in designated and integrated ELD g. Language objectives with every lesson 	LEA wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	<p>Level 2 stipend (22) and statutory benefits with 3% estimated COLA 1000-1999: Certificated Personnel Salaries General Fund \$24,740</p> <p>Level 2 stipend (22) and statutory benefits with 3% estimated COLA 3000-3999: Employee Benefits General Fund \$4,348</p>
<p>7. We will align our elementary standards based reporting with the ELD standards for regular progress monitoring.</p>	LEA wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	No additional cost
<p>8. Language Review Teams, Professional Learning Communities and principals will utilize the district's Online Assessment and Reporting System (OARS) to access EL students' local and state assessment results (e.g., CELDT, District Writing Assessments) while determining student progress towards English proficiency.</p>	LEA wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	OARS Contract 5000-5999: Services And Other Operating Expenditures General Fund \$31,645

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

GOAL 4:	Provide research based professional development in English Language Arts, Math, and Next Generation Science Standards to focus on the instructional shift, depth of knowledge and differentiated instruction.		Related State and/or Local Priorities: 1 _ 2 <u>X</u> 3 _ 4 <u>X</u> 5 _ 6 _ 7 _ 8 <u>X</u> COE only: 9 _ 10 _ Local : Specify	
Identified Need :	The achievement gap between our different demographic subgroups is very large and requires targeted attention			
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All		
LCAP Year 1: 2015-2016				
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Student performance on statewide assessments • Academic Performance Index when available • Implementation of best practices aligned to Common Core State Standards • Student performance in all areas of study • Targeted ELA/ELD professional development 			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
1. Our foundation for deepening instructional practices all all classrooms is via a distributive leadership model led by Instructional Coaches and Teachers on Special Assignment. Both our middle schools, as well as our four Title 1 schools have site coaches to deepen best practices and support teachers in the implementation of Common Core and support students of poverty maximize their learning potential.	LEA-wide	_ All OR: <u>X</u> Low Income pupils <u>X</u> English Learners <u>X</u> Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Instructional Coach-TSA Salary and benefits-Cost Center 709099 1000-1999: Certificated Personnel Salaries General Fund \$329,121 <hr/> Instructional Coach-TSA Salary and benefits-Cost Center 709099 3000-3999: Employee Benefits General Fund \$104,185 <hr/> Instructional Coach-TSA Salary and benefits-Resource 3010 1000-1999: Certificated Personnel Salaries Title I \$61,291 <hr/> Instructional Coach-TSA Salary and benefits-Resource 3010 3000-3999: Employee Benefits Title I \$23,755 <hr/> Instructional Coach-TSA Salary and benefits-Resource 4203 1000-1999: Certificated Personnel Salaries Title III \$113,229 <hr/> Instructional Coach-TSA Salary and benefits-Resource 4203 3000-3999: Employee Benefits Title III \$40,070	

<p>2. Teachers on special assignment at the district level provide content area support to our schools in math, literacy (ELA and ELD) , science, and the integration of technology in instruction. They lead content area teacher leadership teams to deepen their knowledge and understanding. These teacher leaders, in turn, carry the PD back to their school site teams.</p>	LEA-wide	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Instructional Coach-TSA Salary and benefits-Cost Center 727200, 709000 1000-1999: Certificated Personnel Salaries General Fund \$413,079</p> <p>Instructional Coach-TSA Salary and benefits-Cost Center 727200, 709000 3000-3999: Employee Benefits General Fund \$111,352</p>
<p>3. Instructional coaches and teachers will receive professional development to implement best instructional practices to maximize understanding for students.</p>	LEA-wide	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Estimated PD cost-Cost Center 709000 5000-5999: Services And Other Operating Expenditures General Fund \$10,000</p>
<p>4. We provide a two year support structure for all new teachers in collaboration with the Silicon Valley New Teacher Project. Mentors focus on instructional practice with an emphasis on equity and meeting the needs of all students, with a focus on English learners.</p>	LEA-wide	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Santa Cruz Silicon Valley New Teacher Contract (Mentors only)-Cost Center 739599, 709099 5000-5999: Services And Other Operating Expenditures General Fund \$10,600</p>
<p>5. We also provide a two year support structure for all new certificated administrators through the New Teacher Center. Coaching focuses on leadership development with a focus on leading with an equity lens including focus on English learners.</p>	LEA-wide	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Estimated New Teacher Center Contract-Cost Center 727100 5000-5999: Services And Other Operating Expenditures General Fund \$38,000</p>

6. Occasionally there is a need to bring in an outside expert to help deepen our practice. We plan to work with several consultants to help deepen literacy practice (including English Language Development) among our classes.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Social Studies (Data Based Questioning), Math (Zoid & Company), ELA (Santa Clara County Office of Education)-Cost Center 709000/709099 5000-5999: Services And Other Operating Expenditures General Fund \$30,000
7. Provide staff development on use of research-based instructional strategies to support English Learners Achievement.	LEA-wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	See 15-16 Goal 4.6-Cost Center 709000/709099
8. Provide professional development to classified instructional staff to build their capacity to support implementation of the Common Core State Standards for target students.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Para Educator Classified In-Service Days. See 15-16 Goal 3.5-Cost Center 709099, 739599, 012900
9. Targeted professional development in Rigorous Curriculum Design has been provided to Grade 6-8 teachers with the goal of aligning the English Language Arts (ELA) curriculum to current California Common Core ELA standards, Grade level teams are in the process of designing CCCSS-aligned units with these essential components: prioritized reading and writing standards, a focus on academic language, and a focus on the critical thinking skills embedded in the Common Core standards. This heightened focus on critical 21st Century skills and support of language will strengthen student academic outcomes and performance on statewide assessments and will also positively impact Academic Performance Index.	Middle Schools	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Middle School PLC Leads Stipends(12-Level 2)-Cost Center 709000 1000-1999: Certificated Personnel Salaries General Fund \$12,720 Middle School PLC Leads Stipends(12-Level 2)-Cost Center 709000 3000-3999: Employee Benefits General Fund \$1,765

<p>10. The Next Generation Science Standards (NGSS) Inquiry Teams were formed at the elementary and middle school levels. These teams studied the new NGSS standards with the goal of forming strong outcomes for wider professional development on NGSS in the district. This includes identifying entry points for NGSS instruction in the current curriculum and in the absence of NGSS materials. In addition, the middle school team will support science teachers in transitioning from current practices to inquiry-based NGSS practices with a focus on problem-solving and critical thinking. In 2018, the operational NGSS assessment will provide baseline scores to determine progress, but this shift to critical thinking and inquiry-based instruction will positively impact student performance on current statewide assessments and on API.</p>	LEA-wide	<p><u>X</u> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>22 Level 2 stipends with statutory deductions-Resource 0000 1000-1999: Certificated Personnel Salaries General Fund \$23,320</p> <p>22 Level 2 stipends with statutory deductions-Resource 0000 3000-3999: Employee Benefits General Fund \$3,235</p>
LCAP Year 2: 2016-2017			
Expected Annual Measurable Outcomes:	<p>Student performance on statewide assessments</p> <ul style="list-style-type: none"> Academic Performance Index when available Implementation of best practices aligned to Common Core State Standards Student performance in all areas of study Targeted ELA/ELD professional development 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1. Our foundation for deepening instructional practices all all classrooms is via a distributive leadership model led by Instructional Coaches and Teachers on Special Assignment.</p> <p>Both our middle schools, as well as our four Title 1 schools have site coaches to deepen best practices and support teachers in the implementation of Common Core and support students of poverty maximize their learning potential.</p>	LEA-wide	<p><u> </u> All</p> <p>OR:</p> <p><u>X</u> Low Income pupils</p> <p><u>X</u> English Learners</p> <p><u>X</u> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Instructional Coach-TSA Salary and benefits 1000-1999: Certificated Personnel Salaries General Fund \$334,940</p> <p>Instructional Coach-TSA Salary and benefits 3000-3999: Employee Benefits General Fund \$114,278</p> <p>Instructional Coach-TSA Salary and benefits 1000-1999: Certificated Personnel Salaries Title I \$63,063</p> <p>Instructional Coach-TSA Salary and benefits 3000-3999: Employee Benefits Title I \$26,185</p> <p>Instructional Coach-TSA Salary and benefits 1000-1999: Certificated Personnel Salaries Title III \$115,759</p> <p>Instructional Coach-TSA Salary and benefits 3000-3999: Employee Benefits Title III \$44,038</p>

2. Teachers on special assignment at the district level provide content area support to our schools in math, literacy (ELA and ELD) , science, and the integration of technology in instruction. They lead content area teacher leadership teams to deepen their knowledge and understanding. These teacher leaders, in turn, carry the PD back to their school site teams.	LEA-wide	<u>X</u> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Instructional Coach-TSA Salary and benefits 1000-1999: Certificated Personnel Salaries General Fund \$420,568 Instructional Coach-TSA Salary and benefits 3000-3999: Employee Benefits General Fund \$122,797
3. Instructional coaches and teachers will receive professional development to implement best instructional practices to maximize understanding for students	LEA-wide	<u>X</u> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Estimated PD cost 5000-5999: Services And Other Operating Expenditures General Fund \$10,000
4. We provide a two year support structure for all new teachers in collaboration with the Silicon Valley New Teacher Project. Mentors focus on instructional practice with an emphasis on equity and meeting the needs of all students, with a focus on English learners.	LEA-wide	<u>X</u> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Santa Cruz Silicon Valley New Teacher Contract (Mentors only) 5000-5999: Services And Other Operating Expenditures General Fund
5. We also provide a two year support structure for all new certificated administrators through the New Teacher Center. Coaching focuses on leadership development with a focus on leading with an equity lens including focus on English learners.	LEA-wide	<u>X</u> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Estimated New Teacher Center Contract 5000-5999: Services And Other Operating Expenditures General Fund \$40,000

6. Occasionally there is a need to bring in an outside expert to help deepen our practice. We plan to work with several consultants to help deepen literacy practice (including English Language Development) among our classes.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Social Studies (Data Based Questioning), Math (Zoid & Company), ELA (Santa Clara County Office of Education) 5000-5999: Services And Other Operating Expenditures General Fund \$30,000
7. Provide staff development on use of research-based instructional strategies to support EL Achievement.	LEA-wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	No additional cost
8. Provide professional development to classified instructional staff to build their capacity to support implementation of the Common Core State Standards for target students.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	No additional cost
9. Targeted professional development in Rigorous Curriculum Design has been provided to Grade 6-8 teachers with the goal of aligning the English Language Arts (ELA) curriculum to current California Common Core ELA standards, Grade level teams are in the process of designing CCCSS-aligned units with these essential components: prioritized reading and writing standards, a focus on academic language, and a focus on the critical thinking skills embedded in the Common Core standards. This heightened focus on critical 21st Century skills and support of language will strengthen student academic outcomes and performance on statewide assessments and will also positively impact Academic Performance Index.	Middle Schools	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	No additional cost

<p>10. The Next Generation Science Standards (NGSS) Inquiry Teams were formed at the elementary and middle school levels. These teams studied the new NGSS standards with the goal of forming strong outcomes for wider professional development on NGSS in the district. This includes identifying entry points for NGSS instruction in the current curriculum and in the absence of NGSS materials. In addition, the middle school team will support science teachers in transitioning from current practices to inquiry-based NGSS practices with a focus on problem-solving and critical thinking. In 2018, the operational NGSS assessment will provide baseline scores to determine progress, but this shift to critical thinking and inquiry-based instruction will positively impact student performance on current statewide assessments and on API.</p>	LEA-wide	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>22 Level 2 stipends with statutory deductions with estimated 3% COLA</p> <p>1000-1999: Certificated Personnel Salaries General Fund \$24,020</p> <p>22 Level 2 stipends with statutory deductions with estimated 3% COLA 3000-3999: Employee Benefits General Fund \$3,777</p>
LCAP Year 3: 2017-2018			
Expected Annual Measurable Outcomes:	<p>Student performance on statewide assessments</p> <ul style="list-style-type: none"> Academic Performance Index when available Implementation of best practices aligned to Common Core State Standards Student performance in all areas of study Targeted ELA/ELD professional development 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1. Our foundation for deepening instructional practices all all classrooms is via a distributive leadership model led by Instructional Coaches and Teachers on Special Assignment.</p> <p>Both our middle schools, as well as our four Title 1 schools have site coaches to deepen best practices and support teachers in the implementation of Common Core and support students of poverty maximize their learning potential.</p>	LEA-wide	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Instructional Coach-TSA Salary and benefits 1000-1999: Certificated Personnel Salaries General Fund \$341,265</p> <p>Instructional Coach-TSA Salary and benefits 3000-3999: Employee Benefits General Fund \$124,700</p> <p>Instructional Coach-TSA Salary and benefits 1000-1999: Certificated Personnel Salaries Title I \$63,062</p> <p>Instructional Coach-TSA Salary and benefits 3000-3999: Employee Benefits Title I \$28,366</p> <p>Instructional Coach-TSA Salary and benefits 1000-1999: Certificated Personnel Salaries Title III \$117,024</p> <p>Instructional Coach-TSA Salary and benefits 3000-3999: Employee Benefits Title III \$47,880</p>

<p>2. Teachers on special assignment at the district level provide content area support to our schools in math, literacy (ELA and ELD) , science, and the integration of technology in instruction. They lead content area teacher leadership teams to deepen their knowledge and understanding. These teacher leaders, in turn, carry the PD back to their school site teams.</p>	LEA-wide	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Instructional Coach-TSA Salary and benefits 1000-1999: Certificated Personnel Salaries General Fund \$423,098</p> <p>Instructional Coach-TSA Salary and benefits 3000-3999: Employee Benefits General Fund \$133,650</p>
<p>3. Instructional coaches and teachers will receive professional development to implement best instructional practices to maximize understanding for students</p>	LEA-wide	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Estimated PD cost 5000-5999: Services And Other Operating Expenditures General Fund \$10,000</p>
<p>4. We provide a two year support structure for all new teachers in collaboration with the Silicon Valley New Teacher Project. Mentors focus on instructional practice with an emphasis on equity and meeting the needs of all students, with a focus on English learners.</p>	LEA-wide	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Santa Cruz Silicon Valley New Teacher Contract (Mentors only) 5000-5999: Services And Other Operating Expenditures General Fund</p>
<p>5. We also provide a two year support structure for all new certificated administrators through the New Teacher Center. Coaching focuses on leadership development with a focus on leading with an equity lens including focus on English learners.</p>	LEA-wide	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Estimated New Teacher Center Contract (5% increase) 5000-5999: Services And Other Operating Expenditures General Fund \$42,000</p>

6. Occasionally there is a need to bring in an outside expert to help deepen our practice. We plan to work with several consultants to help deepen literacy practice (including English Language Development) among our classes.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Social Studies (Data Based Questioning), Math (Zoid & Company), ELA (Santa Clara County Office of Education) 5000-5999: Services And Other Operating Expenditures General Fund \$30,000
7. Provide staff development on use of research-based instructional strategies to support EL Achievement.	LEA-wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	No additional cost
8. Provide professional development to classified instructional staff to build their capacity to support implementation of the CCSSS for target students.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	No additional cost
9. Targeted professional development in Rigorous Curriculum Design has been provided to Grade 6-8 teachers with the goal of aligning the English Language Arts (ELA) curriculum to current California Common Core ELA standards, Grade level teams are in the process of designing CCCSS-aligned units with these essential components: prioritized reading and writing standards, a focus on academic language, and a focus on the critical thinking skills embedded in the Common Core standards. This heightened focus on critical 21st Century skills and support of language will strengthen student academic outcomes and performance on statewide assessments and will also positively impact Academic Performance Index.	Middle Schools	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	No additional cost

<p>10. The Next Generation Science Standards (NGSS) Inquiry Teams were formed at the elementary and middle school levels. These teams studied the new NGSS standards with the goal of forming strong outcomes for wider professional development on NGSS in the district. This includes identifying entry points for NGSS instruction in the current curriculum and in the absence of NGSS materials. In addition, the middle school team will support science teachers in transitioning from current practices to inquiry-based NGSS practices with a focus on problem-solving and critical thinking. In 2018, the operational NGSS assessment will provide baseline scores to determine progress, but this shift to critical thinking and inquiry-based instruction will positively impact student performance on current statewide assessments and on API.</p>	LEA-wide	<p><u>X</u> All</p> <hr/> <p>OR:</p> <p>_ Low Income pupils</p> <p>_ English Learners</p> <p>_ Foster Youth</p> <p>_ Redesignated fluent English proficient</p> <p>_ Other Subgroups: (Specify)</p>	<p>22 Level 2 stipends with statutory deductions with estimated 3% COLA 1000-1999: Certificated Personnel Salaries General Fund \$24,740</p> <hr/> <p>22 Level 2 stipends with statutory deductions with estimated 3% COLA 3000-3999: Employee Benefits General Fund \$4,348</p>
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Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 5:	Promote collaboration,transparency,and communication with students, parents,staff,and the broader community.		Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Identified Need :	Increased communication to our stakeholder groups and broader community			
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All		
LCAP Year 1: 2015-2016				
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> Results from parent survey Statistics from the district web site to include page access and unique visits End user usage statistics from app usage School Messenger records and logs, including delivery receipts 			
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Launch newly designed website and communicate regularly through site and other district media. The School Wires content management/web site platform is being utilized to provide a web presence for the entire school district, as well as individual sites for departments and teachers. The School Wires system provides a methodology for integrating a variety of online platforms including Facebook and Twitter feeds. Additionally the platform also performs language translations on the fly, integrating the Google Translation service with the content management system of School Wires. 1a. Survey parents about communication services provided by the Sunnyvale School District. This task will be leveraged through the following district services: Survey Monkey, School Messenger, and School Wires. School Messenger is a notification system tied to our student database.		LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Initial Schoolwires contract valid thru the end of 15-16. No additional license cost

<p>This tool allows us to communicate with every family in our learning community through voice, email, and instant message. And also translates messages into different languages regardless of the medium being used. School Messenger allows us to both communicate effectively as well as deliver surveys through Survey Monkey, or deliver Web content directly to community stakeholders.</p>			
<p>2. Launch custom phone app to increase access for all families.</p> <p>Our three custom apps are provided as a service by School Messenger, our notification system, by Pearson, our student database provider, and School Wires, our web site platform provider. Many of our families do not have access to a computer at home. They access the services we provide on the web via their smart phones, tablets, or chrome devices. These apps provide a functional "doorway" into our services that allow for more interaction, integration, and accessibility. Translation services are also supported through the apps and provide an easy to navigate interface for our families. Apps are provided for both iOS and Android devices.</p>	LEA-wide	<p><u>X</u> All</p> <p>OR:</p> <p>_ Low Income pupils</p> <p>_ English Learners</p> <p>_ Foster Youth</p> <p>_ Redesignated fluent English proficient</p> <p>_ Other Subgroups: (Specify)</p>	<p>Initial Schoolwires contract valid thru the end of 15-16. No additional license cost</p>
<p>3. Improve online kinder registration to support the process for new families.</p> <p>The school district provides the Info Snap online registration service as a mechanism for parents to have better control over the student data that is collected and maintained. It also provides translation services for non english speakers. We have reduced the number of fields, and indeed pages, of the registration process for Kindergarten registrations as requested by stakeholders.</p>	LEA-wide	<p><u>X</u> All</p> <p>OR:</p> <p>_ Low Income pupils</p> <p>_ English Learners</p> <p>_ Foster Youth</p> <p>_ Redesignated fluent English proficient</p> <p>_ Other Subgroups: (Specify)</p>	<p>Network Systems Specialist Salary & Benefits-Cost Center 072300 2000-2999: Classified Personnel Salaries General Fund \$92,246</p> <p>Network Systems Specialist Salary & Benefits-Cost Center 072300 3000-3999: Employee Benefits General Fund \$28,465</p>
<p>4. Place more emphasis on communicating positive messages regarding our school and school communities.</p> <p>In-progress communications and marketing projects, including branding guidelines, a community-wide annual mailer and the new websites, will leverage messaging efforts when launched in the summer/fall.</p>	LEA wide	<p><u>X</u> All</p> <p>OR:</p> <p>_ Low Income pupils</p> <p>_ English Learners</p> <p>_ Foster Youth</p> <p>_ Redesignated fluent English proficient</p> <p>_ Other Subgroups:</p>	<p>Communications Coordinator salary & benefits-Cost Center 071200 2000-2999: Classified Personnel Salaries General Fund \$73,873</p> <p>Communications Coordinator salary & benefits-Cost Center 071200 3000-3999: Employee Benefits General Fund \$26,436</p>

<p>The district will increase sending press releases when positive news occurs. Just recently one was shared regarding our middle schools receiving the California Gold Ribbon Award. Previously, press releases were not issued by the district, but with the addition of a communications coordinator to the staff, issuing press releases will become a regular practice.</p> <p>Previously led by parent volunteers, the district communications coordinator will continue producing a quarterly online newsletter paired with quarterly letters from the superintendent, sharing news from across the district. The website used for the newsletter, Wordpress, tracks how many subscribers are reading the articles so that we can measure how many people we are reaching.</p> <p>An increased social media presence on Facebook and Twitter both at the district level and the individual school site level will also be launched in 2015-2016. Such tools will encourage two-way communication with parents.</p> <p>Producing more videos illustrating our different programs is also being explored. Videos could be shared on the websites and social media.</p>		(Specify)	
<p>5. Develop a coordinated approach to parent workshops, parent training, and parent education in the district.</p>	<p>LEA wide</p>	<p><u>X</u> All</p> <hr/> <p>OR:</p> <p>_ Low Income pupils</p> <p>_ English Learners</p> <p>_ Foster Youth</p> <p>_ Redesignated fluent English proficient</p> <p>_ Other Subgroups:</p> <p>(Specify)</p>	

LCAP Year 2: 2016-2017			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> Results from parent survey Statistics from the district web site to include page access and unique visits End user usage statistics from app usage School Messenger records and logs, including delivery receipts 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Continue to</p> <p>1. Launch newly designed website and communicate regularly through site and other district media.</p> <p>The School Wires content management/web site platform is being utilized to provide a web presence for the entire school district, as well as individual sites for departments and teachers. The School Wires system provides a methodology for integrating a variety of online platforms including Facebook and Twitter feeds. Additionally the platform also performs language translations on the fly, integrating the Google Translation service with the content management system of School Wires.</p> <p>1a. Survey parents about communication services provided by the Sunnyvale School District.</p> <p>This task will be leveraged through the following district services: Survey Monkey, School Messenger, and School Wires. School Messenger is a notification system tied to our student database. This tool allows us to communicate with every family in our learning community through voice, email, and instant message. And also translates messages into different languages regardless of the medium being used. School Messenger allows us to both communicate effectively as well as deliver surveys through Survey Monkey, or deliver Web content directly to community stakeholders.</p>	LEA-wide	<p><u>X</u> All</p> <p>OR:</p> <p>_ Low Income pupils</p> <p>_ English Learners</p> <p>_ Foster Youth</p> <p>_ Redesignated fluent English proficient</p> <p>_ Other Subgroups: (Specify)</p>	Estimated Schoolwires licenses agreement 5800: Professional/Consulting Services And Operating Expenditures General Fund \$15,000

<p>Continue to</p> <p>2. Launch custom phone app to increase access for all families.</p> <p>We actually have three custom apps. They are proved as a service by School Messenger, our notification system, by Pearson, our student database provider, and School Wires, our web site platform provider. Many of our families do not have access to a computer at home. They access the services we provide on the web via their smart phones, tablets, or chrome devices. These apps provide a functional "doorway" into our services that allow for more interaction, integration, and accessibility. Translation services are also supported through the apps and provide an easy to navigate interface for our families. Apps are provided for both iOS and Android devices.</p>	LEA-wide	<p><input checked="" type="checkbox"/> All</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	No additional cost
<p>Continue to</p> <p>3. Improve online kinder registration to support the process for new families.</p> <p>The school district provides the Info Snap online registration service as a mechanism for parents to have better control over the student data that is collected and maintained. It also provides translation services for non english speakers. We have reduced the number of fields, and indeed pages, of the registration process for Kindergarten registrations as requested by stakeholders.</p>	LEA-wide	<p><input checked="" type="checkbox"/> All</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	No additional cost
<p>4. Place more emphasis on communicating positive messages regarding our school and school communities.</p>	LEA-wide	<p><input checked="" type="checkbox"/> All</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Communications Coordinator salary & benefits 2000-2999: Classified Personnel Salaries General Fund \$77,590</p> <hr/> <p>Communications Coordinator salary & benefits 3000-3999: Employee Benefits General Fund \$28,500</p>

5. Continue - Develop a coordinated approach to parent workshops, parent training, parent education in the district.	LEA wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	No additional cost
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LCAP Year 3: 2017-2018

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Results from parent survey • Statistics from the district web site to include page access and unique visits • End user usage statistics from app usage • School Messenger records and logs, including delivery receipts
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Continue with</p> <p>1. Launch newly designed website and communicate regularly through site and other district media.</p> <p>The School Wires content management/web site platform is being utilized to provide a web presence for the entire school district, as well as individual sites for departments and teachers. The School Wires system provides a methodology for integrating a variety of online platforms including Facebook and Twitter feeds. Additionally the platform also performs language translations on the fly, integrating the Google Translation service with the content management system of School Wires.</p> <p>1a. Survey parents about communication services provided by the Sunnyvale School District.</p> <p>This task will be leveraged through the following district services: Survey Monkey, School Messenger, and School Wires. School Messenger is a notification system tied to our student database. This tool allows us to communicate with every family in our learning community through voice, email, and instant message.</p>	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	<p>Estimated Schoolwires license agreement 5800: Professional/Consulting Services And Operating Expenditures General Fund \$15,750</p>

And also translates messages into different languages regardless of the medium being used. School Messenger allows us to both communicate effectively as well as deliver surveys through Survey Monkey, or deliver Web content directly to community stakeholders.			
<p>Continue with</p> <p>2. Launch custom phone app to increase access for all families.</p> <p>We actually have three custom apps. They are proved as a service by School Messenger, our notification system, by Pearson, our student database provider, and School Wires, our web site platform provider. Many of our families do not have access to a computer at home. They access the services we provide on the web via their smart phones, tablets, or chrome devices. These apps provide a functional "doorway" into our services that allow for more interaction, integration, and accessibility. Translation services are also supported through the apps and provide an easy to navigate interface for our families. Apps are provided for both iOS and Android devices.</p>	LEA-wide	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	No additional cost
<p>Continue with</p> <p>3. Improve online kinder registration to support the process for new families.</p> <p>The school district provides the Info Snap online registration service as a mechanism for parents to have better control over the student data that is collected and maintained. It also provides translation services for non english speakers. We have reduced the number of fields, and indeed pages, of the registration process for Kindergarten registrations as requested by stakeholders.</p>	LEA-wide	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	No additional cost

4. Continue to place more emphasis on communicating positive messages regarding our school and school communities.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Communications Coordinator salary & benefits 2000-2999: Classified Personnel Salaries General Fund \$81,411 <hr/> Communications Coordinator salary & benefits 3000-3999: Employee Benefits General Fund \$32,603
5. Continue to develop a coordinated approach to parent workshops, parent training, parent education in the district.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	No additional cost

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

GOAL 6:	Expanded learning opportunities will continue and expand to meet the needs of students at all levels.		Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify	
Identified Need :	Current assessment data shows that students below grade level need additional learning and support in order to grow academically, while students above grade level need learning opportunities to allow for further academic growth and engagement.			
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	Low Income pupils and English Learners		
LCAP Year 1: 2015-2016				
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • EL and low socio-economic students who participate in expanded learning opportunities will show growth in the following assessments and areas: Renaissance Learning STAR Enterprise computer adaptive online math and reading assessments • EL progress towards proficiency and EL Reclassification • Statewide assessments (results will provide us a baseline in 2016) • Parent participation component of Stretch to Kindergarten program 			
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. The Stanford Partnership Summer School program will be maintained and expanded with an emphasis on targeting low socioeconomic students. This program provides an opportunity for enrichment and a means to prevent summer learning loss with a focus on academic language, oral language and language functions to support EL progress toward English proficiency leading to higher EL student performance on statewide assessments and Academic Performance Index.		LEA wide	<input type="checkbox"/> All	Summer School Costs-Cost Center 018700 1000-1999: Certificated Personnel Salaries General Fund \$169,000
			OR:	Summer School Costs-Cost Center 018700 2000-2999: Classified Personnel Salaries General Fund \$15,925
			<input checked="" type="checkbox"/> Low Income pupils	Summer School Costs-Cost Center 018700 3000-3999: Employee Benefits General Fund \$26,825
			<input checked="" type="checkbox"/> English Learners	Summer School Costs-Cost Center 018700 4000-4999: Books And Supplies General Fund \$1,500
			<input checked="" type="checkbox"/> Foster Youth	Summer School Costs-Cost Center 018700 5700-5799: Transfers Of Direct Costs General Fund \$25,000
	<input type="checkbox"/> Redesignated fluent English proficient	Summer School Costs-Cost Center 018700 5000-5999: Services And Other Operating Expenditures General Fund \$150		
	<input type="checkbox"/> Other Subgroups: (Specify)			

<p>2. We will maintain our partnership with Family Engagement Institute in order to continue our Stretch to Kindergarten Program for 60 low socioeconomic students who have not attended preschool in order to provide them with the academic skills necessary to support EL progress toward English proficiency and to support Kindergarten readiness. Stretch to Kindergarten also partners with parents to promote parental participation not only during the summer program but also during the regular school. Parents education is provided and STK parents are encouraged to enroll in EL classes at the community college.</p> <p>Preparedness for students who have attended preschool not only prepares them for success in Kindergarten but will also positively affect EL progress toward English proficiency and raise the EL reclassification rate. This will ultimately results in higher performance on statewide assessments and a higher API for these subgroups.</p>	LEA wide	<p><u> </u> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><u> </u> Redesignated fluent English proficient</p> <p><u> </u> Other Subgroups: (Specify)</p>	<p>Family Engagment Institute contract for Stretch to Kindergarten-Cost Center 709000 5000-5999: Services And Other Operating Expenditures General Fund \$25,600</p> <p>Stretch to Kinder Stipend with statutory deductions-Cost Center 709000 1000-1999: Certificated Personnel Salaries General Fund \$6,500</p> <p>Stretch to Kinder Stipend with statutory deductions-Cost Center 709000 3000-3999: Employee Benefits General Fund \$902</p> <p>3 certificated teachers - Average Teacher Cost with benefits-Cost Center 018100, 650000 1000-1999: Certificated Personnel Salaries General Fund \$221,796</p> <p>3 certificated teachers - Average Teacher Cost with benefits-Cost Center 018100, 650000 3000-3999: Employee Benefits General Fund \$64,139</p>
<p>3. After school KLAS (Kids Learning After School) programs will continue at seven school sites. KLAS Coordinators will use California's After School Program Quality Self-Assessment Tool based on Eleven Program Quality Elements in order to address weaknesses and to expand strengths to better meet student needs. In addition, in order to optimize the opportunity provided by this rich after school program, we locally fund an increased allocation to each of the KLAS sites.</p> <p>KLAS focus areas for next school year include an alignment of program with site curricular program and CCCSS; an alignment of program with PBIS and Social Emotional Health Initiative; a focus on supporting EL Learners by infusing strategic intervention strategies and small grouping. The KLAS program provides students with extended day academic support and intervention to support EL progress toward English proficiency leading to higher statewide assessment results and API.</p>	Schools that qualify for the ASES grant	<p><u> </u> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><u> </u> Redesignated fluent English proficient</p> <p><u> </u> Other Subgroups: (Specify)</p>	<p>Estimated KLAS expense with General Fund Encroachment-Resource 6010 2000-2999: Classified Personnel Salaries ACES Grant \$447,889</p> <p>Estimated KLAS expense with General Fund Encroachment-Resource 6010 3000-3999: Employee Benefits ACES Grant \$187,567</p> <p>Estimated KLAS expense with General Fund Encroachment-Resource 6010 4000-4999: Books And Supplies ACES Grant \$11,083</p> <p>Estimated KLAS expense with General Fund Encroachment-Resource 6010 5000-5999: Services And Other Operating Expenditures ACES Grant \$208,190</p>

<p>4. Students will continue to have the opportunity to pursue an advanced math pathway in middle school. The middle school program will continue with its rich electives program which includes Mandarin, Spanish, art, music and computers. These programs enhance and support literacy skills leading to higher statewide assessment results and API. Middle school courses in advanced math, language, art and music will result in more students prepared for A-G and Advanced Placement courses in high school.</p>	Middle Schools	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Average Teacher Cost-Salaries & Benefits(20%)-Cost Center 018100 1000-1999: Certificated Personnel Salaries General Fund \$14,786</p> <p>Average Teacher Cost-Salaries & Benefits(20%)-Cost Center 018100 3000-3999: Employee Benefits General Fund \$4,275</p>
<p>5. AVID will continue at Columbia and Sunnyvale Middle Schools (two sections at each school) in 7th and 8th grades. Targeted to low income students who are represented at UC's, the AVID program prepares students for college, resulting in more low income students in high school A-G and Advanced Placement courses. Additionally, the extra skills support in this program will positively impact statewide assessment results and API for this subgroup.</p>	Middle Schools	<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Teacher salaries and benefits (1 at each middle school)-Cost Center 018100 1000-1999: Certificated Personnel Salaries General Fund \$113,503</p> <p>Teacher salaries and benefits (1 at each middle school)-Cost Center 018100 3000-3999: Employee Benefits General Fund \$36,780</p> <p>AVID Coordinator Stipend Level 2 with statutory deductions-Cost Center 709000 1000-1999: Certificated Personnel Salaries General Fund \$1,060</p> <p>AVID Coordinator Stipend Level 2 with statutory deductions-Cost Center 709000 3000-3999: Employee Benefits General Fund \$147</p> <p>Conference expense for District AVID Coordinator-Cost Center 709000 5000-5999: Services And Other Operating Expenditures General Fund \$1,398</p> <p>Sub cost for 3 release days for site visits, conference attendance-Cost Center 709000 1000-1999: Certificated Personnel Salaries General Fund \$840</p> <p>Sub cost for 3 release days for site visits, conference attendance-Cost Center 709000 3000-3999: Employee Benefits General Fund \$117</p>
<p>6. 5th grade Algebra readiness program will expand to a second Title I school. Targeted to low income Hispanic/Latino students, the goal of this program is to provide an opportunity for EL and low income students to take advanced math in high school, leading to more participation in A-G courses and Advanced Placement courses for these subgroups. This extra preparation will also positively impact statewide assessment and API scores for these subgroups.</p>	Elementary Schools	<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Average Teacher Cost-Salaries & Benefits(20%)-Cost Center 018100 1000-1999: Certificated Personnel Salaries General Fund \$14,786</p> <p>Average Teacher Cost-Salaries & Benefits(20%)-Cost Center 018100 3000-3999: Employee Benefits General Fund \$4,275</p>

<p>7. Before and after school tutorials will target students who are EL or below grade level in either math or reading. Tutorials will continue to use online programs like ST Math, Read Naturally and ALEKS, as well as teacher-created curriculum to strategically target and develop students' math and reading skills. Student progress is monitored with the use of STAR Reading and Math data in order to determine continued tutorial enrollment as well as to evaluate program effectiveness.</p> <p>Tutorial outcomes include supporting EL progress toward English proficiency. This extra time dedicated towards bringing students up to grade level will also positively impact student performance on statewide assessments and API as well as EL reclassification rate.</p>	LEA wide	<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Teacher Tutoring Hourly Salary & Benefits-Cost Center 709000 1000-1999: Certificated Personnel Salaries General Fund \$8,595</p> <p>Teacher Tutoring Hourly Salary & Benefits-Cost Center 709000 3000-3999: Employee Benefits General Fund \$1,188</p> <p>ST Math, ALEKS, Read Naturally License Agreements-Resource 3010 5800: Professional/Consulting Services And Operating Expenditures Title I \$15,300</p> <p>ST Math, ALEKS, Read Naturally License Agreements-Cost Center 709000/709099/739599 5800: Professional/Consulting Services And Operating Expenditures General Fund \$24,700</p>
<p>8. Homework Centers at established sites will continue to provide a quiet place or students to complete assignments with teacher or para help, and equalizes student support for those students whose parents may not have the academic or language background to help with homework. Extra time and support on assignments supports EL progress toward English proficiency and EL reclassification rate. This will positively impact the performance of these subgroups on statewide assessments and API for this subgroup and all students.</p>	Sites that do not qualify for ASES grant	<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>90 hours x 3 sites \$51.81/hour plus statutory deductions-Cost Center 709000 1000-1999: Certificated Personnel Salaries General Fund \$13,989</p> <p>90 hours x 3 sites \$51.81/hour plus statutory deductions-Cost Center 709000 3000-3999: Employee Benefits General Fund \$1,941</p>

LCAP Year 2: 2016-2017			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> EL and low socio-economic students who participate in expanded learning opportunities will show growth in the following assessments and areas: Renaissance Learning STAR Enterprise computer adaptive online math and reading assessments EL progress towards proficiency and EL Reclassification Statewide assessments (results will provide us a baseline in 2016) Parent participation component of Stretch to Kindergarten program 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. The Stanford Partnership Summer School program will be maintained and expanded with an emphasis on targeting low socioeconomic students. This program provides an opportunity for enrichment and a means to prevent summer learning loss with a focus on academic language, oral language and language functions to support EL progress toward English proficiency leading to higher EL student performance on statewide assessments and API.	LEA-wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Summer School Costs - Estimated 3% COLA 1000-1999: Certificated Personnel Salaries General Fund \$174,070 Summer School Costs - Estimated 3% COLA 2000-2999: Classified Personnel Salaries General Fund \$16,402 Summer School Costs - Estimated 3% COLA 3000-3999: Employee Benefits General Fund \$27,630 Summer School Costs 4000-4999: Books And Supplies General Fund \$2,000 Summer School Costs - Transportation 5700-5799: Transfers Of Direct Costs General Fund \$27,000 Summer School Costs 5000-5999: Services And Other Operating Expenditures General Fund \$200
2. We will maintain our partnership with Family Engagement Institute in order to continue our Stretch to Kindergarten Program for 60 low socioeconomic students who have not attended preschool in order to provide them with the academic skills necessary to support EL progress toward English proficiency and to support Kindergarten readiness. Stretch to Kindergarten also partners with parents to promote parental participation not only during the summer program but also during the regular school. Parents education is provided and STK parents are encouraged to enroll in EL classes at the community college. Preparedness for students who have attended preschool not only prepares them for success in Kindergarten but will also positively affect EL progress toward English proficiency and raise the EL reclassification rate. This will ultimately results in higher performance on statewide assessments and a higher API for these subgroups.	LEA-wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Family Engagment Institute contract for Stretch to Kindergarten 5000-5999: Services And Other Operating Expenditures General Fund \$25,600 Stretch to Kinder Stipend with statutory deductions 1000-1999: Certificated Personnel Salaries General Fund \$6,500 Stretch to Kinder Stipend with statutory deductions 3000-3999: Employee Benefits General Fund \$1,022 3 certificated teachers - Average Teacher Cost with benefits 1000-1999: Certificated Personnel Salaries General Fund \$221,796 3 certificated teachers - Average Teacher Cost with benefits 3000-3999: Employee Benefits General Fund \$64,139

<p>3. After school KLAS (Kids Learning After School) programs will continue at seven school sites. KLAS Coordinators will use California's After School Program Quality Self-Assessment Tool based on Eleven Program Quality Elements in order to address weaknesses and to expand strengths to better meet student needs. In addition, in order to optimize the opportunity provided by this rich after school program, we locally fund an increased allocation to each of the KLAS sites.</p> <p>KLAS focus areas for next school year include an alignment of program with site curricular program and CCCSS; an alignment of program with PBIS and Social Emotional Health Initiative; a focus on supporting EL Learners by infusing strategic intervention strategies and small grouping. The KLAS program provides students with extended day academic support and intervention to support EL progress toward English proficiency leading to higher statewide assessment results and API.</p>	<p>Sites that qualify for the ASES grant</p>	<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Estimated KLAS expense with General Fund Encroachment 2000-2999: Classified Personnel Salaries ACES Grant \$454,226</p> <p>Estimated KLAS expense with General Fund Encroachment 3000-3999: Employee Benefits ACES Grant \$198,465</p> <p>Estimated KLAS expense with General Fund Encroachment 4000-4999: Books And Supplies ACES Grant \$11,083</p> <p>Estimated KLAS expense with General Fund Encroachment 5000-5999: Services And Other Operating Expenditures ACES Grant \$208,190</p>
<p>4. Students will continue to have the opportunity to pursue an advanced math pathway in middle school. The middle school program will continue with its rich electives program which includes Mandarin, Spanish, art, music and computers. These programs enhance and support literacy skills leading to higher statewide assessment results and API. Middle school courses in advanced math, language, art and music will result in more students prepared for A-G and Advanced Placement courses in high school.</p>	<p>Middle Schools</p>	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>No additional cost</p>
<p>5. AVID will continue at Columbia and Sunnyvale Middle Schools (two sections at each school) in 7th and 8th grades. Targeted to low income students who are represented at UC's, the AVID program prepares students for college, resulting in more low income students in high school A-G and Advanced Placement courses. Additionally, the extra skills support in this program will positively impact statewide assessment results and API for this subgroup.</p>	<p>Middle Schools</p>	<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Teacher salaries and benefits (1 at each middle school) 1000-1999: Certificated Personnel Salaries General Fund \$121,152</p> <p>Teacher salaries and benefits (1 at each middle school) 3000-3999: Employee Benefits General Fund \$41,160</p> <p>AVID Coordinator Stipend Level 2 with statutory deductions - Estimated 3% COLA 1000-1999: Certificated Personnel Salaries General Fund \$1,092</p> <p>AVID Coordinator Stipend Level 2 with statutory deductions 3000-3999: Employee Benefits General Fund \$172</p> <p>Conference expense for District AVID Coordinator 5000-5999: Services And Other Operating Expenditures General Fund \$1,398</p>

			<p>Sub cost for 3 release days for site visits, conference attendance - Estimated 3% COLA 1000-1999: Certificated Personnel Salaries General Fund \$866</p> <p>Sub cost for 3 release days for site visits, conference attendance 3000-3999: Employee Benefits General Fund \$136</p>
<p>6. 5th grade Algebra readiness program will expand to a second Title I school. Targeted to low income Hispanic/Latino students, the goal of this program is to provide an opportunity for EL and low income students to take advanced math in high school, leading to more participation in A-G courses and Advanced Placement courses for these subgroups. This extra preparation will also positively impact statewide assessment and API scores for these subgroups.</p>	Elementary Schools	<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	No additional cost
<p>7. Before and after school tutorials will target students who are EL or below grade level in either math or reading. Tutorials will continue to use online programs like ST Math, Read Naturally and ALEKS, as well as teacher-created curriculum to strategically target and develop students' math and reading skills. Student progress is monitored with the use of STAR Reading and Math data in order to determine continued tutorial enrollment as well as to evaluate program effectiveness.</p> <p>Tutorial outcomes include supporting EL progress toward English proficiency. This extra time dedicated towards bringing students up to grade level will also positively impact student performance on statewide assessments and API as well as EL reclassification rate.</p>	LEA wide	<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Tutorial cost varies by site.</p> <p>ST Math, ALEKS, Read Naturally License Agreements 5800: Professional/Consulting Services And Operating Expenditures General Fund \$24,700</p> <p>ST Math, ALEKS, Read Naturally License Agreements 5800: Professional/Consulting Services And Operating Expenditures Title I \$15,300</p>
<p>8. Homework Centers at established sites will continue to provide a quiet place or students to complete assignments with teacher or para help, and equalizes student support for those students whose parents may not have the academic or language background to help with homework. Extra time and support on assignments supports EL progress toward English proficiency and EL reclassification rate. This will positively impact the performance of these subgroups on statewide assessments and API for this subgroup and all students.</p>	Sites that do not qualify for ASES	<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>90 hours x 3 sites \$51.81/hour plus statutory deductions plus estimated 3% COLA 1000-1999: Certificated Personnel Salaries General Fund \$14,408</p> <p>90 hours x 3 sites \$51.81/hour plus statutory deductions plus estimated 3% COLA 3000-3999: Employee Benefits General Fund \$2,265</p>

LCAP Year 3: 2017-2018			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> EL and low socio-economic students who participate in expanded learning opportunities will show growth in the following assessments and areas: Renaissance Learning STAR Enterprise computer adaptive online math and reading assessments EL progress towards proficiency and EL Reclassification Statewide assessments (results will provide us a baseline in 2016) Parent participation component of Stretch to Kindergarten program 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. The Stanford Partnership Summer School program will be maintained and expanded with an emphasis on targeting low socioeconomic students. This program provides an opportunity for enrichment and a means to prevent summer learning loss with a focus on academic language, oral language and language functions to support EL progress toward English proficiency leading to higher EL student performance on statewide assessments and API.	LEA wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Summer School Costs - Estimated 3% COLA 1000-1999: Certificated Personnel Salaries General Fund \$179,292 Summer School Costs - Estimated 3% COLA 2000-2999: Classified Personnel Salaries General Fund \$16,894 Summer School Costs - Estimated 3% COLA 3000-3999: Employee Benefits General Fund \$28,459 Summer School Costs 4000-4999: Books And Supplies General Fund \$2,500 Summer School Costs - Transportation 5700-5799: Transfers Of Direct Costs General Fund \$27,000 Summer School Costs 5000-5999: Services And Other Operating Expenditures General Fund \$250
2. We will maintain our partnership with Family Engagement Institute in order to continue our Stretch to Kindergarten Program for 60 low socioeconomic students who have not attended preschool in order to provide them with the academic skills necessary to support EL progress toward English proficiency and to support Kindergarten readiness. Stretch to Kindergarten also partners with parents to promote parental participation not only during the summer program but also during the regular school. Parents education is provided and STK parents are encouraged to enroll in EL classes at the community college. Preparedness for students who have attended preschool not only prepares them for success in Kindergarten but will also positively affect EL progress toward English proficiency and raise the EL reclassification rate. This will ultimately results in higher performance on statewide assessments and a higher API for these subgroups.	LEA wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Family Engagment Institute contract for Stretch to Kindergarten 5000-5999: Services And Other Operating Expenditures General Fund \$25,600 Stretch to Kinder Stipend with statutory deductions 1000-1999: Certificated Personnel Salaries General Fund \$6,500 Stretch to Kinder Stipend with statutory deductions 3000-3999: Employee Benefits General Fund \$1,142 3 certificated teachers - Average Teacher Cost with benefits 1000-1999: Certificated Personnel Salaries General Fund \$221,796 3 certificated teachers - Average Teacher Cost with benefits 3000-3999: Employee Benefits General Fund \$64,139

<p>3. After school KLAS (Kids Learning After School) programs will continue at seven school sites. KLAS Coordinators will use California's After School Program Quality Self-Assessment Tool based on Eleven Program Quality Elements in order to address weaknesses and to expand strengths to better meet student needs. In addition, in order to optimize the opportunity provided by this rich after school program, we locally fund an increased allocation to each of the KLAS sites.</p> <p>KLAS focus areas for next school year include an alignment of program with site curricular program and CCCSS; an alignment of program with PBIS and Social Emotional Health Initiative; a focus on supporting EL Learners by infusing strategic intervention strategies and small grouping. The KLAS program provides students with extended day academic support and intervention to support EL progress toward English proficiency leading to higher statewide assessment results and API.</p>	<p>Sites that quality for the ASES grant.</p>	<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Estimated KLAS expense with General Fund Encroachment 2000-2999: Classified Personnel Salaries ACES Grant \$462,185</p> <p>Estimated KLAS expense with General Fund Encroachment 3000-3999: Employee Benefits ACES Grant \$220,183</p> <p>Estimated KLAS expense with General Fund Encroachment 4000-4999: Books And Supplies ACES Grant \$11,083</p> <p>Estimated KLAS expense with General Fund Encroachment 5000-5999: Services And Other Operating Expenditures ACES Grant \$208190</p>
<p>4. Students will continue to have the opportunity to pursue an advanced math pathway in middle school. The middle school program will continue with its rich electives program which includes Mandarin, Spanish, art, music and computers. These programs enhance and support literacy skills leading to higher statewide assessment results and API. Middle school courses in advanced math, language, art and music will result in more students prepared for A-G and Advanced Placement courses in high school.</p>	<p>Middle Schools</p>	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>No additional cost</p>
<p>5. AVID will continue at Columbia and Sunnyvale Middle Schools (two sections at each school) in 7th and 8th grades. Targeted to low income students who are represented at UC's, the AVID program prepares students for college, resulting in more low income students in high school A-G and Advanced Placement courses. Additionally, the extra skills support in this program will positively impact statewide assessment results and Academic Performance Index for this subgroup.</p>	<p>Middle Schools</p>	<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Teacher salaries and benefits (1 at each middle school) 1000-1999: Certificated Personnel Salaries General Fund \$126,212</p> <p>Teacher salaries and benefits (1 at each middle school) 3000-3999: Employee Benefits General Fund \$45,377</p> <p>AVID Coordinator Stipend Level 2 with statutory deductions - Estimated 3% COLA 1000-1999: Certificated Personnel Salaries General Fund \$1,125</p> <p>AVID Coordinator Stipend Level 2 with statutory deductions - Estimated 3% COLA 3000-3999: Employee Benefits General Fund \$198</p> <p>Conference expense for District AVID Coordinator 5000-5999: Services And Other Operating Expenditures General Fund</p>

			<p>\$1,398</p> <p>Sub cost for 3 release days for site visits, conference attendance - Estimated 3% COLA 1000-1999: Certificated Personnel Salaries General Fund \$890</p> <p>Sub cost for 3 release days for site visits, conference attendance - Estimated 3% COLA 3000-3999: Employee Benefits General Fund \$156</p>
6. 5th grade Algebra readiness program will expand to a second Title I school. Targeted to low income Hispanic/Latino students, the goal of this program is to provide an opportunity for EL and low income students to take advanced math in high school, leading to more participation in A-G courses and Advanced Placement courses for these subgroups. This extra preparation will also positively impact statewide assessment and API scores for these subgroups.	Elementary Schools	<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	No additional cost
<p>7. Before and after school tutorials will target students who are EL or below grade level in either math or reading. Tutorials will continue to use online programs like ST Math, Read Naturally and ALEKS, as well as teacher-created curriculum to strategically target and develop students' math and reading skills. Student progress is monitored with the use of STAR Reading and Math data in order to determine continued tutorial enrollment as well as to evaluate program effectiveness.</p> <p>Tutorial outcomes include supporting EL progress toward English proficiency. This extra time dedicated towards bringing students up to grade level will also positively impact student performance on statewide assessments and API as well as EL reclassification rate.</p>	LEA wide	<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Tutorial cost varies by site.</p> <p>ST Math, ALEKS, Read Naturally License Agreements 5800: Professional/Consulting Services And Operating Expenditures General Fund \$24,700</p> <p>ST Math, ALEKS, Read Naturally License Agreements 5800: Professional/Consulting Services And Operating Expenditures Title I \$15,300</p>
8. Homework Centers at established sites will continue to provide a quiet place or students to complete assignments with teacher or para help, and equalizes student support for those students whose parents may not have the academic or language background to help with homework. Extra time and support on assignments supports EL progress toward English proficiency and EL reclassification rate. This will positively impact the performance of these subgroups on statewide assessments and API for this subgroup and all students.	Schools that do not qualify for ASES grant	<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>90 hours x 3 sites \$51.81/hour plus statutory deductions plus estimated 3% COLA 1000-1999: Certificated Personnel Salaries General Fund \$14,840</p> <p>90 hours x 3 sites \$51.81/hour plus statutory deductions plus estimated 3% COLA 3000-3999: Employee Benefits General Fund \$2,608</p>

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

GOAL 7:	Increase and deepen parent and community engagement.		Related State and/or Local Priorities: 1 _ 2 <u>X</u> 3 _ 4 <u>X</u> 5 _ 6 _ 7 <u>X</u> 8 <u>X</u> COE only: 9 _ 10 _ Local : Specify	
Identified Need :	Increased participation from parents, especially students who are experiencing difficulty academically, socially, and behaviorally.			
Goal Applies to:	Schools:			
	Applicable Pupil Subgroups:			
LCAP Year 1: 2015-2016				
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Increase attendance rates of tier 3/4 students to 95%. • Increase participating rates for parents on surveys. • Increase participating rates for parents at parent education/training and parent teacher meetings. 			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
1. Sunnyvale School District participates in a Health Collaborative to implement Health and Wellness activities for EL families. Through community partnerships, this team works to support a health focus at all sites, and specifically targets Title I sites where Physical Fitness data is in need of improvement. These include: "Just Run", Safe Routes to Schools, BAWSI (Bay Area Women's Soccer Initiative), GoNoodle, 5210 Campaign, Kaiser (Assemblies), Family Engagement Institute (FEI), USSC Sports Coaching and Playworks. All of these programs are active in our Title I schools and provide students with healthy living opportunities in nutrition, physical activity, sportsmanship and structured sports activities. Concentrated efforts at Title I schools have included parent education in nutritious eating and cooking, volunteer parent support of Safe Routes to School and the use of GoNoodle to support social emotional well being. All of these efforts are designed to positively impact Physical Fitness scores and to promote EL parent participation.	LEA wide	<u>X</u> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Wellness Coordinator Salary and benefits-Cost Center 045500 2000-2999: Classified Personnel Salaries General Fund \$54,762 Wellness Coordinator Salary and benefits-Cost Center 045500 3000-3999: Employee Benefits General Fund \$20,792	

2. Under the theme of 'Our Kids – Our Community' conduct an annual stakeholders Lyceum that focuses on student learning supports for all students using the Seven Correlates of Effective Schools as a district wide framework.	LEA wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Estimated miscellaneous refreshments and supplies-Cost Center 071200 4000-4999: Books And Supplies General Fund \$1,500
3. All sites will submit an annual parent education plan detailing the implementation of effective parent education activities. Plans will include specific actions for parents requiring more targeted supports to support the education & learning of their child.	LEA wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Site Parent Ed Allocation-Resource 3010 4000-4999: Books And Supplies Title I \$4,533
4. Bilingual paraprofessional staff provides outreach to increase school/home interaction.	Schools with over 50% English Learner students	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Bilingual Para & Outreach Assistant Salary and benefits-Cost Center 709099 2000-2999: Classified Personnel Salaries General Fund \$66,745 Bilingual Para & Outreach Assistant Salary and benefits-Cost Center 709099 3000-3999: Employee Benefits General Fund \$24,508 Bilingual Para & Outreach Assistant Salary and benefits-Resource 3010 2000-2999: Classified Personnel Salaries Title I \$26,970 Bilingual Para & Outreach Assistant Salary and benefits-Resource 3010 3000-3999: Employee Benefits Title I \$6,587 Bilingual Para & Outreach Assistant Salary and benefits-Resource 4203 2000-2999: Classified Personnel Salaries Title III \$56,685 Bilingual Para & Outreach Assistant Salary and benefits-Resource 4203 3000-3999: Employee Benefits Title III \$19,338

5. There will be greater effort at improving representation from all sites at the DELAC (comprised of one English Learner parent representative from each school site)	LEA wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Director of Instructional Services Salary & Benefits(5%)Estimated-Cost Center 041500, 062100 1000-1999: Certificated Personnel Salaries General Fund \$8,200 Director of Instructional Services Salary & Benefits(5%)Estimated-Cost Center 041500, 062100 3000-3999: Employee Benefits General Fund \$1,716
6. Collaborate with District partners to establish a coordinated approach to family support and parent engagement through coordinated parent workshops, parent training, and parent education.	LEA wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Social Worker Salary and benefits-Cost Center 064000 1000-1999: Certificated Personnel Salaries General Fund \$58,754 Social Worker Salary and benefits-Cost Center 064000 3000-3999: Employee Benefits General Fund \$13,329

LCAP Year 2: 2016-2017

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Increase attendance rates of tier 3/4 students to 95%. • Increase participating rates for parents on surveys. • Increase participating rates for parents at parent education/training and parent teacher meetings.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Sunnyvale School District participates in a Health Collaborative to implement Health and Wellness activities for EL families. Through community partnerships, this team works to support a health focus at all sites, and specifically targets Title I sites where Physical Fitness data is in need of improvement. These include: "Just Run", Safe Routes to Schools, BAWSI (Bay Area Women's Soccer Initiative), GoNoodle, 5210 Campaign, Kaiser (Assemblies), Family Engagement Institute (FEI), USSC Sports Coaching and Playworks. All of these programs are active in our Title I schools and provide students with healthy living opportunities in nutrition, physical activity, sportsmanship and structured sports activities. Concentrated efforts at Title I schools have included parent education in nutritious eating and	LEA wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Wellness Coordinator Salary and benefits 2000-2999: Classified Personnel Salaries General Fund \$54,762 Wellness Coordinator Salary and benefits 3000-3999: Employee Benefits General Fund \$21,772

cooking, volunteer parent support of Safe Routes to School and the use of GoNoodle to support social emotional well being. All of these efforts are designed to positively impact Physical Fitness scores and to promote EL parent participation.			
2. Under the theme of 'Our Kids – Our Community' conduct an annual stakeholders Lyceum that focuses on student learning supports for all students using the Seven Correlates of Effective Schools as a district wide framework.	LEA wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Miscellaneous refreshments and supplies 4000-4999: Books And Supplies General Fund \$1,700
3. All sites will submit an annual parent education plan detailing the implementation of effective parent education activities. Plans will include specific actions for parents requiring more targeted supports to support the education & learning of their child.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Site Parent Ed Allocation 4000-4999: Books And Supplies Title I \$4,533
4. Bilingual paraprofessional staff provides outreach to increase school/home interaction.	Schools with over 50 % EL	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Bilingual Para & Outreach Assistant Salary and benefits 2000-2999: Classified Personnel Salaries General Fund \$67,557 Bilingual Para & Outreach Assistant Salary and benefits 3000-3999: Employee Benefits General Fund \$25,859 Bilingual Para & Outreach Assistant Salary and benefits 2000-2999: Classified Personnel Salaries Title I \$28,231 Bilingual Para & Outreach Assistant Salary and benefits 3000-3999: Employee Benefits Title I \$7,194 Bilingual Para & Outreach Assistant Salary and benefits 2000-2999: Classified Personnel Salaries Title III \$59,317 Bilingual Para & Outreach Assistant Salary and benefits 3000-3999: Employee Benefits Title III \$20,609

5. There will be greater effort at improving representation from all sites at the DELAC (comprised of one English Learner parent representative from each school site)	LEA wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	No additional cost
6. Collaborate with District partners to establish a coordinated approach to family support and parent engagement through coordinated parent workshops, parent training, and parent education.	LEA wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Social Worker Salary and benefits 1000-1999: Certificated Personnel Salaries General Fund \$60,715 Social Worker Salary and benefits 3000-3999: Employee Benefits General Fund \$14,475

LCAP Year 3: 2017-2018

Expected Annual Measurable Outcomes:

- Increase attendance rates of tier 3/4 students to 95%.
- Increase participating rates for parents on surveys.
- Increase participating rates for parents at parent education/training and parent teacher meetings.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Sunnyvale School District participates in a Health Collaborative to implement Health and Wellness activities for EL families. Through community partnerships, this team works to support a health focus at all sites, and specifically targets Title I sites where Physical Fitness data is in need of improvement. These include: "Just Run", Safe Routes to Schools, BAWSI (Bay Area Women's Soccer Initiative), GoNoodle, 5210 Campaign, Kaiser (Assemblies), Family Engagement Institute (FEI), USSC Sports Coaching and Playworks. All of these programs are active in our Title I schools and provide students with healthy living opportunities in nutrition, physical activity, sportsmanship and structured sports activities. Concentrated efforts at Title I schools have included parent education in nutritious eating and	LEA wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Wellness Coordinator Salary and benefits 2000-2999: Classified Personnel Salaries General Fund \$55,383 Wellness Coordinator Salary and benefits 3000-3999: Employee Benefits General Fund \$24,212

cooking, volunteer parent support of Safe Routes to School and the use of GoNoodle to support social emotional well being. All of these efforts are designed to positively impact Physical Fitness scores and to promote EL parent participation.			
2. Under the theme of 'Our Kids – Our Community' conduct an annual stakeholders Lyceum that focuses on student learning supports for all students using the Seven Correlates of Effective Schools as a district wide framework.	LEA wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Miscellaneous refreshments and supplies(10% estimated increase) 4000-4999: Books And Supplies General Fund \$2,200
3. All sites will submit an annual parent education plan detailing the implementation of effective parent education activities. Plans will include specific actions for parents requiring more targeted supports to support the education & learning of their child.	LEA wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Site Parent Ed Allocation 4000-4999: Books And Supplies Title I \$4,533
4. Bilingual paraprofessional staff provides outreach to increase school/home interaction.	Schools with over 50 % EL	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Bilingual Para & Outreach Assistant Salary and benefits 2000-2999: Classified Personnel Salaries General Fund \$67,995 Bilingual Para & Outreach Assistant Salary and benefits 3000-3999: Employee Benefits General Fund \$28,752 Bilingual Para & Outreach Assistant Salary and benefits 2000-2999: Classified Personnel Salaries Title I \$29,106 Bilingual Para & Outreach Assistant Salary and benefits 3000-3999: Employee Benefits Title I \$8,423 Bilingual Para & Outreach Assistant Salary and benefits 2000-2999: Classified Personnel Salaries Title III \$60,546 Bilingual Para & Outreach Assistant Salary and benefits 3000-3999: Employee Benefits Title III \$23,034

5. There will be greater effort at improving representation from all sites at the DELAC (comprised of one English Learner parent representative from each school site)	LEA wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	No additional cost
6. Collaborate with District partners to establish a coordinated approach to family support and parent engagement through coordinated parent workshops, parent training, and parent education.	LEA wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Social Worker Salary and benefits 1000-1999: Certificated Personnel Salaries General Fund \$62,676 Social Worker Salary and benefits 3000-3999: Employee Benefits General Fund \$17,139

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

Annual Update

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

Guiding Questions:

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

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

Original GOAL 1 from prior year LCAP:	District Strategic Plan: 1) Maintain and improve district finances and facilities.		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All students; significant subgroups will be monitored for growth.		
Expected Annual Measurable Outcomes:	All schools will meet proficiency on the FIT		Actual Annual Measurable Outcomes:	
LCAP Year: 2014-15				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Annual facilities inspection conducted by district staff to identify areas of need. Provide custodial services to all district buildings including routine repair and maintenance.	No additional cost. Part of administrator salaries and basic services.	During the 2014-2015 school year Sunnyvale School District continued its focus on maintaining and improving the management of district finances and facilities. District Finances The school district continues to monitor and maintain its long standing excellent financial management practices and oversight. The district has received clean annual audit reports, maintained reserves for economic uncertainty, and has been awarded high ratings by Standard and Poor's and Moody's independent financial rating agencies. Finance and Facility Sub-Committee. To maintain the ongoing focus on maintaining and improving district finances the Board of Education has established a Finance and Facility Sub-Committee. The purpose of the	No additional cost. Incorporated into management/custodial team salaries and benefits. Cost Centers 075000, 810000 2000-2999: Classified Personnel Salaries General Fund \$1,477,265	
			No additional cost. Incorporated into management/custodial team salaries and benefits. Cost Centers 075000, 810000 3000-3999: Employee Benefits General Fund \$683,945	

		<p>committee is to review and focus on the practices and procedures of the school district centered on best management practices of its finances and facilities in order to provide excellent learning supports and environments for all students.</p> <p>As part of budget and operational planning we closely monitor the differentiated needs of each of our ten schools. We have seen significant enrollment growth in two elementary schools to well over 800 students in each. For this reason we felt compelled to provide these schools with additional support that took the form of assistant principals. So for 2014-2015 two FTE assistant principal positions were added to serve the needs at Cherry Chase Elementary and Ellis Elementary schools. We also differentiate support services such as staffing, including District Office support instructional staff, and instructional coaches. School site allocations supporting discretionary school site budgets for supplies and materials are also differentiated. The recommendations for the above came from stakeholder input and from input gathered at the Lyceum (District Strategic Planning process).</p> <p>District Facilities Annual facility inspections are conducted to identify needs requiring routine repair and maintenance or renovation. Sunnyvale School District is in the process of modernizing all schools and expanding selected schools as needed for enrollment growth. This has been an ongoing effort and will continue until the last four schools are fully modernized. Schools were</p>	
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		prioritized for modernization based on objective criteria approved by the Board of Education. This has ensured fair and equitable funding to schools with the greatest facility needs first. This objective process resulted in those schools serving low income students and English learners receiving priority funding for repair, maintenance and modernization.	
Scope of Service	LEA-wide	Scope of Service	
_ All		_ All	
OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Establish and facilitate a standing Finance and Facility Sub-Committee related to the Bond Funds.	No additional cost. Part of administrator salaries with volunteers.	The Finance and Facility Sub-Committee has been established and is scheduled to meet for the first time in May 2015	Included in the Administrator's salaries. Cost Centers 075000, 071500, 810000 2000-2999: Classified Personnel Salaries General Fund \$319,964 Included in the Administrator's salaries. Cost Centers 075000, 071500, 810000 3000-3999: Employee Benefits General Fund \$96,980
Scope of Service	LEA-wide	Scope of Service	
_ All		_ All	
OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

Closely monitor the effectiveness of the differentiated, additional support provided to schools with an enrollment over 800. Provide Assistant Principals at Ellis and Cherry Chase.		Administrator salaries \$200,000	Full-time Assistant Principal at Ellis Elementary and Cherry Chase Elementary. Estimated salary and benefit cost based on the 2015 employee master.	Unrestricted General Fund-Cost Center 048300 1000-1999: Certificated Personnel Salaries General Fund \$259,004	
Scope of Service	Sites over 800		Scope of Service		
_ All			_ All		
OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)			OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		
Provide for all basic administrative services. (Includes site discretionary expenditures, supplies, materials, administrative assistants, DO support staff).		See adoption budget		Site Discretionary Funding-Cost Center 018199 1000-1999: Certificated Personnel Salaries General Fund \$19,000 Site Discretionary Funding-Cost Center 018199 3000-3999: Employee Benefits General Fund \$1,820 Site Discretionary Funding-Cost Center 018199 4000-4999: Books And Supplies General Fund \$311,894 Site Discretionary Funding-Cost Center 018199 5000-5999: Services And Other Operating Expenditures General Fund \$158,717	
Scope of Service	LEA-wide		Scope of Service		
_ All			_ All		
OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient Other Subgroups: (Specify)			OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		

For low income pupils: Partner with the City of Sunnyvale to fund and maintain quality facilities at the Columbia Neighborhood Center.		Base \$146,000	Contract in place with the City of Sunnyvale. 2014-15 cost projection is based on the billings received for Q1 & Q2.	Unrestricted General Fund-Cost Center 739400 5800: Professional/Consulting Services And Operating Expenditures General Fund \$140,000	
Scope of Service	LEA-wide		Scope of Service		
_ All			_ All		
OR: <input checked="" type="checkbox"/> Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)			OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		
For low income pupils: Provide pre-school facilities and program beyond what is required by the State Grant.		encroachment General Fund \$116,127	Provide facilities and services to pre-school students beyond the State requirements. Projected encroachment is based on being awarded the full State Preschool contract amount.	Encroachment-Unrestricted General Fund-Cost Center 00000 General Fund \$72,000	
Scope of Service	Preschool		Scope of Service		
_ All			_ All		
OR: <input checked="" type="checkbox"/> Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)			OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		We continue our focus on maintaining and improving the management of district finances and facilities. For our 2015-16 plan we have incorporated the facilities goal as part of our focus on social emotional learning (goal 2) since an effective learning environment includes both the physical space as well as the focus on a positive classroom and school climate.			

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

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

Original GOAL 2 from prior year LCAP:	LEA Plan Goal 3: 2) All students will be taught by highly qualified teachers appropriately assigned.			Related State and/or Local Priorities: 1 <u>X</u> 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools:	All			
	Applicable Pupil Subgroups:	All			
Expected Annual Measurable Outcomes:	100% of teachers will meet NCLB compliance.			Actual Annual Measurable Outcomes:	All District students are taught by highly qualified teachers, as defined by ESEA, and all teachers are appropriately assigned according to California Commission on Teaching Credential regulations.
LCAP Year: 2014-15					
Planned Actions/Services			Actual Actions/Services		
	Budgeted Expenditures			Estimated Actual Annual Expenditures	
1. Provide classroom teachers K-8 at a ratio of 1:32 in grades 4-8 and 1:24 for grades K-2 subject to collective bargaining agreements.	General Fund \$33,556,873		Human Resources annually reviews the assignments of all teachers for compliance with these regulations, and all new teacher credentials, qualifications, and transcripts a reviewed prior to hiring. In addition, the SCCOE annually reviews credentialing of teachers assigned to "Williams Schools" and to the district office. To accomplish compliance, Human Resources staff regularly attends trainings provided by SCCOE, ACSA, and CCAC. In addition to this training, the District also fosters strong relationships with local university teacher preparation programs to provide our students with access to the area's best-prepared teacher candidates	General Fund/Special Ed-Cost Center 018100, 650000 1000-1999: Certificated Personnel Salaries General Fund \$23,236,850 General Fund/Special Ed-Cost Center 018100, 650000 3000-3999: Employee Benefits General Fund \$6,715,873	

Scope of Service	LEA-wide		Scope of Service	
<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
<p>For low income pupils, foster youth and English learners and re-designated fluent English proficient pupils:</p> <p>1. Provide District and Site Instructional Coaching to support implementation of best instructional practices.</p>	<p>Personnel salaries Base \$640,000</p>	<p>We have a cadre of coaches at the district and site levels. We have an Instructional Coach at all four of our Title 1 elementary schools, as well as at both middle school levels. The district coaches are content experts and lead professional development sessions to deepen and support best instructional practices.</p>	<p>District and Site Instructional Coaches-Cost Centers 709099, 3010, 420399 1000-1999: Certificated Personnel Salaries General Fund \$556,736</p> <p>3000-3999: Employee Benefits General Fund \$151,182</p> <p>District and Site Instructional Coaches-Cost Centers 709099, 3010, 420399 1000-1999: Certificated Personnel Salaries Title I \$56,239</p> <p>District and Site Instructional Coaches-Cost Centers 709099, 3010, 420399 3000-3999: Employee Benefits Title I \$20,902</p> <p>District and Site Instructional Coaches-Cost Centers 709099, 3010, 420399 1000-1999: Certificated Personnel Salaries Title III \$102,889</p> <p>District and Site Instructional Coaches-Cost Centers 709099, 3010, 420399 3000-3999: Employee Benefits Title III \$35,114</p>	

Scope of Service	Schools above 30% poverty		Scope of Service		
<input type="checkbox"/> All			<input type="checkbox"/> All		
OR:			OR:		
<input checked="" type="checkbox"/> Low Income pupils			<input type="checkbox"/> Low Income pupils		
<input type="checkbox"/> English Learners			<input type="checkbox"/> English Learners		
<input type="checkbox"/> Foster Youth			<input type="checkbox"/> Foster Youth		
<input type="checkbox"/> Redesignated fluent English proficient			<input type="checkbox"/> Redesignated fluent English proficient		
<input type="checkbox"/> Other Subgroups: (Specify)			<input type="checkbox"/> Other Subgroups: (Specify)		
2. Use district curriculum committees to build teacher leadership capacity to better support schools to meet the learning needs of all students.	Committee Stipends Base \$122,000		District curriculum committees at both the elementary and middle school levels build leadership capacity through a trainer of trainers model.		<p>Committee Stipends PLA & Pgm of Choice-Cost Center 709000/709099 1000-1999: Certificated Personnel Salaries General Fund \$34,715</p> <p>Committee Stipends PLA & Pgm of Choice-Cost Center 709000/709099 3000-3999: Employee Benefits General Fund \$4,175</p> <p>ELAT Committee stipend-Resource 3010 1000-1999: Certificated Personnel Salaries Title I \$11,660</p> <p>ELAT Committee stipend-Resource 3010 3000-3999: Employee Benefits Title I \$1,402</p>
Scope of Service	LEA-wide		Scope of Service		
<input checked="" type="checkbox"/> All			<input type="checkbox"/> All		
OR:			OR:		
<input type="checkbox"/> Low Income pupils			<input type="checkbox"/> Low Income pupils		
<input type="checkbox"/> English Learners			<input type="checkbox"/> English Learners		
<input type="checkbox"/> Foster Youth			<input type="checkbox"/> Foster Youth		
<input type="checkbox"/> Redesignated fluent English proficient			<input type="checkbox"/> Redesignated fluent English proficient		
<input type="checkbox"/> Other Subgroups: (Specify)			<input type="checkbox"/> Other Subgroups: (Specify)		

3. Provide beginning teachers support and assessment (BTSA) to ensure teachers have the skills to meet the needs of all students.	Personnel salaries Title II \$178,000 Personnel salaries Base \$104,000	The District provides induction support to all qualified new teachers, including education specialists, through 3.4 FTE fully released induction mentors who are trained and supported by the Silicon Valley New Teacher Project (SVNTP). SVNTP is also providing training for our site and district based instructional coaches. One goal/outcome of this training is to align support for all teachers, new and experienced, throughout the district.	Cost Center 403500 1000-1999: Certificated Personnel Salaries Title II \$177,025 Cost Center 403500 3000-3999: Employee Benefits Title II \$48,192 General Fund Cost Center 727100 1000-1999: Certificated Personnel Salaries General Fund \$119,813 General Fund Cost Center 727100 3000-3999: Employee Benefits General Fund \$31,186
Scope of Service: LEA-wide _ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: _ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Human Resources annually reviews the assignments of all teachers for compliance with California Commission on Teacher Credentialing regulations, and all new teacher credentials, qualifications, and transcripts a reviewed prior to hiring. In addition, the Santa Clara County Office of Education annually reviews credentialing of teachers assigned to "Williams Schools" and to the district office. Rather than have this as a stand alone goal, we have incorporated this priority into Goal 1 for the 2015-16 year's plan.		

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

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

Original GOAL 3 from prior year LCAP:	District Strategic Plan: 3) Align instruction and assessment to the CA Common Core State Standards.			Related State and/or Local Priorities: 1 <u>X</u> 2 <u>X</u> 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools:	All			
	Applicable Pupil Subgroups:	All			
Expected Annual Measurable Outcomes:	100% Student access to Standards-aligned materials			Actual Annual Measurable Outcomes:	100% student access to standards aligned material in grades 3-8.
LCAP Year: 2014-15					
Planned Actions/Services			Actual Actions/Services		
	Budgeted Expenditures			Estimated Actual Annual Expenditures	
1. Align instructional strategies and curricula with the California Common Core State Standards (CCCSS) in mathematics, language arts, social studies, science and electives courses.	Math Adoption Grades 3-8 Common Core Funding		We purchased Common Core aligned math material for students in grades 3-8. all students have access to the curriculum. In addition, we piloted math material for students in grades K-2. Middle School Literacy Leadership Team and English Language Departments have prioritized Common Core Language Arts, developed 6 CCCSS-aligned units and will be developing CCCSS-aligned assessments for each unit. K-8 Math Leadership have developed Math Performance Assessments aligned to CCCSS and to the Standards for Mathematical Practice. 6-8 Electives courses assess students on informational literacy as appropriate to their subject area.	Common Core Cost Center 740500 4000-4999: Books And Supplies Common Core \$678,129	
	\$680,000			General Fund Cost Center 715600 4000-4999: Books And Supplies General Fund \$177,037	

Scope of Service	LEA-wide		Scope of Service	
_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)			_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
2. Leverage CCCSS curricula and differentiation strategies for high achieving students to enable students to maximize their learning and achieve their academic potential.			<p>Our teacher leadership team members and content instructional coaches have provided professional development for teachers during the three staff development days this school year: Sept.15, Oct. 20 and Jan. 26.</p> <p>Our 6-8 Common Core State Standards-aligned Language Arts units will include rigorous, Problem-Based Learning-type "Engaging Scenarios" for each unit</p> <p>Our 6-8 Math Course Pathways include an accelerated pathway that gives students the opportunity to complete math through Geometry by 8th grade and also allows for entry points into acceleration via a Math Summer Bridge course.</p> <p>Align Standards Based Report Cards to Common Core State Standards</p> <p>Differentiation for high achieving students: Teachers attended a summer Professional Development session that focused on 5 best practices in: 1. Enrichment learning and teaching 2. Differentiation</p>	<p>Common Core Cost Center 740500 1000-1999: Certificated Personnel Salaries Common Core \$45,963</p> <p>Common Core Cost Center 740500 3000-3999: Employee Benefits Common Core \$6,539.07</p> <p>Common Core Cost Center 740500 5000-5999: Services And Other Operating Expenditures Common Core \$8,684</p>

		3. Strategies for high engagement and creativity 4. Meeting the needs of gifted and talented students 5. Using technology to personalize instruction	
Scope of Service LEA-wide		Scope of Service	
_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
3. Align standards-based report cards to the CCCSS. Teachers will use the CCCSS Mathematics and Reading/Language Arts for standards-based grading and reporting.	Power School annual contract General Fund \$31,500	We have adopted standards based grading system for all classes, K-8. This supports the alignment of Common Core standards instruction with reporting. K-8 online gradebook, progress reports and report cards are aligned to the Mathematics and Reading/Language Arts Common Core State Standards. Intervention materials and strategies to support Low SES and EL in ELA and math <ul style="list-style-type: none"> • Leveled Literacy Intervention is being implemented in most elementary schools to support students Professional Learning Communities meet regularly	Power School Contract-Cost Center 076200 5000-5999: Services And Other Operating Expenditures General Fund \$32,481

Scope of Service	LEA-wide		Scope of Service		
<input type="checkbox"/> All			<input type="checkbox"/> All		
OR:			OR:		
<input type="checkbox"/> Low Income pupils			<input type="checkbox"/> Low Income pupils		
<input type="checkbox"/> English Learners			<input type="checkbox"/> English Learners		
<input type="checkbox"/> Foster Youth			<input type="checkbox"/> Foster Youth		
<input type="checkbox"/> Redesignated fluent English proficient			<input type="checkbox"/> Redesignated fluent English proficient		
<input type="checkbox"/> Other Subgroups: (Specify)			<input type="checkbox"/> Other Subgroups: (Specify)		
For low income pupils, Foster Youth and English learners and re-designated fluent English proficient pupils:		Supplemental materials Base \$100,000	We use supplemental materials to support students who require additional support. In ELA we use Read Naturally at the middle school level. In elementary classes, our primary intervention curriculum is LLI or Leveled Literacy Intervention. Additional intervention programs include ST Math (K-8), ALEKS online math (6-8), and Headsprout and Raz Kids (K-5). School sites provide before and after school tutorials in math and English to support students below grade level. Leveled Literacy Intervention is being implemented in most elementary schools to support students		Leveled Literacy Intervention-Cost Centers 709000, 709099, 062100,018199, 739599,301099,630000 4000-4999: Books And Supplies General Fund \$52,359 ALEKS, Headsprout, Raz Kids, ST Math, Read Naturally-Cost Centers 709099, 900100,301099, 903800,018199,709000 5800: Professional/Consulting Services And Operating Expenditures General Fund \$63,919
Scope of Service	LEA-wide		Scope of Service		
<input type="checkbox"/> All			<input type="checkbox"/> All		
OR:			OR:		
<input type="checkbox"/> Low Income pupils			<input type="checkbox"/> Low Income pupils		
<input type="checkbox"/> English Learners			<input type="checkbox"/> English Learners		
<input type="checkbox"/> Foster Youth			<input type="checkbox"/> Foster Youth		
<input type="checkbox"/> Redesignated fluent English proficient			<input type="checkbox"/> Redesignated fluent English proficient		
<input type="checkbox"/> Other Subgroups: (Specify)			<input type="checkbox"/> Other Subgroups: (Specify)		

<p>5. Professional learning communities (PLCs) meet regularly to monitor students mastery of CCCSS, plan curricula, make necessary adjustments.</p>	<p>Release time Base \$50,000</p>	<p>Teachers across all elementary and middle schools meet in grade alike, or course alike PLCs to differentiate instruction based on the data provided by common assessments.</p> <p>All teachers continue to meet in PLCs and principals report on PLC teacher feedback and data to district cabinet.</p> <p>Elementary Math Leadership Team has been focusing on the Standards for Mathematical Practices and how to support teachers in embedding the practices into daily math lessons</p> <p>3-5 grade teachers are working on implementing a new math adoption to help instruction better align with Common Core State Standards</p> <ul style="list-style-type: none"> Elementary LLT and English Learner Action Team worked on understanding the new ELA/ELD Framework and how to align our teaching 	<p>PLC Leads-Cost Center 709000/709099 1000-1999: Certificated Personnel Salaries General Fund \$36,040</p> <p>PLC Leads-Cost Center 709000/709099 3000-3999: Employee Benefits General Fund \$4,334</p> <p>ELAT Committee-Cost Center Resource 3010 1000-1999: Certificated Personnel Salaries Title I \$12,190</p> <p>ELAT Committee-Cost Center Resource 3010 3000-3999: Employee Benefits Title I \$1,466</p>
<p>Scope of Service LEA-wide</p> <p>_ All</p> <p>OR:</p> <p>_ Low Income pupils</p> <p>_ English Learners</p> <p>_ Foster Youth</p> <p>_ Redesignated fluent English proficient</p> <p>_ Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <p>_ All</p> <p>OR:</p> <p>_ Low Income pupils</p> <p>_ English Learners</p> <p>_ Foster Youth</p> <p>_ Redesignated fluent English proficient</p> <p>_ Other Subgroups: (Specify)</p>	

<p>1. Provide the necessary support for CCCSS Implementation including leadership teams, collaboration time, facilitation, and coaching.</p>	<p>Release time Base \$100,000</p>	<p>Cross site teacher leadership teams in ELA, ELD, Math and Science met on a regular basis to dig deeper into Common Core implementation in all classes. At the elementary level, the leadership teams also provided district level Professional Development three times during the course of the year in ELA, ELD and Math. This took place in after school grade level meetings.</p> <p>All Title 1 school sites including Columbia and Sunnyvale Middle Schools have a site Instructional Coach who supports all levels of Common Core State Standards implementation, especially in the areas of teacher coaching and support and professional development.</p>	<p>Instructional Coaches-Cost Center 301099 1000-1999: Certificated Personnel Salaries Title I \$56,239</p> <p>Instructional Coaches-Cost Center 301099 3000-3999: Employee Benefits Title I \$20,902</p> <p>Instructional Coaches- Cost Center 420399 1000-1999: Certificated Personnel Salaries Title III \$102,889</p> <p>Instructional Coaches- Cost Center 420399 3000-3999: Employee Benefits Title III \$35,115</p> <p>Instructional Coaches- Cost Center 709099 1000-1999: Certificated Personnel Salaries General Fund \$303,249</p> <p>Instructional Coaches- Cost Center 709099 3000-3999: Employee Benefits General Fund \$91,592</p>
<p>Scope of Service LEA-wide</p> <p>_ All</p> <p>OR:</p> <p>_ Low Income pupils</p> <p>_ English Learners</p> <p>_ Foster Youth</p> <p>_ Redesignated fluent English proficient</p> <p>_ Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <p>_ All</p> <p>OR:</p> <p>_ Low Income pupils</p> <p>_ English Learners</p> <p>_ Foster Youth</p> <p>_ Redesignated fluent English proficient</p> <p>_ Other Subgroups: (Specify)</p>	
<p>1. Align our district benchmark assessments to the CCCSS and Smarter Balanced Assessments.</p>	<p>Committee Work Base \$50,000</p>	<p>Teacher leadership teams in math and ELA worked on developing and aligning local benchmark assessments to the Common Core.</p>	<p>PLC Leads-See Update 3.5-Cost Center 709000/709099</p>

		<p>K-8 Math Leadership Teams have revised district benchmark math performance assessments to closely align with the Common Core State Standards and the Standards for Mathematical Practices.</p> <p>6-8 Language Arts curriculum units will include an Engaging Scenario and other performance tasks that closely align to the intent of the Smarter Balanced Assessments.</p> <ul style="list-style-type: none"> • Ad Hoc elementary math committee rewrote district math performance assessments to align with Common Core State Standards • Ad Hoc writing committees are in the process of reworking the elementary writing assessments to better align with Common Core State Standards 													
<table border="1"> <tr> <td>Scope of Service</td><td>LEA-wide</td></tr> <tr> <td colspan="2"> <input type="checkbox"/> All </td></tr> <tr> <td colspan="2"> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </td></tr> </table>	Scope of Service	LEA-wide	<input type="checkbox"/> All		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<table border="1"> <tr> <td>Scope of Service</td><td></td></tr> <tr> <td colspan="2"> <input type="checkbox"/> All </td></tr> <tr> <td colspan="2"> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </td></tr> </table>	Scope of Service		<input type="checkbox"/> All		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		
Scope of Service	LEA-wide														
<input type="checkbox"/> All															
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)															
Scope of Service															
<input type="checkbox"/> All															
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)															
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	This year we started a Science Inquiry Group at both the elementary and middle school levels. These teams explored the Next Generation Science Standards more closely and identified the Scientific and Engineering Practices and Crosscutting Concepts. Next year this team will become a leadership team with professional development sessions planned to include all teachers of science. We have incorporated these actions into our current Goal 1 which addresses the importance of STEAM education to include technology, engineering, arts, and math, in addition to science.														

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

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

Original GOAL 4 from prior year LCAP:	Title III Plan Goal 5 4) Provide research based professional development strategies and activities including coordination with other ESEA programs.			Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools:	All			
	Applicable Pupil Subgroups:	All			
Expected Annual Measurable Outcomes:	% of teachers involved in coaching will increase by 10%		Actual Annual Measurable Outcomes:	The number of teachers involved in a coaching cycle has increased by 25%. This is measured by the coaching logs submitted by our site instructional coaches.	
LCAP Year: 2014-15					
Planned Actions/Services			Actual Actions/Services		
	Budgeted Expenditures			Estimated Actual Annual Expenditures	
1. Provide ongoing professional development and coaching to build teacher and administrator capacity to implement the CCCSS via three paid staff development days each year.	Certificated General Fund \$538,346		Our three professional development days this year were on Sept. 15, Oct. 20 and Jan.26 .All three days had focused PD to deepen the implementation of Common Core instruction. The sessions were led by teacher leaders and expert facilitators from the field.	Salaries and Benefits-Resource 3010 1000-1999: Certificated Personnel Salaries Title I \$919 Salaries and Benefits-Resource 4035 1000-1999: Certificated Personnel Salaries Title II \$2,884 Salaries and Benefits-Resource 4203 1000-1999: Certificated Personnel Salaries Title III \$1,681 Salaries and Benefits-Resource 6105 1000-1999: Certificated Personnel Salaries State Preschool General Fund \$1,440 Salaries and Benefits-Resources 0000,1400,3320,6500 1000-1999: Certificated Personnel Salaries General Fund \$415,879	

Scope of Service	LEA-wide		Scope of Service		
<input type="checkbox"/> All			<input type="checkbox"/> All		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		
2. Provide professional development to classified instructional staff to build their capacity to support all district and school policies and procedures two paid staff development days each year.		Classified: General Fund \$149,131	Classified staff were provided two days of professional development on a variety of topics as evidenced by the attachments. Specifically to support our English Learners and struggling students our Instructional coach conducted a training on LLI (Leveled Literacy Intervention).		Salaries and Benefits-Resource 3010 2000-2999: Classified Personnel Salaries Title I \$1,158 Salaries and Benefits-Resource 4035 2000-2999: Classified Personnel Salaries Title III \$683 Salaries and Benefits - Resource 5310, 5320 2000-2999: Classified Personnel Salaries Other \$9,920 Salaries and Benefits-Resource 6010 2000-2999: Classified Personnel Salaries ACES Grant \$5,044 Salaries and Benefits-Resource 6105 2000-2999: Classified Personnel Salaries State Preschool General Fund \$1,593 Salaries and Benefits-Resources 0000,3310,3315,3320,6500,6512,8150 ,9010 2000-2999: Classified Personnel Salaries General Fund \$91,779
Scope of Service	LEA-wide		Scope of Service		
<input type="checkbox"/> All			<input type="checkbox"/> All		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		

<p>For low income pupils, foster youth and English learners and re-designated fluent English proficient pupils:</p> <p>1. Provide training in CCCSS including the new ELD Standards to support access and student learning needs.</p>	<p>Conferences Base \$30,000</p>	<p>Joint Literacy Leadership Team and English Learner Action Team meetings provided team members with professional development on the English Language Arts and English Language Development framework.</p>	<p>ELAT Stipends-Resource 3010 1000-1999: Certificated Personnel Salaries Title I \$11,660</p> <p>ELAT Stipends-Resource 3010 3000-3999: Employee Benefits Title I \$1,402</p> <p>LLT Stipends-Cost Center 709099/709000 1000-1999: Certificated Personnel Salaries General Fund \$23,428</p> <p>LLT Stipends-Cost Center 709099/709000 3000-3999: Employee Benefits General Fund \$2,817</p>
<p>Scope of Service LEA-wide</p> <p>_ All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p>_ Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <p>_ All</p> <p>OR:</p> <p>_ Low Income pupils</p> <p>_ English Learners</p> <p>_ Foster Youth</p> <p>_ Redesignated fluent English proficient</p> <p>_ Other Subgroups: (Specify)</p>	
<p>For low income pupils, foster youth and English learners and re-designated fluent English proficient pupils:</p> <p>2. Instructional coaches and teachers will receive professional development to implement best instructional practices to maximize understanding for students.</p>		<p>All our Instructional Coaches attended a two day seminar on Equity Coaching led by the New Teacher Center, Santa Cruz staff.</p> <ul style="list-style-type: none"> Middle school math professional development on Staff Development Day- lesson planning with Constructing Meaning template & Gradual Release of Responsibility with language support. Middle school math professional development on components of a Balanced Math classroom. Instructional coach received training on Foundational Literacy Skills and Guided Reading to support teachers and students 	<p>New Teacher Center Contract-Cost Center 727100 5000-5999: Services And Other Operating Expenditures General Fund \$36,000</p>

		<ul style="list-style-type: none"> Some elementary teachers had professional development on components of a balanced math classroom 	
<div>Scope of Service</div> <div>LEA-wide</div>		<div>Scope of Service</div> <div></div>	
<div>All</div> <div>OR:</div> <div><input checked="" type="checkbox"/> Low Income pupils</div> <div><input checked="" type="checkbox"/> English Learners</div> <div><input checked="" type="checkbox"/> Foster Youth</div> <div><input checked="" type="checkbox"/> Redesignated fluent English proficient</div> <div><input type="checkbox"/> Other Subgroups: (Specify)</div>		<div>All</div> <div>OR:</div> <div><input type="checkbox"/> Low Income pupils</div> <div><input type="checkbox"/> English Learners</div> <div><input type="checkbox"/> Foster Youth</div> <div><input type="checkbox"/> Redesignated fluent English proficient</div> <div><input type="checkbox"/> Other Subgroups: (Specify)</div>	
<p>For English learners and re-designated fluent English proficient pupils:</p> <p>3. Provide ongoing training for ELD curriculum and strategies. (SELD, Constructing Meaning)</p>	<p>Release time to train new teachers Base \$20,000</p>	<p>We are currently in an inquiry process working with a consultant on the development of and implementation plan for a research-based ELD program aligned to the California Common Core State Standards ELA/ELD Framework. As such, no new training was provided for Systematic ELD this year.</p> <p>Principals and teacher leadership teams have received professional development on the distinction between designated and integrated ELD as well as the interrelatedness of the ELA/Literacy and ELD standards - as put forth in the ELA/ELD Framework.</p> <p>For the elementary schools, teacher leaders have provided professional development to all teachers for such topics as familiarization with ELD standards, their correspondences to Common Core Math Standards and best practices for integrating ELD in math instruction through District-Wide Grade Level Meetings.</p>	<p>Constructing Meaning training-Sub Cost-Cost Center 709000/709099 1000-1999: Certificated Personnel Salaries General Fund \$6,300</p> <p>Constructing Meaning training-Sub Cost-Cost Center 709000/709099 3000-3999: Employee Benefits General Fund \$757</p> <p>EL Achieve Contract-Resource 4203 5800: Professional/Consulting Services And Operating Expenditures Title III \$8,325</p>

		For the middle schools, district professional development was provided for teachers of the designated English learner curriculum English 3D. A cohort of 15 teachers (2 from each core content area from each site) and site instructional coaches was provided professional development on best practices for integrating English language development support across all content areas through the Secondary Constructing Meaning initiative.	
Scope of Service	LEA-wide	Scope of Service	
<input type="checkbox"/> All		<input type="checkbox"/> All	
OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
4. Adopt a consistent observation protocol for strategies that support EL achievement.		We are currently in an inquiry process working with a consultant on the development of and implementation plan for a research-based ELD program aligned to the California Common Core State Standards ELA/ELD Framework. As such, we have not yet adopted a consistent observation protocol for strategies that support EL achievement.	Consultant contract for Eduardo Munoz-Cost Center 709000 5800: Professional/Consulting Services And Operating Expenditures General Fund \$5,100
Scope of Service	LEA-wide	Scope of Service	
<input type="checkbox"/> All		<input type="checkbox"/> All	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	

5. Provide staff development on use of research-based instructional strategies to support EL Achievement.		Registration, subs and travel for EL Achieve Base \$20,000	<ul style="list-style-type: none">• Building oral language development through technologies. Incorporating oral language components throughout each curriculum area• MS Math PD on Staff Development Day- lesson planning with Constructing Meaning template & Gradual Release of Responsibility with language support.• Elementary District Grade Level Meeting focused on supporting English learner students in math• 15 middle school teachers participated in the Constructing Meaning training	See Goal 4.3-Cost Center 709000/709099
Scope of Service	LEA-wide		Scope of Service	
_ All			_ All	
OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)			OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
6. Provide professional development to principals, coaches and teachers to better understand factors in Latino student achievement.			<ul style="list-style-type: none">• A community technology night was conducted to help educate the community in supporting their Latino students through the use of technology.• Hispanic representatives from Facebook and Tesla presented experiences and strategies which led them to be successful in school and in the working world, and provided support in guiding our students and parents in similar opportunities• District Curriculum Committees	10 coaches participated in New Teacher Center coaching forums-Cost Center 727100-Referenced in 4.2 above.

		<p>participated in Social Emotional Learning professional development</p> <ul style="list-style-type: none"> • Instructional Coaches attended New Teacher Center's Equity Forums. 	
<div>Scope of Service</div> <div>LEA-wide</div>		<div>Scope of Service</div> <div></div>	
<div>_ All</div> <div>OR:</div> <div>_ Low Income pupils</div> <div>_ English Learners</div> <div>_ Foster Youth</div> <div>_ Redesignated fluent English proficient</div> <div>_ Other Subgroups: (Specify)</div>		<div>_ All</div> <div>OR:</div> <div>_ Low Income pupils</div> <div>_ English Learners</div> <div>_ Foster Youth</div> <div>_ Redesignated fluent English proficient</div> <div>_ Other Subgroups: (Specify)</div>	
<p>7. Provide professional development to principals, coaches and teachers to increase the rigor of instruction for high achieving students.</p>		<p>In the summer of 2014, we had a total of five teachers from three schools attend an institute for Gifted and Talented students. The goal is to build teacher capacity in increasing the level of instruction for higher achieving students.</p> <ul style="list-style-type: none"> • Developing Conceptual Units in middle school math that allows for students to extend their knowledge and understanding through problem based learning. • Using technology to enhance lessons, adding multiple methods of expressing understanding 	<p>Confratute registration, airfare, transportation and meals-Cost Center 740500-Referenced in Update 3.2</p> <p>District Tech coach-Estimated Cost-Cost Center 727100 1000-1999: Certificated Personnel Salaries General Fund \$65,673</p> <p>District Tech coach-Estimated Cost-Cost Center 727100 3000-3999: Employee Benefits General Fund \$16,782</p>
<div>Scope of Service</div> <div>LEA-wide</div>		<div>Scope of Service</div> <div></div>	
<div>_ All</div> <div>OR:</div> <div>_ Low Income pupils</div> <div>_ English Learners</div> <div>_ Foster Youth</div> <div>_ Redesignated fluent English proficient</div> <div>_ Other Subgroups: (Specify)</div>		<div>_ All</div> <div>OR:</div> <div>_ Low Income pupils</div> <div>_ English Learners</div> <div>_ Foster Youth</div> <div>_ Redesignated fluent English proficient</div> <div>_ Other Subgroups: (Specify)</div>	

<p>8. Provide professional development to classified instructional staff to build their capacity to support implementation of the CCSSS for target students.</p>	<p>Personnel and contractual costs for professional development; materials and supplies</p> <p>\$20,000</p>	<p>The professional development provided to classified staff was conducted by our Instructional Coaches and therefore we did not incur any additional expense towards this.</p> <ul style="list-style-type: none"> • Leveled Literacy Intervention training for paras provided by district Inst. Coach • District Instructional Coach worked at a site with the paras on effectively running small groups in literacy 	<p>See Goal 4.2-Resources 0000,3310,3315,3320,6500,6512,8150,9010,4035,3010,5310,5320,6105</p>
<p>Scope of Service</p> <p>LEA-wide</p> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>9. Instructional coaches will meet regularly with teachers to observe, offer feedback and/or co-teach for implementation of the CCCSS in RLA, Content Areas and Math with a focus on the Standards for Mathematical Practice.</p>		<ul style="list-style-type: none"> • District Instructional Coach worked with teachers to understand and integrate Think Central (Math Expressions Technology) • District Instructional Coach worked with teachers on best practices on running Guided Reading groups • District Instructional Coach worked with middle school math teachers in creating a Balanced Math classroom. • District Instructional Coach worked with middle school math teachers in creating conceptual units. • District Instructional Coach worked with elementary and middle school science teachers in understanding NGSS and making instructional 	<p>See Goal 4.1, 4.6-Resources 0000,1400,3320,6500,3010,4203,4035,6105; -Cost Center 709000/709099</p>

		shifts to be more inquiry based. <ul style="list-style-type: none"> Instructional Coaches attended New Teacher Center's Equity Forums. 	
Scope of Service LEA-wide		Scope of Service	
_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
10. Provide ongoing training for Professional Learning Communities (PLCs) including Data Team cycles, curriculum mapping, standards-based grading and the creation and implementation of formative and summative assessments.		<ul style="list-style-type: none"> District Instructional Coach worked with all math teachers at District Common Late Starts focusing on how to get students ready for district benchmark assessments (Math Performance Assessments) 	District Math Coach-Cost Center 709000 1000-1999: Certificated Personnel Salaries General Fund \$77,520 District Math Coach-Cost Center 709000 3000-3999: Employee Benefits General Fund \$18,580
Scope of Service LEA-wide		Scope of Service	
_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
11. Teachers and site administrators will receive staff development and resources needed to improve and align instruction and assessment practices across classrooms.		Teachers and site administrators received professional development during the week long summer training the week of Aug 11, 2014. this was led by teachers leaders at both the elementary and middle school levels.	Cost of Summer Institute -stipends, materials, supplies-Goal 4.12-Resource 7405

Scope of Service	LEA-wide		Scope of Service		
_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)			_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		
12. District professional development is provided during the summer and throughout the school year.		Summer Institute, staff development days and TLD/late Start Facilitator and attendee stipends and materials Common Core \$150,000	During the week of August 11, 2014, Instructional Coaches and teacher leaders led a variety of trainings for our certificated staff in English Language Arts, Social Studies, and Math. <ul style="list-style-type: none"> Elementary: 3 day institute focused on Math and Literacy provided by teacher leaders Middle School Math: 3 day institute focused on learning new math curriculum and setting up a cooperative learning classroom. 		Certificated Salaries& Benefits-Resource 7405 1000-1999: Certificated Personnel Salaries Common Core \$44,063 Certificated Salaries& Benefits-Resource 7405 3000-3999: Employee Benefits Common Core \$5,299
Scope of Service	LEA-wide		Scope of Service		
_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)			_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		We continue to have three professional development days in the year and like this year the continued focus will be on deepening Common Core implementation. With the high language demands of Common Core, we have felt it necessary to incorporate oral and written skill development across all content areas through academic vocabulary and targeted training in Constructing Meaning to support our middle school students navigate the complexities of linguistic and content demands.			

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

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

Original GOAL 5 from prior year LCAP:	District Strategic Plan LEA Plan Goal 1 5) Improve student learning results with a focus on under achievement at all levels. All students will reach high standards, at a minimum attaining proficiency or better in reading and math.			Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <u>X</u> 5 _ 6 _ 7 <u>X</u> 8 <u>X</u> COE only: 9 _ 10 _ Local : Specify
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	>1 year growth on STAR reading & math CAASPP = >55% in reading & math 100% of students have access to all subjects		Actual Annual Measurable Outcomes:	From the end of the school year 2014 to February/March, 2015, 38% of students in grades 2-5 and 30% of students in grades 6-8 grew more than 1 year on Renaissance Learning adaptive online reading assessments. From the end of the school year 2014 to February/March 2015, 46% of students in grades 1-5 and 31% of students in grades 6-8 grew at least one year or more on Renaissance Learning adaptive online math assessments. The overall percentage of students who increased 1 level on CELDT from 2013 to winter, 2014 is 57.9%. The percentage of students reclassified grew from 11.8% in 2013-2014 to 15.3% at the end of spring, 2014. The percentage reclassified through winter of 2014 is 5.2%, and is expected to grow based on spring, 2015 reclassification.
LCAP Year: 2014-15				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
1. Principals meet with Cabinet three times a year to review student achievement data on state and local assessments, and share their follow up action plans to address the demonstrated needs, with a focus on Latino students.	No additional cost. Part of administrator salaries.	Principals have met with Cabinet twice this year with the last meeting scheduled for mid- June. The data dashboard we use for this conversation disaggregates benchmark data by demographic sub groups to ensure targeted progress monitoring.	No additional cost. Included in the principal salary and benefit cost-Cost Center 048300 1000-1999: Certificated Personnel Salaries General Fund \$1,250,008 No additional cost. Included in the principal salary and benefit cost-Cost Center 048300 3000-3999: Employee Benefits General Fund \$332,158	

Scope of Service	LEA-wide		Scope of Service		
<input type="checkbox"/> All			<input type="checkbox"/> All		
OR:			OR:		
<input type="checkbox"/> Low Income pupils			<input type="checkbox"/> Low Income pupils		
<input type="checkbox"/> English Learners			<input type="checkbox"/> English Learners		
<input type="checkbox"/> Foster Youth			<input type="checkbox"/> Foster Youth		
<input type="checkbox"/> Redesignated fluent English proficient			<input type="checkbox"/> Redesignated fluent English proficient		
<input type="checkbox"/> Other Subgroups: (Specify)			<input type="checkbox"/> Other Subgroups: (Specify)		
For low income pupils, foster youth and English learners and re-designated fluent English proficient pupils:		Personnel costs to monitor identification and reclassification assessments	Language Review Teams at each site met in winter and spring to analyze CELDT, STAR Reading, STAR Math, district writing, classroom assessment, report card, Fountas & Pinnell, and attendance data to monitor English learner progress toward reclassification. Current interventions/supports are analyzed and new interventions/next steps are discussed and implemented for each child. Teams document these discussions and a record is filed in the EL CUM insert.		Site LRT subs with statutory deductions (3/site x2/year)-Resource 0000 1000-1999: Certificated Personnel Salaries General Fund \$8,400
2. Formative and summative assessment data will be used to monitor the progress of English Learners through Language Review Teams.		Base \$43,000	Sites formally monitor re-designated fluent English proficient pupils once yearly by reviewing STAR Reading benchmark assessment data and report card grades for Reading and Writing strands. Status is documented and filed in the EL CUM insert.		Site LRT subs with statutory deductions (3/site x2/year)-Resource 0000 3000-3999: Employee Benefits General Fund \$1,011
					Renaissance Learning STAR Reading license-Cost Centers 062100,301099,018199,740500,70909 9 5800: Professional/Consulting Services And Operating Expenditures General Fund \$58,545
Scope of Service	LEA-wide		Scope of Service		
<input type="checkbox"/> All			<input type="checkbox"/> All		
OR:			OR:		
<input checked="" type="checkbox"/> Low Income pupils			<input type="checkbox"/> Low Income pupils		
<input checked="" type="checkbox"/> English Learners			<input type="checkbox"/> English Learners		
<input checked="" type="checkbox"/> Foster Youth			<input type="checkbox"/> Foster Youth		
<input checked="" type="checkbox"/> Redesignated fluent English proficient			<input type="checkbox"/> Redesignated fluent English proficient		
<input type="checkbox"/> Other Subgroups: (Specify)			<input type="checkbox"/> Other Subgroups: (Specify)		

<p>2. English Learner Action Teams (ELAT) will support the implementation of ELD and monitor the District program for English learners.</p>	<p>LRT release time and ELAT stipends Base \$26,666</p>	<p>Teacher leaders have provided professional development for such topics as familiarization with English Language Development standards, their correspondences to Common Core Math Standards and best practices for integrating English Language Development in math instruction.</p>	<p>ELAT stipends- See Update 3.5- Resource 3010</p>
<p>Scope of Service LEA-wide</p> <p>_ All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p>_ Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <p>_ All</p> <p>OR:</p> <p>_ Low Income pupils</p> <p>_ English Learners</p> <p>_ Foster Youth</p> <p>_ Redesignated fluent English proficient</p> <p>_ Other Subgroups: (Specify)</p>	
<p>For low income pupils and foster youth :</p> <p>4. Provide afterschool supervised learning, including homework support such as Kids Learning Afterschool (KLAS) and teacher led tutorials/courses/enrichment activities.</p>	<p>KLAS salaries ACES Grant \$572,418</p> <p>Base \$209,925</p>	<p>KLAS continues to provide after school support to low income pupils at 7 school sites. Targeted support in this program includes:</p> <p>City of Sunnyvale partnership provides classes for enrichment.</p> <p>YMCA partnership provides physical activity enrichment.</p> <p>Homework and tutoring support is part of the KLAS rotations.</p> <p>Middle School KLAS program includes high school student peer tutoring and support as well as remote tutoring (We Teach Science) in math.</p>	<p>City of Sunnyvale contract-Resource 6010 5000-5999: Services And Other Operating Expenditures ACES Grant \$52,596</p> <p>KLAS Salaries & Benefits-Resource 6010 2000-2999: Classified Personnel Salaries ACES Grant \$410,950</p> <p>KLAS Salaries & Benefits-Resource 6010 3000-3999: Employee Benefits ACES Grant \$167,276</p>
<p>Scope of Service Schools over 40% poverty</p> <p>_ All</p> <p>OR:</p> <p>_ Low Income pupils</p> <p>_ English Learners</p> <p>_ Foster Youth</p> <p>_ Redesignated fluent English proficient</p> <p>_ Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <p>_ All</p> <p>OR:</p> <p>_ Low Income pupils</p> <p>_ English Learners</p> <p>_ Foster Youth</p> <p>_ Redesignated fluent English proficient</p> <p>_ Other Subgroups: (Specify)</p>	

<p>5. Deploy the instructional coaches to focus efforts supporting teachers whose student achievement warrants intervention and support.</p>	<p>Personnel costs of coaches Base \$520,500</p> <p>Title I \$76,000</p> <p>Title III \$151,000</p>	<p>Each Title 1 school and both Columbia and Sunnyside Middle Schools have a site Instructional Coach who provides coordination of intervention programs and professional development as part of the school's Response to Intervention plan.</p>	<p>Instructional Coach FTE-Cost Center 709099 1000-1999: Certificated Personnel Salaries General Fund \$303,249</p> <p>Instructional Coach FTE-Cost Center 709099 3000-3999: Employee Benefits General Fund \$91,592</p> <p>Instructional Coach FTE-Resource 3010 1000-1999: Certificated Personnel Salaries Title I \$56,239</p> <p>Instructional Coach FTE-Resource 3010 3000-3999: Employee Benefits Title I \$20,902</p> <p>Instructional Coach Benefits 3000-3999: Employee Benefits Title I \$20,902</p> <p>Instructional Coach Benefits-Resource 4203 1000-1999: Certificated Personnel Salaries Title III \$102,889</p> <p>Instructional Coach Benefits-Resource 4203 3000-3999: Employee Benefits Title III \$35,115</p>
<p>Scope of Service</p> <p>Schools over 35% poverty</p> <p>_ All</p> <p>OR:</p> <p>_ Low Income pupils</p> <p>_ English Learners</p> <p>_ Foster Youth</p> <p>_ Redesignated fluent English proficient</p> <p>_ Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <p>_ All</p> <p>OR:</p> <p>_ Low Income pupils</p> <p>_ English Learners</p> <p>_ Foster Youth</p> <p>_ Redesignated fluent English proficient</p> <p>_ Other Subgroups: (Specify)</p>	

6. Monitor progress in mathematics for all students including math automaticity, performance and benchmark assessments	Contracts	Base \$56,000	Students K-8 are given math assessments in math automaticity, math performance tasks and STAR online math. Results are gathered for teacher, coach and principal use to inform program and Rtl processes.	Renaissance Learning -STAR Math license-Goal 5.2 & 11; ST Math License Update Goal 3-Cost Centers 062100,301099,018199,740500,709099, 00000,650000
			Math progress monitoring First through eighth grade students take STAR Math four times a year for monitoring progress in computation. All elementary and middle school students take a Math Performance Task Assessment once per trimester for monitoring conceptual understanding of standards.	
	Scope of Service	LEA-wide	Scope of Service	
<div><div><div><div><div></div><div>All</div></div></div><div>OR:</div><div><div><div></div><div>Low Income pupils</div></div><div><div></div><div>English Learners</div></div><div><div></div><div>Foster Youth</div></div><div><div></div><div>Redesignated fluent English proficient</div></div><div><div></div><div>Other Subgroups: (Specify)</div></div></div></div></div>			<div><div><div><div><div></div><div>All</div></div></div><div>OR:</div><div><div><div></div><div>Low Income pupils</div></div><div><div></div><div>English Learners</div></div><div><div></div><div>Foster Youth</div></div><div><div></div><div>Redesignated fluent English proficient</div></div><div><div></div><div>Other Subgroups: (Specify)</div></div></div></div></div>	
7. Monitor progress in reading for all students including early literacy and comprehension benchmark assessments.			Students K-8 take assessments using Fountas & Pinnell, STAR Early Literacy, STAR Reading and in writing. Results are used by principals, teachers and coaches to inform program.	Referenced above Update Goal 5.6- Cost Centers 062100,301099,018199,740500,709099,000000,650000
			Literacy progress monitoring K-1 students Fountas and Pinnell four times a year for monitoring reading accuracy and comprehension 2-8 students take STAR Reading four times a year	

Scope of Service	LEA-wide		Scope of Service		
<input type="checkbox"/> All			<input type="checkbox"/> All		
OR:			OR:		
<input type="checkbox"/> Low Income pupils			<input type="checkbox"/> Low Income pupils		
<input type="checkbox"/> English Learners			<input type="checkbox"/> English Learners		
<input type="checkbox"/> Foster Youth			<input type="checkbox"/> Foster Youth		
<input type="checkbox"/> Redesignated fluent English proficient			<input type="checkbox"/> Redesignated fluent English proficient		
<input type="checkbox"/> Other Subgroups: (Specify)			<input type="checkbox"/> Other Subgroups: (Specify)		
8. Monitor progress in writing for all students through writing performance benchmark assessments aligned to the Common Core Standards.			<p>Students K-8 take a formal writing assessment in each of the three trimesters (K begins in the second trimester). The writing benchmark assessments are aligned to the Common Core and results are used by principals, teachers and coaches to inform writing instruction through professional learning communities.</p> <p>Writing assessments 1-5 grade students take 3 writing assessments a year that cover all three genre: narrative, informational, and opinion Kindergarten students take 2 writing assessments: narrative and informational. This information is entered in OARS, our student data management system</p>		<p>No additional cost. Incorporated into Teacher Salaries and benefits. See Update Goal 2.1-Cost Center 018100, 650000</p>
Scope of Service	LEA-wide		Scope of Service		
<input type="checkbox"/> All			<input type="checkbox"/> All		
OR:			OR:		
<input type="checkbox"/> Low Income pupils			<input type="checkbox"/> Low Income pupils		
<input type="checkbox"/> English Learners			<input type="checkbox"/> English Learners		
<input type="checkbox"/> Foster Youth			<input type="checkbox"/> Foster Youth		
<input type="checkbox"/> Redesignated fluent English proficient			<input type="checkbox"/> Redesignated fluent English proficient		
<input type="checkbox"/> Other Subgroups: (Specify)			<input type="checkbox"/> Other Subgroups: (Specify)		

<p>For low income pupils, foster youth and English learners and re-designated fluent English proficient pupils:</p> <p>9. Implement a targeted Response to Intervention (Rtl) and monitoring plan towards closing the achievement gap, with directed attention to our largest subgroup, the Latino students.</p>		<p>Resource specialists work closely with each school site to support students who are falling behind and targeted plans have been developed to provide targeted instruction and resources to families. Parent presentations have been provided and additional sessions for Spanish speaking families were conducted at sites and district-wide.</p> <p>Each school site has created an academic Rtl plan with three tiers to delineate targeted intervention for underperforming subgroups, including our Latino subgroup. During and after school intervention and programs are provided.</p>	<p>Before and after school tutorial cost-Resource 0000 1000-1999: Certificated Personnel Salaries General Fund \$20,000</p> <p>Before and after school tutorial cost-Resource 0000 3000-3999: Employee Benefits General Fund \$2,405</p>
<p>Scope of Service LEA-wide</p> <hr/> <p>_ All</p> <hr/> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p>_ Other Subgroups: (Specify)</p>		<p>Scope of Service </p> <hr/> <p>_ All</p> <hr/> <p>OR:</p> <p>_ Low Income pupils</p> <p>_ English Learners</p> <p>_ Foster Youth</p> <p>_ Redesignated fluent English proficient</p> <p>_ Other Subgroups: (Specify)</p>	
<p>10. Support small group instruction with the use of para professionals.</p>	<p>Personnel costs of para educators</p> <p>Base \$70,000</p> <hr/> <p>Title I \$93,000</p> <hr/> <p>Title III \$28,000</p> <hr/>	<p>Schools across the district employ para professionals to support small group instruction in Guided Reading, Leveled Literacy Instruction, Read 180 and other targeted intervention programs.</p>	<p>Para Educator Costs-Cost Centers 709099,012900,739599 2000-2999: Classified Personnel Salaries General Fund \$159,210</p> <p>Para Educator Costs-Cost Centers 709099,012900,739599 3000-3999: Employee Benefits General Fund \$61,000</p> <p>Para Educator Costs-Resource 3010 2000-2999: Classified Personnel Salaries Title I \$73,984</p>

			Para Educator Costs-Resource 3010 3000-3999: Employee Benefits Title I \$16,200 Para Educator Costs-Resource 4203 2000-2999: Classified Personnel Salaries Title III \$17,989 Para Educator Costs-Resource 4203 3000-3999: Employee Benefits Title III \$7,604
Scope of Service LEA-wide		Scope of Service	
_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
11. Integrate an Rtl model with the Resource program at all schools 4 FTE.	Base \$380,000	Additional support has been provided at all sites and this additional support has allowed sites to provide targeted academic intervention to students and also steps have been taken to develop a district-wide model for RTI that each site can build upon and strengthen interventions at Tiers 2-4.	50% of the cost of 5 RSP teachers- Estimated (Special Ed)-Resource 6500 1000-1999: Certificated Personnel Salaries General Fund \$179,517 50% of the cost of 5 RSP teachers- Estimated (Special Ed)-Resource 6500 3000-3999: Employee Benefits General Fund \$51,010
Scope of Service LEA-wide		Scope of Service	
_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Current assessment practices include studying benchmark data by principals, coaches, teachers and district administration in order to inform program effectiveness and in order to strategize around the needs of English Learners, Redesignated fluent English proficient learners and Low Income students. Benchmark data from the 13-14 and 14-15 school years have lead to these changes in actions, services and expenditures:</p> <ul style="list-style-type: none"> • the establishment of a new District Coordinator of Literacy and English Learner Support Services to support sites in ELD best practices. • a focus on creating trainer of trainers in the new ELA/ELD framework to strengthen professional development and embed best practices at all sites through professional development. • a continuation of our Reading Partners program which provides one on one reading support for our ELs. • the use of EL data for Professional Learning Community data cycles with a focus on differentiation at all levels. • the continuation of ELD paraprofessional support. • a revision of online gradebook and report cards to reflect on the new ELD standards.
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Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

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

Original GOAL 6 from prior year LCAP:	LEA Plan Goal 2: Title III Plan Goals 2, 3 6) English learners will become proficient in English and reach high academic standards at a minimum attaining proficiency or better in reading by using best instructional practices to improve English language Development and Reading/Language Arts.			Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <u>X</u> 5 _ 6 _ 7 <u>X</u> 8 <u>X</u> COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools:	All			
	Applicable Pupil Subgroups:	Low Income pupils and English Learners			
Expected Annual Measurable Outcomes:	STAR Reading will show an average of >1 year growth for all classrooms. % students who increase a level on CELDT >55% Reclassification rate meets or exceeds state average		Actual Annual Measurable Outcomes:	From the end of the school year 2014 to February/March, 2015, 38% of students in grades 2-5 and 30% of students in grades 6-8 grew more than 1 year on Renaissance Learning adaptive online reading assessments. The overall percentage of students who increased 1 level on CELDT from 2013 to winter, 2014 is 57.9%. The percentage of students reclassified grew from 11.8% in 2013-2014 to 15.3% at the end of spring, 2014. The percentage reclassified through winter of 2014 is 5.2%, and is expected to grow based on spring, 2015 reclassification.	
LCAP Year: 2014-15					
Planned Actions/Services		Actual Actions/Services			
	Budgeted Expenditures		Estimated Actual Annual Expenditures		
For English learners and re-designated fluent English proficient pupils: 1. English learners will receive ELD instruction on a daily basis using District adopted ELD instructional materials.	ELD Instructional materials Base \$25,000	The district is currently in an inquiry process working with a consultant on the development of and implementation plan for a research-based English Language Development (ELD) program aligned to the California Common Core State Standards English Language Arts (CCCSS ELA)/ELD Framework.	Consultant Contract-Cost Center 709000 5800: Professional/Consulting Services And Operating Expenditures General Fund \$6,500 Consultant Contract-Cost Center 709000 5800: Professional/Consulting Services And Operating Expenditures General Fund \$4,500 Consultant Contract-Cost Center 709099, 041500 5800: Professional/Consulting Services And		

		<p>Principals and teacher leadership teams have received professional development on the distinction between designated and integrated ELD as well as the interrelatedness of the ELA/Literacy and ELD standards - as put forth in the ELA/ELD Framework. There is awareness of the requirement that English learners (ELs) at every level of proficiency are required to receive designated ELD instruction daily.</p> <p>Elementary Schools: Principals and teacher leadership groups have been involved in providing input for analyzing past/current practices and considerations for future decisions. The teacher leaders are at various stages of implementing research-based best practices aligned to the ELA/ELD Framework in both integrated and designated models.</p> <p>School sites/grade levels used benchmark and California English Language Development Test (CELDT) data to develop both integrated and designated ELD plans at the beginning of the year - demonstrating various levels of understanding and proficiency. These plans have been analyzed as part of our ELD inquiry process and data gathered has been shared and utilized to inform next steps for developing our program model, professional development and continued planning.</p> <p>Teachers currently assess ELD students utilizing a district-developed progress monitoring tool aligned to forms and functions as identified in Systematic ELD.</p>	<p>Operating Expenditures General Fund \$5,900</p>
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		<p>Teacher leaders have provided professional development for such topics as familiarization with ELD standards, their correspondences to Common Core Math Standards and best practices for integrating ELD in math instruction.</p> <p>Middle Schools: Both sites have implemented English 3D, a designated ELD curriculum for long term English learners, through an additional ELD support period.</p> <p>Newcomers at both sites are in double block ELA classes in which teachers utilize a combination of resources and research-based best practices. One common curriculum is Everyday English. The Middle School English Learner Action Team (ELAT) is currently exploring the development of internal Newcomer curricular units that are standards based and incorporate the characteristics of successful Newcomer programs, i.e.: coursework that includes orientation to U.S. schools and culture along with grade-level-appropriate content and language development, including foundational literacy skill development as needed.</p> <p>All ELs receive ongoing ELD instruction integrated into their content area classes through use of Specially designed academic instruction in English (SDAIE) and Secondary Constructing Meaning (Sec CM) methods. We have recommitted to our Sec CM initiative - committing to training all middle school teachers and administrators and supporting implementation through embedded coaching over the course of the next 3-4 years.</p>	
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Scope of Service	LEA-wide		Scope of Service	
<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
2. Principals and teachers will ensure implementation of District adopted ELD curriculum.			Reference Planned Action #1 Sites ensure implementation of their English Language Development (ELD) program models and pedagogical strategies through various structures, including: <ul style="list-style-type: none"> Classroom observations by principals (and coaches - where applicable): Note: we are not currently utilizing a consistent observation protocol Published schedules and site ELD plans Coaching support, documented through coaching schedules Language Review Team meetings and Data Team Meetings/Professional Learning Communities to monitor appropriate implementation of ELD instructional strategies and curriculum District professional development provided on English 3D Curriculum and Secondary Constructing Meaning training for Middle Schools and a yearly District-Wide Grade Level Meeting focused on understanding and implementing use of ELD standards and new California English Language Arts/ELD Framework for Elementary Schools. 	See action #1 above-Cost Centers 709000/99, 041500

Scope of Service	LEA-wide		Scope of Service	
_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)			_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
3. Students will be placed in ELD by proficiency level.			<p>Elementary Schools: Site teams reviewed English Learner (EL) data, including California English Language Development Team (CELDT) and STAR Reading results, in order to determine a site-appropriate Designated ELD program model which ensures that students receive Designated ELD at their proficiency levels. These site plans are under review and will be updated and enhanced through our district's inquiry process and with the support of our English Language Development (ELD) consultant.</p> <p>Middle Schools: Implemented District-adopted criteria for placing EL students in ELD and mainstream classes - including use of STAR Reading, STAR Math, CELDT, District Benchmark Assessments, and other site/classroom measures. Recommended to review/analyze and update the District-adopted criteria for placement.</p> <p>For both Elementary and Middle School: Results of ongoing data analysis through Data Teams/Professional Learning Communities, Language Review Teams, etc., were used to monitor progress of ELs in order to regroup or change placement based on need</p>	PLC Leads & LRC Teams referenced in Update 3.5 & 4.3-Cost Center 709000/709099,; Resource 3010

Scope of Service	LEA-wide		Scope of Service		
<input type="checkbox"/> All			<input type="checkbox"/> All		
OR:			OR:		
<input type="checkbox"/> Low Income pupils			<input type="checkbox"/> Low Income pupils		
<input type="checkbox"/> English Learners			<input type="checkbox"/> English Learners		
<input type="checkbox"/> Foster Youth			<input type="checkbox"/> Foster Youth		
<input type="checkbox"/> Redesignated fluent English proficient			<input type="checkbox"/> Redesignated fluent English proficient		
<input type="checkbox"/> Other Subgroups: (Specify)			<input type="checkbox"/> Other Subgroups: (Specify)		
4. Teachers will use effective strategies to build academic language across all content areas.			District Identified Best Practices/Look Fors: <ul style="list-style-type: none"> • Current learning connected to prior knowledge • Explicit teaching of linguistic structures and vocabulary • Students speak in complete sentences and practice oral language daily • Utilize visuals effectively • Models of quality work are shared Elementary Schools: Explicit Direct Instruction (EDI), Systematic ELD, Zwiers - Building Academic Language, Guided Language Acquisition Design (GLAD) Strategies, Specially Designed Academic Instruction in English (SDAIE) Middle Schools: EDI, Secondary Constructing Meaning, Zwiers - Building Academic Language, SDAIE		ELAT Committee stipends for elementary and middle-See Goal 4-Resource 3010
Scope of Service	LEA-wide		Scope of Service		
<input type="checkbox"/> All			<input type="checkbox"/> All		
OR:			OR:		
<input type="checkbox"/> Low Income pupils			<input type="checkbox"/> Low Income pupils		
<input type="checkbox"/> English Learners			<input type="checkbox"/> English Learners		
<input type="checkbox"/> Foster Youth			<input type="checkbox"/> Foster Youth		
<input type="checkbox"/> Redesignated fluent English			<input type="checkbox"/> Redesignated fluent English proficient		

proficient _ Other Subgroups: (Specify)		_ Other Subgroups: (Specify)	
5. Maintain the Reading Partners program in highest needs elementary schools.	Maintain contract Title I \$100,000 Base \$25,000	Reading Partners is established at all of our four Title 1 schools including a fifth school with low performing subgroups. Current enrollment is 287 students.	Reading Partners Contract-Resource 3010 5800: Professional/Consulting Services And Operating Expenditures Title I \$100,000 Reading Partners Contract-Cost Center 709000 5800: Professional/Consulting Services And Operating Expenditures General Fund \$25,000
<div>Scope of Service</div> <div>Over 40% Poverty</div>		<div>Scope of Service</div> <div></div>	
<div>_ All</div> <div>OR:</div> <div><input checked="" type="checkbox"/> Low Income pupils</div> <div><input type="checkbox"/> English Learners</div> <div><input type="checkbox"/> Foster Youth</div> <div><input type="checkbox"/> Redesignated fluent English proficient</div> <div>_ Other Subgroups: (Specify)</div>		<div>_ All</div> <div>OR:</div> <div><input type="checkbox"/> Low Income pupils</div> <div><input type="checkbox"/> English Learners</div> <div><input type="checkbox"/> Foster Youth</div> <div><input type="checkbox"/> Redesignated fluent English proficient</div> <div>_ Other Subgroups: (Specify)</div>	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	We will continue to provide support for the requirement that sites develop school-wide designated and integrated English language development program plans, including offering professional development on research-based best practices aligned to the English Language Arts/English Language Development (ELD) Framework in both models. We will continue to review options and make a decision for creation of and/or adoption of designated ELD curriculum. The district has hired a new Literacy and English Learner Support Services Coordinator to oversee these processes. English Learner Action Teams at both the elementary and middle school levels will continue to be trained and provide professional development in English language development that is also supported by job-embedded instructional coaching. A consistent observation protocol still needs to be developed and utilized across sites. All elementary teachers with English learners will utilize the California English Language Development standards to monitor and report progress toward English language proficiency. Newcomer programs will be aligned across both middle schools with the goal of updating the criteria for placement and starting the work of developing designated English Language Development curriculum. We will continue to support implementation of English 3D designated ELD curriculum for long term English learners at the middle schools.		

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

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

Original GOAL 7 from prior year LCAP:	Title III Plan Goal 4 7) English learners will reach high academic standards at a minimum attaining proficiency or better in math by using best instructional practices to improve mathematics.		Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <u>X</u> 5 _ 6 _ 7 <u>X</u> 8 <u>X</u> COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:			
Expected Annual Measurable Outcomes:	STAR Reading will show an average of >1 year growth for all classrooms. % students who increase a level on CELDT >55% Reclassification rate meets or exceeds state average		Actual Annual Measurable Outcomes:	From the end of the school year 2014 to February/March, 2015, 38% of students in grades 2-5 and 30% of students in grades 6-8 grew more than 1 year on Renaissance Learning Adaptive online reading assessments. The overall percentage of students who increased 1 level on CELDT from 2013 to winter, 2014 is 57.9%. The percentage of students reclassified grew from 11.8% in 2013-2014 to 15.3% at the end of spring, 2014. The percentage reclassified through winter of 2014 is 5.2%, and is expected to grow based on spring, 2015 reclassification.
LCAP Year: 2014-15				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
For low income pupils, foster youth and English learners and re-designated fluent English proficient pupils: 1. Provide supplemental programs for individualization including enrichment and support such as ST Math and ALEKS.	Maintain annual license fees Base \$54,000	Spatial Temporal Math is used across all 10 schools. In the middle schools we use Assessment and Learning in Knowledge Spaces (ALEKS) to differentiate instruction.	ST Math license-Cost Centers 709099, 900100,301099, 903800,018199,709000. See Update Goal 3.5	

Scope of Service	LEA wide		Scope of Service		
_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)			_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		The language demands of the Common Core State Standards pertain to all content areas. Therefore, we have included English learner support in Goals 1 and 3 in our subsequent plan. Goal 1 deals with the content areas and goal 3 specifically supports English language development.			

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

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

Original GOAL 8 from prior year LCAP:	8) LCAP: Students will be engaged in school.			Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 <u>X</u> 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools:	All			
	Applicable Pupil Subgroups:	All			
Expected Annual Measurable Outcomes:	% student attendance >95		Actual Annual Measurable Outcomes:	Principal Data Dashboards and annual Board Report Student attendance is consistently above 95% across all schools	
LCAP Year: 2014-15					
Planned Actions/Services			Actual Actions/Services		
		Budgeted Expenditures			Estimated Actual Annual Expenditures
1. The School Attendance Review Board (SARB) meets monthly to review habitual truant cases, recommend actions on a case by case basis, and provide follow-up.		Base \$21,000	The SARB has met each month and has developed plans to support --- students. The Board has referred one student to the District of Attorney. In addition, district policies were developed that include new supervised attendance procedures. This process has allowed school administration to hold both parents and students accountable and stress the importance of attending school each day and for planning appointments and travel during non school times.		Part of administrator salaries. Director of Special/Student Services- Cost Centers 650000, 043800 1000-1999: Certificated Personnel Salaries General Fund \$151,162 Part of administrator salaries. Director of Special/Student Services- Cost Centers 650000, 043800 3000-3999: Employee Benefits General Fund \$43,941
Scope of Service	LEA-wide		Scope of Service		
_ All			_ All		
OR: _ Low Income pupils _ English Learners _ Foster Youth			OR: _ Low Income pupils _ English Learners _ Foster Youth		

_ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
2. Engage students and address the needs of the whole child by providing a high quality arts education. (Starting Arts, music classes and other enrichment activities)	Starting Arts General Fund \$226,480	We provide a quality Arts education to all eight elementary schools through an Arts rotational wheel. In addition our 4 Title 1 schools received an additional arts rotation.	Starting Arts contract-Cost Center 676000 5000-5999: Services And Other Operating Expenditures General Fund \$227,640
<div> <div>Scope of Service</div> <div>LEA-wide</div> </div> <div> _ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) </div>		<div> <div>Scope of Service</div> <div></div> </div> <div> _ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) </div>	
3. Engage students in learning by providing a broad course of study that includes all the subjects listed in Ed. Code for each grade level K-8 plus electives at the middle school level.	Materials and equipment \$20,000	We provide students with a broad course of courses, In addition to core content, every student has access to a range of electives.	Average Teacher Cost (20%)-Cost Center 018100 1000-1999: Certificated Personnel Salaries General Fund \$14,786 Average Teacher Cost (20%)-Cost Center 018100 3000-3999: Employee Benefits General Fund \$4,275
<div> <div>Scope of Service</div> <div>LEA-wide</div> </div> <div> _ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) </div>		<div> <div>Scope of Service</div> <div></div> </div> <div> _ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) </div>	

<p>For foster youth: 1. Decrease adverse effects of school mobility on foster youth by providing academic supports and remediation; transportation; and costs and fees for sports and extracurricular programs.</p>	<p>Base \$2000</p>	<p>District and site staff have been instructed on the appropriate rules and regulations concerning the admission of the foster youth students.</p> <p>Enrollment and identification of status is addressed at both the district and site level. The school sites ensure that cum folders and student history is updated and maintained. The student services department at the district office ensures that transportation and any costs or fees are supplied if necessary.</p>	<p>Title 1 Homeless-Resource 3010 4000-4999: Books And Supplies Title I \$500</p>
<p>Scope of Service LEA-Wide</p> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service </p> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>For English learners and re-designated fluent English proficient pupils:</p> <p>2. CMS will include a Flex Period in the master schedule to provide additional instructional support for ELD.</p>	<p>Maintain Materials and training Read 180 English 3D</p> <p>Base \$20,000</p>	<p>CMS continues to offer a flex period to target all learners and specifically English Learners to help accelerate their language development</p>	<p>Average Teacher Cost-Salaries & Benefits (20%)-Cost Center 018100 1000-1999: Certificated Personnel Salaries General Fund \$14,786</p> <p>Average Teacher Cost-Salaries 7 Benefits (20%)-Cost Center 018100 3000-3999: Employee Benefits General Fund \$4,276</p>
<p>Scope of Service CMS</p> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service </p> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	

For low income pupils, foster youth and English learners and re-designated fluent English proficient pupils: 3. Extended learning time will be provided via before/after school session.		Summer School personnel, contracts, materials and related costs Base \$228,404	Summer School was provided for in the areas of literacy, math and oral language development. At the middle school they also receive an opportunity to participate in Social Studies or Science classes.	Salaries & Benefits-Cost Center 018700 1000-1999: Certificated Personnel Salaries General Fund \$169,184 Salaries & Benefits-Cost Center 018700 2000-2999: Classified Personnel Salaries General Fund \$16,415 Salaries & Benefits-Cost Center 018700 3000-3999: Employee Benefits General Fund \$26,976 Supplies-Cost Center 018700 4000-4999: Books And Supplies General Fund \$1,500 Services-Cost Center 018700 5000-5999: Services And Other Operating Expenditures General Fund \$24,274	
Scope of Service	Schools over 35% poverty		Scope of Service		
<u> All </u>			<u> All </u>		
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <u> Other Subgroups: (Specify) </u>			OR: <u> Low Income pupils </u> <u> English Learners </u> <u> Foster Youth </u> <u> Redesignated fluent English proficient </u> <u> Other Subgroups: (Specify) </u>		
4. Provide summer learning K-8.			We served a total of in grades 1-8 during our rich summer program in the summer of 2014. Students at the middle school level were placed in two of the following four course offerings: English Language eArts, math, science and history/social science. At the elementary level students received the opportunity to practice oral language development, in addition to numeracy and literacy skills.	See Update 8.3 above-Cost Center 018700	

Scope of Service	Schools over 35% poverty		Scope of Service		
_ All			_ All		
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)			OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		
5. Provide Playworks to support physical and social development.	Maintain Grant Base \$80,000 Maintain Grant Base \$36,000		Playworks was provided to all 4 Title 1 schools to support the social emotional learning of students at recess and lunch		Playworks contract-Cost Centers 709099, 902500 5800: Professional/Consulting Services And Operating Expenditures General Fund \$80,000
Scope of Service	Schools over 40% Low income		Scope of Service		
_ All			_ All		
OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)			OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		
6. Offer state preschool to low income preschool students.	State Preschool General Fund \$116,127		We serve 96 students in the Sunnyvale School District State Preschool Program. The Sunnyvale School District State Preschool Program, Licensed by the State of California Department of Social services, serves children who are within the age rand of 3 years-6 months to 4 years-9 months as of Sept 1st of each year. Equal treatment and access to services is provided without regard to		State Preschool-Resource 6105 1000-1999: Certificated Personnel Salaries State Preschool General Fund \$117,954 State Preschool-Resource 6105 2000-2999: Classified Personnel Salaries State Preschool General Fund \$139,343 State Preschool-Resource 6105 3000-3999: Employee Benefits State Preschool General Fund \$18,422

		<p>race, creed, religion, national origin, ethnic background, sex or physical handicaps.</p> <p>The State Preschool Program is designed to provide readiness experiences for students. Eligibility for the program is determined by criteria developed by the California Department of Education. Priority is given to children 1) ages three to four referred by Child Protection Services; 2) age four who meet the lowest income standard; 3) age three who meet the lowest income standards, which are determined by State of California.</p>	<p>State Preschool-Resource 6105 4000-4999: Books And Supplies State Preschool General Fund \$3,819</p> <p>State Preschool-Resource 6105 5000-5999: Services And Other Operating Expenditures State Preschool General Fund \$2,597</p>				
<table border="1"> <tr> <td>Scope of Service</td><td>Pre-school</td></tr> </table>	Scope of Service	Pre-school		<table border="1"> <tr> <td>Scope of Service</td><td></td></tr> </table>	Scope of Service		
Scope of Service	Pre-school						
Scope of Service							
<p><u> All </u></p> <p>OR:</p> <p><u> Low Income pupils </u></p> <p><u> English Learners </u></p> <p><u> Foster Youth </u></p> <p><u> Redesignated fluent English proficient </u></p> <p><u> Other Subgroups: (Specify) </u></p>		<p><u> All </u></p> <p>OR:</p> <p><u> Low Income pupils </u></p> <p><u> English Learners </u></p> <p><u> Foster Youth </u></p> <p><u> Redesignated fluent English proficient </u></p> <p><u> Other Subgroups: (Specify) </u></p>					
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>We will continue to offer a robust summer learning program for incoming grades 1-8 students. We are expanding the Playworks recess and lunch model to include all eight elementary schools as this program has been so successful at the current five schools served by this model. Student mobility, chronic absenteeism and tardiness will continue to be addressed as they are more important considerations that have a direct impact on the student achievement as well as social emotional well being.</p>						

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

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

Original GOAL 9 from prior year LCAP:	District Strategic Plan: 9) Ensure that the school and classroom environments promote social-emotional well-being.		Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 <u>X</u> 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:			
Expected Annual Measurable Outcomes:	% of students who like being at school >80%		Actual Annual Measurable Outcomes:	99% of elementary students report having positive school connections and 93% of middle school students.
LCAP Year: 2014-15				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
1. Bring district awareness to the issue of suicide prevention and mental health promotion.	No additional cost. Included in existing salaries.	<p>District has 23 Community Health Awareness Council (CHAC) interns that are assigned across all ten sites providing individual counseling services. They also provide Teen Talk groups at the middle schools and either Tween Talk or Just for Kids groups at the elementary sites.</p> <p>In addition, the district has 7 interns: 4 Marriage Family Therapist trainees- These interns are all in their second year of graduate school, providing services to students and their families. These interns provide case management, individual, group, crisis intervention and parent/family counseling services.</p> <p>3 Second year MSW/PPSC Interns- These interns provide case management, individual counseling, group counseling, parent/family</p>	<p>CHAC Contract-Cost Center 564000 5000-5999: Services And Other Operating Expenditures General Fund \$47,002</p>	

		<p>sessions specifically at the middle schools.</p> <p>During the year Question Persuade Refer (QPR) training was provided at each middle school and all staff who are members of the crisis team have been trained.</p>	
<div>Scope of Service</div> <div>LEA-wide</div>		<div>Scope of Service</div>	
<div>_ All</div> <div>OR:</div> <div>_ Low Income pupils</div> <div>_ English Learners</div> <div>_ Foster Youth</div> <div>_ Redesignated fluent English proficient</div> <div>_ Other Subgroups: (Specify)</div>		<div>_ All</div> <div>OR:</div> <div>_ Low Income pupils</div> <div>_ English Learners</div> <div>_ Foster Youth</div> <div>_ Redesignated fluent English proficient</div> <div>_ Other Subgroups: (Specify)</div>	
<p>2. Promote a district and school culture that recognizes and capitalizes on the collective strengths and talents of the staff, students, and the community.</p>	<p>No additional cost. Included in existing salaries.</p>	<p>The District's partnership with SJSU's Collaborative for Reaching and Teaching the Whole Child (CRTWC) provides consistent training focused on the social emotional dimensions of teaching and learning to pre-service, induction, and in-service teachers as well as instructional coaches and administrators.</p> <p>Support from Acknowledge Alliance for teachers and students is aligned with the CRTWC training. The District provides a resilience coach one day per week at Columbia Middle School to provide direct support to teachers to address the social emotional dimensions of teaching and learning at that school. Acknowledge Alliance also provides teacher support groups at San Miguel School to build the resiliency of teachers at that school. Finally,</p>	<p>Acknowledge Alliance Contract (estimated)-Cost Center 709099, 071300 5800: Professional/Consulting Services And Operating Expenditures General Fund \$26,600</p>

		Acknowledge Alliance provides and implements SEL curriculum in fourth and fifth grade at San Miguel School and in sixth grade at Columbia Middle School	
Scope of Service	LEA-wide		Scope of Service
_ All		_ All	
OR:		OR:	
_ Low Income pupils		_ Low Income pupils	
_ English Learners		_ English Learners	
_ Foster Youth		_ Foster Youth	
_ Redesignated fluent English proficient		_ Redesignated fluent English proficient	
_ Other Subgroups: (Specify)		_ Other Subgroups: (Specify)	
3. Implement Project Cornerstone, which addresses 41 developmental assets, peer relationships, outreach to community resources and safe school partnerships are being implemented at three schools.	Included in Single School Plans. school materials \$1,500	All District schools continue to embrace the 41 Developmental Asset framework of Project Cornerstone. Each school community, with significant participation from parent groups, creates its own Project Cornerstone program that matches the unique characteristics on the school community and its students.	District contribution to Project Cornerstone-Cost Center 071200 5800: Professional/Consulting Services And Operating Expenditures General Fund \$10,000
Scope of Service	LEA-wide	Scope of Service	
_ All		_ All	
OR:		OR:	
_ Low Income pupils		_ Low Income pupils	
_ English Learners		_ English Learners	
_ Foster Youth		_ Foster Youth	
_ Redesignated fluent English proficient		_ Redesignated fluent English proficient	
_ Other Subgroups: (Specify)		_ Other Subgroups: (Specify)	

<p>For low income pupils, foster youth and English learners and re-designated fluent English proficient pupils:</p> <p>1. Build teacher skills in fostering positive “Social Emotional Learning” (SEL) in the classroom by strengthening partnerships with San José State and Acknowledge Alliance.</p>			<p>Update Goal 9.2-Cost Center 709099, 071300</p>
<p>Scope of Service LEA-wide</p> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service </p> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>2. Bring district awareness to the issue of suicide and to engage the district effort to stop it and add board policy regarding suicide prevention and mental health promotion.</p>	<p>Release time stipends and professional training for SSTs Base \$25,000</p>	<p>"Recognizing Signs of Depression and Preventing Youth Suicide" Using the Question, Persuade and Refer (QPR) model was presented to staff at both of the district middle schools. Classified staff working closely with students were also provided online training in QPR. On February 10, 2015 a parent training was provided district-wide. We have added a Board Policy regarding suicide prevention and mental health promotion.</p>	<p>Contracted Services-Cost Center 018100/99 5800: Professional/Consulting Services And Operating Expenditures General Fund \$200</p>

Scope of Service	LEA-wide		Scope of Service		
_ All			_ All		
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)			OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		
3. Implement the PBIS system at all schools and grade levels in order to promote positive behavior.			All ten schools are implementing level 1 PBIS interventions and are now learning and developing level 2 interventions that address students who need more 1:1 support.		PBIS leads - level 1 stipend for 13 teachers-Cost Center 018100/99 1000-1999: Certificated Personnel Salaries General Fund \$6,890 PBIS leads - level 1 stipend for 13 teachers-Cost Center 018100/99 3000-3999: Employee Benefits General Fund \$828
Scope of Service	LEA-wide		Scope of Service		
_ All			_ All		
OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)			OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		
4. Provide a clear, well-defined system of district support for students requiring individualized Tier 3 behavior interventions	Release time stipends, SWIS professional training for SSTs Base \$25,000		Second Steps curriculum was provided to all school sites in October 2015 to support students who require more Tier 3 and reinforcement of skills. Second steps is evidenced based and teaches students to self-regulate, learn empathy, practice emotion management. The curriculum has been helpful in developing and strengthening Tier 3 interventions.		Committee for Children P.O. (LEA Funds)-Resource 5640 4000-4999: Books And Supplies General Fund \$24,723

Scope of Service	LEA-wide		Scope of Service	
_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)			_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
For low income pupils 5. The District will provide free and reduced lunches and breakfasts to eligible students (10% of students are eligible for reduced lunch and 40% are eligible for free lunch in 2013-2014).	100% Reimbursed FRMP		Sunnyvale School District takes child nutrition very seriously and we believe it is an important component for students to thrive and learn. For this reason we strive to knock down hunger as a barrier to learning by providing: <ul style="list-style-type: none"> · Breakfast at School · Second Chance for Breakfast at School · Comprehensive School Lunch Program · Afternoon Snacks and Dinner at Selected Schools In addition to the above Sunnyvale School District provides a seamless summer child nutrition program by serving free lunch at two school sites five days a week all summer long from the time school is out for break until school resumes for the fall term. These meals are free to children to age 18. Sunnyvale School District underwrites the cost for this programming by fund raising and direct District funding.	100% Reimbursed FRMP-Resource 5310

Scope of Service	LEA-wide		Scope of Service		
_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)			_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?					

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

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

Original GOAL 10 from prior year LCAP:	LEA Plan Goal 4: 10) All students will be educated in learning environments that are safe, drug-free and conducive to learning.		Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 <u>X</u> 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:			
Expected Annual Measurable Outcomes:	% of student suspensions <4% % expelled <1%		Actual Annual Measurable Outcomes:	To date the district has 0 expulsions & 108 suspensions.
LCAP Year: 2014-15				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
1. Each school has an Emergency Preparedness Plan that reflects that site's emergency plan.			The school emergency plan is available at all our sites. This provides information regarding evacuation and emergency drills for earthquake, fire and Code Red.	
Scope of Service	LEA-wide	Scope of Service		
_ All		_ All		
OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		

2. Each school has a site safety plan that is updated annually.		Our updated School Safety Plans were Board approved on May 7, 2015. These plans include emergency procedures,	Incorporated into COO salary & benefits; See Update Goal 1.2- Cost Centers 075000, 071500, 810000
<div> <div>Scope of Service</div> <div>LEA-wide</div> </div> <div> <input type="checkbox"/> All </div> <div> OR: <div> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </div> </div>		<div> <div>Scope of Service</div> <div></div> </div> <div> <input type="checkbox"/> All </div> <div> OR: <div> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </div> </div>	
3. To promote safety on campus, all district employees are provided district issued photo ID badges. Visitors are required to sign in at the office.		We have implemented this practice at all ten schools.	Cost of badges Cost Center 071300 4000-4999: Books And Supplies General Fund \$1,500
<div> <div>Scope of Service</div> <div>LEA-wide</div> </div> <div> <input type="checkbox"/> All </div> <div> OR: <div> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </div> </div>		<div> <div>Scope of Service</div> <div></div> </div> <div> <input type="checkbox"/> All </div> <div> OR: <div> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </div> </div>	
4. The District has partnerships with local community organizations (e.g., City of Sunnyvale Parks & Recreation Dept & Sunnyvale Police Dept. liaison with Public Safety) and local partners to ensure safe and orderly environments.	<div>Swimming Pool \$27,600</div> <div>Parks & Rec</div> <div>For after school programs</div> <div>(Amount varies from year to year.)</div>	Our partnerships are the cornerstone of our success and we are proud to maintain strong collaborative partnerships with the City of Sunnyvale Parks and Recreation as well as Public Safety.	After school enrichment-Resource 6010 5000-5999: Services And Other Operating Expenditures ACES Grant \$52,596

Scope of Service	LEA-wide		Scope of Service		
<input type="checkbox"/> All			<input type="checkbox"/> All		
OR:			OR:		
<input type="checkbox"/> Low Income pupils			<input type="checkbox"/> Low Income pupils		
<input type="checkbox"/> English Learners			<input type="checkbox"/> English Learners		
<input type="checkbox"/> Foster Youth			<input type="checkbox"/> Foster Youth		
<input type="checkbox"/> Redesignated fluent English proficient			<input type="checkbox"/> Redesignated fluent English proficient		
<input type="checkbox"/> Other Subgroups: (Specify)			<input type="checkbox"/> Other Subgroups: (Specify)		
5. Middle schools have implemented science based tobacco, alcohol and other drug prevention programs.		Materials and Training Base \$5000	The Too Good for Drugs prevention program was provided to both Middle Schools with special emphasis on 6th grade students. The program included a 10 week curriculum addressed environmental and developmental risk factors related to alcohol, tobacco and other drugs. The program has been helpful with building self-efficacy and assisting students in making healthy decisions, managing emotions, handling conflicts, and resisting negative peer pressure.		Services provided through the Santa Clara County Department of Alcohol and Drug Services. No cost to the district.
Scope of Service	LEA-wide		Scope of Service		
<input type="checkbox"/> All			<input type="checkbox"/> All		
OR:			OR:		
<input type="checkbox"/> Low Income pupils			<input type="checkbox"/> Low Income pupils		
<input type="checkbox"/> English Learners			<input type="checkbox"/> English Learners		
<input type="checkbox"/> Foster Youth			<input type="checkbox"/> Foster Youth		
<input type="checkbox"/> Redesignated fluent English proficient			<input type="checkbox"/> Redesignated fluent English proficient		
<input type="checkbox"/> Other Subgroups: (Specify)			<input type="checkbox"/> Other Subgroups: (Specify)		
6. Schools continue red ribbon week to support a drug free school environment.			Programs were present at each schools. District had banners at each school, educational materials provided to students and parents. In addition, mini lessons were present in most classes at the Middle School.		Banners & miscellaneous supplies- Cost Center 018199 4000-4999: Books And Supplies General Fund \$3,000

Scope of Service	LEA-wide		Scope of Service		
<input type="checkbox"/> All			<input type="checkbox"/> All		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		
7. Health Assistants will be assigned to all school sites on a part-time basis to provide, under the supervision of the district nurses, safe, consistent and effective health care for all students with daily medical needs at the schools.	salaries General Fund \$178,611		To date health services have been provided to 4520 unduplicated students. 233 Individual health plans, care for 11 diabetic students, 2076 vision screenings, and 2931 hearing screenings.		Health Assistant salaries & benefits-Cost Center-067001 2000-2999: Classified Personnel Salaries General Fund \$140,986 Health Assistant salaries & benefits-Cost Center-067001 3000-3999: Employee Benefits General Fund \$48,276
Scope of Service	LEA-wide		Scope of Service		
<input type="checkbox"/> All			<input type="checkbox"/> All		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		
8. District provides a District Nurse (Supplemented by El Camino).	salaries General Fund \$144,197		District nurse is able to supervise health plans and specialized health supports to students. The presence of a nurse has allowed children to be present and in school.		Nurse Salaries & Benefits-Cost Center 067000/067001 1000-1999: Certificated Personnel Salaries General Fund \$261,963 Nurse Salaries & Benefits-Cost Center 067000/067001 3000-3999: Employee Benefits General Fund \$95,550

Scope of Service	LEA-wide		Scope of Service		
_ All			_ All		
OR:			OR:		
_ Low Income pupils			_ Low Income pupils		
_ English Learners			_ English Learners		
_ Foster Youth			_ Foster Youth		
_ Redesignated fluent English proficient			_ Redesignated fluent English proficient		
_ Other Subgroups: (Specify)			_ Other Subgroups: (Specify)		
9. An alternative program is provided for students who are expelled for serious infractions such as: acts of violence, possession of weapons, and/or substance abuse.	General Fund \$13,000		To date the district has 20 students on individualized learning plans. These plans are designed to provide targeted support to tier 3 students with academics, behavior, and social emotional needs. In addition, transportation was provided to assist parents in getting students to counseling and academic programs.		<p>Social Worker Salary and Benefits (25%)-Cost Center 064000 1000-1999: Certificated Personnel Salaries General Fund \$16,342</p> <p>Social Worker Salary and Benefits (25%)-Cost Center 064000 3000-3999: Employee Benefits General Fund \$5,665</p>
Scope of Service	LEA-wide		Scope of Service		
_ All			_ All		
OR:			OR:		
_ Low Income pupils			_ Low Income pupils		
_ English Learners			_ English Learners		
_ Foster Youth			_ Foster Youth		
_ Redesignated fluent English proficient			_ Redesignated fluent English proficient		
_ Other Subgroups: (Specify)			_ Other Subgroups: (Specify)		
For low income pupils, foster youth and English learners and re-designated fluent English proficient pupils:			We partner with the City to offer services to the low income families in our city through the Columbia Neighborhood Center.		City of Sunnyvale Contract (estimated amount)-Cost Center 739400 5800: Professional/Consulting Services And Operating Expenditures General Fund \$140,555
1. The District has partnerships with local community organizations (e.g., City of Sunnyvale Parks & Recreation Dept & Sunnyvale Police Dept) to ensure safe and orderly environments.					

Scope of Service	LEA-wide		Scope of Service		
<input type="checkbox"/> All			<input type="checkbox"/> All		
OR:			OR:		
<input type="checkbox"/> Low Income pupils			<input type="checkbox"/> Low Income pupils		
<input type="checkbox"/> English Learners			<input type="checkbox"/> English Learners		
<input type="checkbox"/> Foster Youth			<input type="checkbox"/> Foster Youth		
<input type="checkbox"/> Redesignated fluent English proficient			<input type="checkbox"/> Redesignated fluent English proficient		
<input type="checkbox"/> Other Subgroups: (Specify)			<input type="checkbox"/> Other Subgroups: (Specify)		
2. The District employs a consistent, proactive process to ensure early identification of students at risk and the implementation of Student Study Teams to support students across the District.		Release time stipends and professional training for SSTs Base \$25,000	To ensure early identification the District has 23 CHAC interns that are assigned across all ten sites providing individual counseling services. They also provide Teen Talk groups at the middle schools and either Tween Talk or Just for Kids groups at the elementary sites. At this time the district has the following 7 district interns: 4 Marriage Family Therapist trainees- These interns are all in their second year of graduate school, providing services at our middle school. These interns provide case management, individual, group, crisis intervention and parent/family counseling services		CHAC Contract-Resource 5640 5000-5999: Services And Other Operating Expenditures General Fund \$47,002
Scope of Service	LEA-wide		Scope of Service		
<input type="checkbox"/> All			<input type="checkbox"/> All		
OR:			OR:		
<input type="checkbox"/> Low Income pupils			<input type="checkbox"/> Low Income pupils		
<input type="checkbox"/> English Learners			<input type="checkbox"/> English Learners		
<input type="checkbox"/> Foster Youth			<input type="checkbox"/> Foster Youth		
<input type="checkbox"/> Redesignated fluent English proficient			<input type="checkbox"/> Redesignated fluent English proficient		
<input type="checkbox"/> Other Subgroups: (Specify)			<input type="checkbox"/> Other Subgroups: (Specify)		

<p>1. The school psychologists in the district are all administrators and are part of PBIS teams and also trained in Crisis Intervention Response. They provide increased support for students socially, emotionally and psychologically.</p>	<p>Personnel costs General Fund \$335,272</p>	<p>Psychologists have provided recess facilitation (i.e lunch bunch) for students who require more support with social skills and advocacy skills. In addition, additional social skills training has been provided to students. Parents have been provided coaching/training on how to support their child at home. The psychologists have also provided two ongoing monthly parent groups to support parents who have children with more specialized needs.</p>	<p>Psychologist Salaries & Benefits-Cost Center 650000, 651200 1000-1999: Certificated Personnel Salaries General Fund \$792,926</p> <p>Psychologist Salaries & Benefits-Cost Center 650000, 651200 3000-3999: Employee Benefits General Fund \$219,296</p>
<p>Scope of Service LEA-wide</p> <p>_ All</p> <p>OR:</p> <p>_ Low Income pupils</p> <p>_ English Learners</p> <p>_ Foster Youth</p> <p>_ Redesignated fluent English proficient</p> <p>_ Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <p>_ All</p> <p>OR:</p> <p>_ Low Income pupils</p> <p>_ English Learners</p> <p>_ Foster Youth</p> <p>_ Redesignated fluent English proficient</p> <p>_ Other Subgroups: (Specify)</p>	
<p>1. The District expanded counseling services to include all schools through partnerships with CHAC (Community Health Awareness Council) and El Camino Hospital.</p>	<p>Maintain Contract \$45,000</p>	<p>Over 6000 hours of counseling has been provided. Counseling support has included individual, family, groups, and assessments. In addition, several parent groups and including Spanish parents coaching and training.</p>	<p>Counseling Services Contract; See Update 10.11-Resource 5640</p>
<p>Scope of Service LEA-wide</p> <p>_ All</p> <p>OR:</p> <p>_ Low Income pupils</p> <p>_ English Learners</p> <p>_ Foster Youth</p> <p>_ Redesignated fluent English proficient</p> <p>_ Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <p>_ All</p> <p>OR:</p> <p>_ Low Income pupils</p> <p>_ English Learners</p> <p>_ Foster Youth</p> <p>_ Redesignated fluent English proficient</p> <p>_ Other Subgroups: (Specify)</p>	

5. The Columbia Neighborhood Center along with community partners and the district will continue to provide education to both students and parents in the form of presentations and workshops.		Contract and Personnel for CNC General Fund \$145,000	Free workshops to parents have been provided. Some of these programs include: Kindergarten Readiness, Spanish Speaking Parent Support Group, Digital Safety Workshops in English and Spanish. In addition, there are a number of ongoing services/programs that were offered during the year. These include weekly women's support group in Spanish, karate classes, medical workshops and English classes.	Columbia Neighborhood Center Contract(Estimated); See Update Goal 10.10-Cost Center 739400	
Scope of Service	LEA-wide		Scope of Service		
_ All			_ All		
OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)			OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		
6. Provide District Social Workers to support students and families.		Personnel Base \$302,427	Three district-wide parent workshops were provided and childcare provided. Coordinated counseling and check in check out for students at the middle school. Assessment, consultation and supportive services to students identified as need Tier 2 & 3 level support. Social Workers have also directed supported developing a model for providing educated related mental health services to students and families.	Social Worker Salary and Benefits (75%)-Cost Center 064000 1000-1999: Certificated Personnel Salaries General Fund \$38,984 Social Worker Salary and Benefits (75%)-Cost Center 064000 3000-3999: Employee Benefits General Fund \$13,479 Social Worker Salary and Benefits (75%)-Cost Center 064000 2000-2999: Classified Personnel Salaries General Fund \$10,040 Social Worker Salary and Benefits (75%)-Cost Center 064000 3000-3999: Employee Benefits General Fund \$3,514	

Scope of Service	LEA-wide		Scope of Service		
<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		The district will continue to support all students by providing an environments that are safe, drug-free and conducive to learning. This goal will be continued, but will be supported in goal 2. Continued annual programs that focus on prevention and safety (i.e Red Ribbon Week) and supportive services for students that allow them to attend school and learn.			

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

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

Original GOAL 11 from prior year LCAP:	District Strategic Plan: 11) Integrate instructional technology to support student learning.		Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 <u>X</u> 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:			
Expected Annual Measurable Outcomes:	1:1 ratio in 30% classrooms		Actual Annual Measurable Outcomes:	We have reached a 26% ratio of 1:1 in classrooms and are working on defining what exactly what 1:1 entails, whether it's actual access to devices or a device per student.
LCAP Year: 2014-15				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
1. Optimize the use of technology as a tool to deepen the implementation of the California Common Core State Standards in a 21st Century classroom.	Common Core Funds Common Core	The educational technology department processes, configures, and supports both software and hardware purchases by the school sites. All network services are optimized for ubiquitous access, reliability, and speed.	Technology Services-Cost Center 072300 1000-1999: Certificated Personnel Salaries General Fund \$71,087 Technology Services-Cost Center 072300 2000-2999: Classified Personnel Salaries General Fund \$339,325 Technology Services-Cost Center 072300 3000-3999: Employee Benefits General Fund \$142,480	
Scope of Service	LEA-wide	Scope of Service		
_ All		_ All		
OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English		OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient		

proficient _ Other Subgroups: (Specify)		_ Other Subgroups: (Specify)	
2. Launch the One-to-One: Technology to Support Learning Initiative to provide access to technology in the classroom for all students.	Provide \$50/student to each school	<p>Each elementary school in our district is allocated \$50.00 per student per year in order to supplement site funds for the purpose of purchasing computing devices targeted specifically for student use.</p> <p>Each middle school is allocated \$100.00 per student per year for this purpose. This practice has allowed our school sites to supplement and steadily increase the number of devices focused on student use. Working towards a 1/1 student to device ratio while providing a methodology for maintaining the student device fleet.</p>	<p>Site Technology Allocation-Cost Center 018198 4000-4999: Books And Supplies General Fund \$437,900</p>
<div>Scope of Service</div> <div>LEA-wide</div>		<div>Scope of Service</div>	
<div>_ All</div> <div>OR:</div> <div>_ Low Income pupils</div> <div>_ English Learners</div> <div>_ Foster Youth</div> <div>_ Redesignated fluent English proficient</div> <div>_ Other Subgroups: (Specify)</div>		<div>_ All</div> <div>OR:</div> <div>_ Low Income pupils</div> <div>_ English Learners</div> <div>_ Foster Youth</div> <div>_ Redesignated fluent English proficient</div> <div>_ Other Subgroups: (Specify)</div>	
3. Implement a master plan for technology infrastructure addressing wireless and bandwidth capacity issues.	Contracted services General Fund \$130,000	The district Network Specialist is tasked with configuring and maintaining our Cisco wired network infrastructure. Our virtual Lan configuration supports Data, Voice, and Wireless connections. And is channeled through discrete VLans in order to maintain both data integrity and security.	<p>Santa Clara COE Tech Support-Cost Center 071500 5800: Professional/Consulting Services And Operating Expenditures General Fund \$120,320</p> <p>AT&T Contract(Est.)-Cost Center 072300 5000-5999: Services And Other Operating Expenditures General Fund \$51,000</p>

		We contract with both ATT and our county tech department to ensure scalability with regard to bandwidth, throughput, as well as content filtering. Our wireless infrastructure is leveraged through the Aerohive wireless access point and virtual management system. Ensuring scalability for our wireless device fleet.	
Scope of Service	LEA-wide	Scope of Service	
<input type="checkbox"/> All		<input type="checkbox"/> All	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
4. Provide IT Staff at the sites and District level.	salaries General Fund \$543,000	<p>The IT department consists of 1 "Network Specialist" that is tasked with maintaining network services for all district end users. Three "Information Systems Technicians" that are tasked with end user support for all district end users. And a department secretary at .5 FTE that processes purchase orders for all district end users.</p> <p>Our information systems technicians are assigned to specific school sites and are responsible for the support tickets at each site. The IT staff reports to the Director of Educational Technology which is also .5 FTE.</p>	See Update 11.1 Technology Services-Cost Center 072300

Scope of Service	LEA-wide		Scope of Service		
<input type="checkbox"/> All			<input type="checkbox"/> All		
OR:			OR:		
<input type="checkbox"/> Low Income pupils			<input type="checkbox"/> Low Income pupils		
<input type="checkbox"/> English Learners			<input type="checkbox"/> English Learners		
<input type="checkbox"/> Foster Youth			<input type="checkbox"/> Foster Youth		
<input type="checkbox"/> Redesignated fluent English proficient			<input type="checkbox"/> Redesignated fluent English proficient		
<input type="checkbox"/> Other Subgroups: (Specify)			<input type="checkbox"/> Other Subgroups: (Specify)		
For low income pupils, foster youth and English learners and re-designated fluent English proficient pupils:		Maintain Annual software licenses	We used ALEKS, Raz Kids and sT Math across our schools to support differentiated learning opportunities for students.		ALEKS, Raz Kids, ST Math. See Update Goal 5.2 & 5.11. See also Update Goal 3.--Cost Centers 062100,301099,018199,740500,709099,000000
1. Provide access to instructional software to promote student learning and for blended learning opportunities (ALEKS, Raz Kids, ST Math, etc.)		Base \$50,000			
Scope of Service	LEA wide		Scope of Service		
<input type="checkbox"/> All			<input type="checkbox"/> All		
OR:			OR:		
<input type="checkbox"/> Low Income pupils			<input type="checkbox"/> Low Income pupils		
<input type="checkbox"/> English Learners			<input type="checkbox"/> English Learners		
<input type="checkbox"/> Foster Youth			<input type="checkbox"/> Foster Youth		
<input type="checkbox"/> Redesignated fluent English proficient			<input type="checkbox"/> Redesignated fluent English proficient		
<input type="checkbox"/> Other Subgroups: (Specify)			<input type="checkbox"/> Other Subgroups: (Specify)		
2. Use OARS to electronically analyze and display assessment data.		Maintain Annual contracts and license fees	We use OARS as our data management system to input student data and regularly analyze student performance.		Annual Contract-Cost Center 062100 5800: Professional/Consulting Services And Operating Expenditures General Fund \$31,475
		Base \$56,000			

<div>Scope of Service</div> <div>LEA wide</div>		<div>Scope of Service</div> <div></div>	
<div>_ All</div> <div>OR:</div> <div>_ Low Income pupils</div> <div>_ English Learners</div> <div>_ Foster Youth</div> <div>_ Redesignated fluent English proficient</div> <div>_ Other Subgroups: (Specify)</div>		<div>_ All</div> <div>OR:</div> <div>_ Low Income pupils</div> <div>_ English Learners</div> <div>_ Foster Youth</div> <div>_ Redesignated fluent English proficient</div> <div>_ Other Subgroups: (Specify)</div>	
<div>3. Use Power School for Standards-based reporting.</div>		<div>PowerSchool is maintained by the Student Information Department. We support access to PowerSchool by district administration, teachers, as well as parents and students. Teachers utilize the PowerTeacher interface to create and track assignments as well as entering grades.</div> <div>Parents have the ability to access up to the minute grading and attendance information via the parent portal. Additionally, parents receive a report card summary of standards based scores at the end of every grading period.</div>	<div>Power School Contract-Cost Center 076200 5000-5999: Services And Other Operating Expenditures General Fund \$32,481</div>
<div>Scope of Service</div> <div>LEA wide</div>		<div>Scope of Service</div> <div></div>	
<div>_ All</div> <div>OR:</div> <div>_ Low Income pupils</div> <div>_ English Learners</div> <div>_ Foster Youth</div> <div>_ Redesignated fluent English proficient</div> <div>_ Other Subgroups: (Specify)</div>		<div>_ All</div> <div>OR:</div> <div>_ Low Income pupils</div> <div>_ English Learners</div> <div>_ Foster Youth</div> <div>_ Redesignated fluent English proficient</div> <div>_ Other Subgroups: (Specify)</div>	

4. Use Cruncher to provide access to CELDT and STAR data.		Cruncher is used to access and disaggregate CELDT data.	Software License-Cost Center 062100 5800: Professional/Consulting Services And Operating Expenditures General Fund \$8,400
<div>Scope of Service</div> <div>LEA wide</div>		<div>Scope of Service</div>	
<div>_ All</div> <div>OR:</div> <div>_ Low Income pupils</div> <div>_ English Learners</div> <div>_ Foster Youth</div> <div>_ Redesignated fluent English proficient</div> <div>_ Other Subgroups: (Specify)</div>		<div>_ All</div> <div>OR:</div> <div>_ Low Income pupils</div> <div>_ English Learners</div> <div>_ Foster Youth</div> <div>_ Redesignated fluent English proficient</div> <div>_ Other Subgroups: (Specify)</div>	
5. Use Renaissance Learning for benchmark assessments.		Renaissance Learning is used for STAR Reading and Math	Renaissance Learning STAR Reading license-Cost Centers 062100,301099,018199,740500,70909 9. See Update Goal 5.2
<div>Scope of Service</div> <div>LEA wide</div>		<div>Scope of Service</div>	
<div>_ All</div> <div>OR:</div> <div>_ Low Income pupils</div> <div>_ English Learners</div> <div>_ Foster Youth</div> <div>_ Redesignated fluent English proficient</div> <div>_ Other Subgroups: (Specify)</div>		<div>_ All</div> <div>OR:</div> <div>_ Low Income pupils</div> <div>_ English Learners</div> <div>_ Foster Youth</div> <div>_ Redesignated fluent English proficient</div> <div>_ Other Subgroups: (Specify)</div>	
6. Provide projectors, computers, laptops and other electronic devices to provide access to online curricula and communication, mindfully balancing analog and digital learning activities.	<div>Maintain Refresh</div> <div>Base \$500,000</div>	<div>The maintenance of the districts electronic devices is funded by our staff laptop repair/refresh program, district and site general funds, as well as the 1/1 technology supplemental fund.</div> <div>The use of technology in the classroom is determined by the Educational Services Department, the School Site, and the teacher.</div>	<div>Computer Refresh-Cost Center 018198,018199,040000,04390,07150,07230,6500,709000,709099,739599,810000,903800,905500 4000-4999: Books And Supplies General Fund \$639,566</div> <div>Computer Refresh-Resource 3010 4000-4999: Books And Supplies Title I \$44,029</div>

Scope of Service	LEA wide		Scope of Service		
<input type="checkbox"/> All			<input type="checkbox"/> All		
OR:			OR:		
<input type="checkbox"/> Low Income pupils			<input type="checkbox"/> Low Income pupils		
<input type="checkbox"/> English Learners			<input type="checkbox"/> English Learners		
<input type="checkbox"/> Foster Youth			<input type="checkbox"/> Foster Youth		
<input type="checkbox"/> Redesignated fluent English proficient			<input type="checkbox"/> Redesignated fluent English proficient		
<input type="checkbox"/> Other Subgroups: (Specify)			<input type="checkbox"/> Other Subgroups: (Specify)		
7. Support teachers and administrators in their use of technology tools to support student learning through initial training and regular follow ups at scheduled meetings.	Release time and materials Base \$15,000		We have not scheduled any specific administrator support trainings in technology.		No 14-15 trainings have been scheduled. No cost.
Scope of Service	LEA wide		Scope of Service		
<input type="checkbox"/> All			<input type="checkbox"/> All		
OR:			OR:		
<input type="checkbox"/> Low Income pupils			<input type="checkbox"/> Low Income pupils		
<input type="checkbox"/> English Learners			<input type="checkbox"/> English Learners		
<input type="checkbox"/> Foster Youth			<input type="checkbox"/> Foster Youth		
<input type="checkbox"/> Redesignated fluent English proficient			<input type="checkbox"/> Redesignated fluent English proficient		
<input type="checkbox"/> Other Subgroups: (Specify)			<input type="checkbox"/> Other Subgroups: (Specify)		
8. Provide library clerical specialists at all sites and an Instructional Materials Center to ensure access to media for literacy attainment.	Maintain Salaries General Fund \$423,304		We have increased the hours of library clerks to promote student reading and access to literature.		LRC Salaries & Benefits-Cost Center 018100, 739500, 903800, 739599 2000-2999: Classified Personnel Salaries General Fund \$301,320 LRC Salaries & Benefits-Cost Center 018100, 739500, 903800, 739599 3000-3999: Employee Benefits General Fund \$128,661

Scope of Service	LEA wide		Scope of Service		
_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)			_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		While these goals will continue to be supported by the school district, the focus on Instructional Technology spending for 15-16 is identified in Goal #1.			

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

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

Original GOAL 12 from prior year LCAP:	District Strategic Plan: Increase & deepen parent & community engagement. Title III Plan Goal 6: 12) Provide parent participation and outreach strategies for parents.			Related State and/or Local Priorities: 1 _ 2 _ 3 <u>X</u> 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools:	All			
	Applicable Pupil Subgroups:				
Expected Annual Measurable Outcomes:	% of parents attending school events will increase by 5%		Actual Annual Measurable Outcomes:	90% staff reported school climate data indicates that school is a supporting and inviting place for staff t work & 87% reported school is welcoming to & facilitates parental involvement.	
LCAP Year: 2014-15					
Planned Actions/Services			Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures		
1. Develop and support quality expectations for customer service practices including establishing guidelines for timely phone/email responses.	General Fund	<p>The district has emphasized to leadership the importance to response to parents within 24 hours . Every effort is made to be sure critical phone/emails are responded to within 24 hours.</p> <p>The district used input gathered from sources, including the Sunnyvale School District's (SSD's) 2014 Lyceum, an all-staff day-long workshop, and interviews with principals, to draft customer service guidelines, which were to be finalized and disseminated to the SSD community as part of the branding and communication standards, through the proposed District Communication Team.</p> <p>Instead of implementing a District Communication Team, the SSD hired a communications coordinator in April</p>	Lyceum breakfast and lunch-Cost Center 071200 4000-4999: Books And Supplies General Fund \$1,000		

		2015 who will serve as the in-house point person to finalize and roll out the customer service guidelines in the 2015-2016 school year.	
<div> <div>Scope of Service</div> <div>LEA-wide</div> </div>		<div> <div>Scope of Service</div> <div></div> </div>	
<div> <div>_ All</div> <div>OR:</div> <div> <div>_ Low Income pupils</div> <div>_ English Learners</div> <div>_ Foster Youth</div> <div>_ Redesignated fluent English proficient</div> <div>_ Other Subgroups: (Specify)</div> </div> </div>		<div> <div>_ All</div> <div>OR:</div> <div> <div>_ Low Income pupils</div> <div>_ English Learners</div> <div>_ Foster Youth</div> <div>_ Redesignated fluent English proficient</div> <div>_ Other Subgroups: (Specify)</div> </div> </div>	
2. Survey district employees for feedback about customer service they receive from District Office departments.		This action was not completed this year and will addressed through goal changes and climate data collected annually.	This action was not completed this year and will addressed through goal changes and climate data collected annually.
<div> <div>Scope of Service</div> <div>LEA-wide</div> </div>		<div> <div>Scope of Service</div> <div></div> </div>	
<div> <div>_ All</div> <div>OR:</div> <div> <div>_ Low Income pupils</div> <div>_ English Learners</div> <div>_ Foster Youth</div> <div>_ Redesignated fluent English proficient</div> <div>_ Other Subgroups: (Specify)</div> </div> </div>		<div> <div>_ All</div> <div>OR:</div> <div> <div>_ Low Income pupils</div> <div>_ English Learners</div> <div>_ Foster Youth</div> <div>_ Redesignated fluent English proficient</div> <div>_ Other Subgroups: (Specify)</div> </div> </div>	
3. Upgrade and develop a plan to maintain the district and school web sites to ensure ease of navigation and public access to current information and activities.	<div> <div>Maintain Website and Messenger</div> <div>General Fund \$20,000</div> </div>	In concert with the Website Development team, the new platform has been purchased, and deployed. Content development has been outlined with scaffolding in mind by the district communications team. And a methodology with a set of procedures is being developed in order to provide a maintenance plan by site. We have	<div> <div>Schoolwires contract-Cost Center 07230, 076200 5800:</div> <div>Professional/Consulting Services And Operating Expenditures General Fund \$58,157</div> </div>

		also begun instituting the Site Improve product that will crawl each site and notify our district web masters of misspellings, broken links, and help to provide quality assurance.	
Scope of Service	LEA-wide	Scope of Service	
<input type="checkbox"/> All		<input type="checkbox"/> All	
OR:		OR:	
<input type="checkbox"/> Low Income pupils		<input type="checkbox"/> Low Income pupils	
<input type="checkbox"/> English Learners		<input type="checkbox"/> English Learners	
<input type="checkbox"/> Foster Youth		<input type="checkbox"/> Foster Youth	
<input type="checkbox"/> Redesignated fluent English proficient		<input type="checkbox"/> Redesignated fluent English proficient	
<input type="checkbox"/> Other Subgroups: (Specify)		<input type="checkbox"/> Other Subgroups: (Specify)	
4. Along with establishing focus programs and nurturing of partnerships; make marketing, public relations, communications planning, and optimizing the utilization of resources, intentional.	Included in personnel costs. No additional cost.	<p>Sunnyvale School District (SSD) implemented a communication strategy designed to increase visibility and promote public understanding. Tactics focus on the thoughtful development and regular dissemination of consistent messages articulating SSD's beliefs, influencers, and practices through various channels. Messages were disseminated via press releases, superintendent letters, a district video, school tours, showcase events, advertisements, and through a complete redevelopment of the district and school websites.</p> <p>The district has leveraged resources for communicating messages, partnering with the city of Sunnyvale (publishing in its newsletter to preschools and presenting at its Kindergarten Readiness workshop), distributing to prospective district families through preschools and neighborhood associations, posting on public community boards, and pitching stories to local media.</p>	<p>Lighthouse Blue contract-Cost Center 071200 5800: Professional/Consulting Services And Operating Expenditures General Fund \$20,000</p> <p>Graystar Design-Cost Center 071200 5800: Professional/Consulting Services And Operating Expenditures General Fund \$4,000</p>

		A new Stanford University Partnership Program brochure and several Programs of Choice promotions included a website address to help drive traffic to the site. In-progress communications and marketing projects including branding guidelines, a community mailer and the new websites, will further leverage messaging efforts when launched.	
Scope of Service	LEA-wide	Scope of Service	
<input type="checkbox"/> All		<input type="checkbox"/> All	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
5. Under the theme of 'Our Kids – Our Community' conduct an annual stakeholders Lyceum that focuses on student learning supports for all students using the Seven Correlates of Effective Schools as a district wide framework.	Release time & expenses \$1800	The District held a stakeholders Lyceum on January 22, 2015 with over 50 attendees representing parents, students, teachers, and classified staff. Presentations were made on District programs and practices centered on Instructional Technology, School Climate, Common Core and Smarter Balanced Assessments. Stakeholders were provided a facilitated opportunity to offer input on all eight domains of LCAP. Input was recorded and reviewed for consideration to guide the development of leadership goals and programs subsequent years.	Lyceum breakfast and lunch-Cost Center 071200-See Update Goal 12.1

Scope of Service	LEA-wide		Scope of Service		
<input type="checkbox"/> All			<input type="checkbox"/> All		
OR:			OR:		
<input type="checkbox"/> Low Income pupils			<input type="checkbox"/> Low Income pupils		
<input type="checkbox"/> English Learners			<input type="checkbox"/> English Learners		
<input type="checkbox"/> Foster Youth			<input type="checkbox"/> Foster Youth		
<input type="checkbox"/> Redesignated fluent English proficient			<input type="checkbox"/> Redesignated fluent English proficient		
<input type="checkbox"/> Other Subgroups: (Specify)			<input type="checkbox"/> Other Subgroups: (Specify)		
For low income pupils, foster youth and English learners and re-designated fluent English proficient pupils:		Title I \$8000	We have regularly scheduled ELAC and DELAC meetings. In addition to being compliant, the focus has been on incorporating parent consultation into topics for discussion. A direct result was that we lengthened the DELAC meeting time by an hour to allow for more conversation and sharing.		Translation services at DELAC & ELAC-Cost Center 709000/709099 2000-2999: Classified Personnel Salaries General Fund \$3,900
1. Implement effective and compliant DELAC and ELACs.					Translation services at DELAC & ELAC-Cost Center 709000/709099 3000-3999: Employee Benefits General Fund \$823
Scope of Service	LEA wide		Scope of Service		
<input type="checkbox"/> All			<input type="checkbox"/> All		
OR:			OR:		
<input type="checkbox"/> Low Income pupils			<input type="checkbox"/> Low Income pupils		
<input type="checkbox"/> English Learners			<input type="checkbox"/> English Learners		
<input type="checkbox"/> Foster Youth			<input type="checkbox"/> Foster Youth		
<input type="checkbox"/> Redesignated fluent English proficient			<input type="checkbox"/> Redesignated fluent English proficient		
<input type="checkbox"/> Other Subgroups: (Specify)			<input type="checkbox"/> Other Subgroups: (Specify)		
2. All sites will submit an annual parent education plan detailing the implementation of effective parent education activities.		Base \$12000	Every site includes an annual parent education and involvement plan in their Single Plan for Student Achievement (SPSA). These are Board approved in the fall every year.		Site parent education costs-Resource 3010 4000-4999: Books And Supplies Title I \$500

Scope of Service	LEA wide		Scope of Service		
<input type="checkbox"/> All			<input type="checkbox"/> All		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		
3. Bilingual paraprofessional staff provides outreach to increase school/home interaction.		Salaries Base \$62,913 Title I 26,874 Title III \$39,196	We have a four bilingual para educators, one each at both our middle schools and then one at every school with an English Learner population over 50%.		Outreach assistant and bilingual para salaries-Cost Center 709099 2000-2999: Classified Personnel Salaries General Fund \$52,973 Outreach assistant and bilingual para salaries-Cost Center 709099 3000-3999: Employee Benefits General Fund \$22,935 Outreach assistant and bilingual para salaries-Resource 3010 2000-2999: Classified Personnel Salaries Title I \$20,632 Outreach assistant and bilingual para salaries-Resource 3010 3000-3999: Employee Benefits Title I \$4,945 Outreach assistant and bilingual para salaries-Resource 4203 2000-2999: Classified Personnel Salaries Title III \$50,506 Outreach assistant and bilingual para salaries-Resource 4203 3000-3999: Employee Benefits Title III \$15,065
Scope of Service	LEA wide		Scope of Service		
<input type="checkbox"/> All			<input type="checkbox"/> All		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners		

_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
4. Communications to families are translated in schools with over 15% students with the same home language.	Contracts Base \$4500		Translation services-Cost Center 709000/709099; See Update Goal 12.6
Scope of Service LEA wide _ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service _ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
5. Participate in the Health Collaborative to implement Health and Wellness activities for EL families.	Personnel and Stipends Base \$35,000	SSD has a robust Health and Wellness Initiative. All seven sites support this initiative through community partnerships and programs. These include: "Just Run", Safe Routes to Schools, BAWSI (Bay Area Women's Soccer Initiative), GoNoodle, 5210 Campaign, Kaiser (Assemblies), Family Engagement Institute (FEI), USSC Sports Coaching and Playworks. All of these programs are active in our Title I schools and provide students with healthy living opportunities in nutrition, physical activity, sportsmanship and structured sports activities. Concentrated efforts at Title I schools have included parent education in nutritious eating and cooking, volunteer parent support of Safe Routes to School and the use of GoNoodle to support social emotional well being.	Health and Wellness stipends for 10 teachers @ level 2 stipend-Resource 0000 1000-1999: Certificated Personnel Salaries General Fund \$10,600 Health and Wellness stipends for 10 teachers @ level 2 stipend-Resource 0000 3000-3999: Employee Benefits General Fund \$1,274 Playworks Contract-Cost Centers 902500, 709099, 5800: Professional/Consulting Services And Operating Expenditures General Fund \$80,000

Scope of Service	LEA wide		Scope of Service		
_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)			_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		
6. Collaborate with District partners to establish a coordinated approach to family support and parent engagement.		TBD FEI Grant	The District has collaborated with the Community Health Awareness Council, YMCA, Project Cornerstone, Family Engagement Institute, First Five, Parent Institute for Quality Education and others to provide parent education with strong emphasis on the importance of parent engagement. All school sites provided an offering of parent education.		Community Partnerships-Cost Center 071200 5800: Professional/Consulting Services And Operating Expenditures General Fund \$10,000
Scope of Service	LEA wide		Scope of Service		
_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)			_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		The 2015-2016 LCAP will continue to address parent engagement and involvement. Areas specific to communication will be continued, but will move to a specific communication goal. Parent education will target Spanish speaking families and the parents of students who have received Tier 3 level interventions.			

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

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	<u>\$3,718,784</u>
<p>Based on CalPADS data our unduplicated count is 53.8%.</p> <p>Sunnyvale School District is a Basic Aid District and does not receive extra Supplemental and/or Concentration funding from the state based on our number of unduplicated youth. We have used the FCMAT calculator to calculate the amount of money that we must target toward services for our Low income, English learner, and Foster Youth. Sunnyvale uses the funds across the district to provide services in the most efficient and effective manner with an acknowledgement that there are youth from the above mentioned subgroups at all our campuses. We are fortunate that our funding is sufficient that we can insure that services are provided on a districtwide basis to meet the needs of all our unduplicated youth at all of our sites. All of the specific services to improve outcomes for unduplicated youth can be found in Section 2 of the LCAP.</p> <p>Sunnyvale School District is committed to increase and improve services for unduplicated pupils and this is supported by the fact that we currently provide services above our target for Supplemental and Concentration Grant funding. We use data based decision making to monitor the services provided through the programs that serve our low-income, English learners, students with disabilities, and foster youth population.</p> <p>A few of these actions are highlighted below:</p> <ul style="list-style-type: none"> • Effective use of RtI through PLC's and Data Teams to monitor student progress (Goal 1, Action 6) • Continue and refine implementation of Restorative Justice (Goal 2, Action 2) • Stanford Partnership Summer School Program (Goal 6, Action 1) • Family Engagement Institute Partnership to provide a Kindergarten readiness program to students from low income families who have never attended preschool (Goal 6, Action 2) • At our Title 1 schools, para-professional support staff provides teachers the opportunity to teach small group lessons providing targeted instruction based on the student's level (Goal 3, Action 5) • Additional intervention programs are provided for students who do not make expected progress. This takes place through an expanded learning opportunity either before or after school • We have a robust behavior support model in place and we partner with Playworks to connect lunch and recess to a positive school experience (Goal 2, Action 5) • Added a locally funded extra class at each of the four Title 1 ASES sites to extend the services provided to students and families (Goal 6, Action 3) • Schools with over 50% English Learners have a bilingual outreach staff to increase and deepen home/school interaction (goal 7, Action 4) • Additional intervention programs will be provided for students who do not make expected academic progress.(Goal 6, Action 7) • For foster youth, the district provides individual outreach to families to coordinate services and provides intervention programs for pupils that do not make expected progress (Goal 1, Action 6) <p>The total amount of anticipated expenditures on services for unduplicated youth is \$ 4,174,899.</p>	

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

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

8.03	%
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As a Basic Aid district, SSD will receive no increase in funds as a result of 5CCR 15494. SSD maintains a General Fund budget of approximately 74 million; 75% of which comes from local property and parcel taxes.

We have used the FCMAT calculator to calculate the MPP for Sunnyvale USD. The actions and services for unduplicated youth described in Section 2 of the LCAP represent increased and improved services.

The increase in services is most easily represented by \$2,608,514 for Actions And Services for Unduplicated youth in 2015-16 LCAP as compared to \$1,617,567 for Actions And Services for Unduplicated youth in 2014-15 LCAP. This represents a 61.2% increase in services.

Some examples of the increase in services includes:

- Addition of a Coordinator of Literacy and English Learner Support Services
- Addition of a Teacher on Special Assignment for Science at a Science focus Title 1 school
- Addition of a Bilingual Assistant at two Title 1 schools
- Professional development targeted to support English Learners in Guided Language Acquisition Design and Constructing Meaning training
- Starting a dual immersion Spanish program at a Title 1 school
- Launching a new website that provides embedded translation to support our diverse population

Section 4: Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
All Funding Sources	42,386,791.00	46,777,111.16	7,495,379.00	5,132,677.00	5,286,137.00	17,914,193.00
ACES Grant	572,418.00	688,462.00	854,729.00	871,964.00	901,641.00	2,628,334.00
Base	4,297,335.00	0.00	0.00	0.00	0.00	0.00
Common Core	150,000.00	788,677.07	0.00	0.00	0.00	0.00
General Fund	36,666,968.00	43,705,947.09	6,186,008.00	3,798,562.00	3,906,983.00	13,891,553.00
Other	0.00	9,920.00	0.00	0.00	0.00	0.00
State Preschool General Fund	0.00	285,168.00	0.00	0.00	0.00	0.00
Title I	303,874.00	554,972.00	225,320.00	222,428.00	229,029.00	676,777.00
Title II	178,000.00	228,101.00	0.00	0.00	0.00	0.00
Title III	218,196.00	515,864.00	229,322.00	239,723.00	248,484.00	717,529.00

Total Expenditures by Object Type						
Object Type	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
All Expenditure Types	0.00	46,705,111.16	7,495,379.00	5,132,677.00	5,286,137.00	17,914,193.00
0001-0999: Unrestricted: Locally Defined	0.00	0.00	0.00	0.00	77,077.00	77,077.00
1000-1999: Certificated Personnel Salaries	0.00	29,297,898.09	2,014,010.00	2,072,287.00	2,005,291.00	6,091,588.00
2000-2999: Classified Personnel Salaries	0.00	3,644,979.00	2,807,897.00	1,078,819.00	1,095,991.00	4,982,707.00
3000-3999: Employee Benefits	0.00	9,604,212.07	1,677,223.00	960,049.00	1,032,009.00	3,669,281.00
4000-4999: Books And Supplies	0.00	2,377,456.00	18,616.00	19,316.00	20,316.00	58,248.00
5000-5999: Services And Other Operating Expenditures	0.00	773,070.00	486,833.00	484,846.00	493,786.00	1,465,465.00
5700-5799: Transfers Of Direct Costs	0.00	0.00	25,000.00	27,000.00	27,000.00	79,000.00
5800: Professional/Consulting Services And Operating Expenditures	0.00	1,007,496.00	465,800.00	490,360.00	534,667.00	1,490,827.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
All Expenditure Types	All Funding Sources	0.00	46,705,111.16	7,495,379.00	5,132,677.00	5,286,137.00	17,914,193.00
0001-0999: Unrestricted: Locally Defined	General Fund	0.00	0.00	0.00	0.00	77,077.00	77,077.00
1000-1999: Certificated Personnel Salaries	Common Core	0.00	90,026.00	0.00	0.00	0.00	0.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
1000-1999: Certificated Personnel Salaries	General Fund	0.00	28,393,075.09	1,828,890.00	1,893,465.00	1,825,205.00	5,547,560.00
1000-1999: Certificated Personnel Salaries	State Preschool General Fund	0.00	119,394.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Title I	0.00	205,146.00	71,891.00	63,063.00	63,062.00	198,016.00
1000-1999: Certificated Personnel Salaries	Title II	0.00	179,909.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Title III	0.00	310,348.00	113,229.00	115,759.00	117,024.00	346,012.00
2000-2999: Classified Personnel Salaries	ACES Grant	0.00	415,994.00	447,889.00	454,226.00	462,185.00	1,364,300.00
2000-2999: Classified Personnel Salaries	General Fund	0.00	2,913,177.00	2,213,996.00	472,330.00	478,249.00	3,164,575.00
2000-2999: Classified Personnel Salaries	Other	0.00	9,920.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	State Preschool General Fund	0.00	140,936.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Title I	0.00	95,774.00	89,327.00	92,946.00	95,011.00	277,284.00
2000-2999: Classified Personnel Salaries	Title III	0.00	69,178.00	56,685.00	59,317.00	60,546.00	176,548.00
3000-3999: Employee Benefits	ACES Grant	0.00	167,276.00	187,567.00	198,465.00	220,183.00	606,215.00
3000-3999: Employee Benefits	Common Core	0.00	11,838.07	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits	General Fund	0.00	9,121,448.00	1,385,979.00	650,351.00	689,789.00	2,726,119.00
3000-3999: Employee Benefits	State Preschool General Fund	0.00	18,422.00	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits	Title I	0.00	109,023.00	44,269.00	46,586.00	51,123.00	141,978.00
3000-3999: Employee Benefits	Title II	0.00	48,192.00	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits	Title III	0.00	128,013.00	59,408.00	64,647.00	70,914.00	194,969.00
4000-4999: Books And Supplies	ACES Grant	0.00	0.00	11,083.00	11,083.00	11,083.00	33,249.00
4000-4999: Books And Supplies	Common Core	0.00	678,129.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	General Fund	0.00	1,650,479.00	3,000.00	3,700.00	4,700.00	11,400.00
4000-4999: Books And Supplies	State Preschool General Fund	0.00	3,819.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Title I	0.00	45,029.00	4,533.00	4,533.00	4,533.00	13,599.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
5000-5999: Services And Other Operating Expenditures	ACES Grant	0.00	105,192.00	208,190.00	208,190.00	208,190.00	624,570.00
5000-5999: Services And Other Operating Expenditures	Common Core	0.00	8,684.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	General Fund	0.00	656,597.00	278,643.00	276,656.00	285,596.00	840,895.00
5000-5999: Services And Other Operating Expenditures	State Preschool General Fund	0.00	2,597.00	0.00	0.00	0.00	0.00
5700-5799: Transfers Of Direct Costs	General Fund	0.00	0.00	25,000.00	27,000.00	27,000.00	79,000.00
5800: Professional/Consulting Services And Operating Expenditures	General Fund	0.00	899,171.00	450,500.00	475,060.00	519,367.00	1,444,927.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	0.00	100,000.00	15,300.00	15,300.00	15,300.00	45,900.00
5800: Professional/Consulting Services And Operating Expenditures	Title III	0.00	8,325.00	0.00	0.00	0.00	0.00

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

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

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

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

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

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

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

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

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(SCHOOL)-Dashboard 2014-15

Gr K - Fountas & Pinnell Overall % Proficient & Above									
Aug-Sept	Below A								
Jan	A				A		B		C+
Feb-Mar	AA-A				B+		C		D+
May	AA-B				C		D		E+

Gr 1 - Fountas & Pinnell Overall % Proficient & Above									
Aug-Sept	AA-B				C		D		E+
Oct-Nov	AA-D				E		F		G+
Feb-Mar	AA-F				G		H		I+
May	AA-H				I		J		K

LITERACY % at 40th Percentile and Above									
---	--	--	--	--	--	--	--	--	--

Grade 2 - STAR Reading				
SS	133	189	239	291
	Sept SS	Nov SS	Mar SS	June SS
Overall				
EL				
Hispanic				
Low SES				

Grade 3 - STAR Reading				
SS	291	319	357	393
	Sept SS	Nov SS	Mar SS	June SS
Overall				
EL				
Hispanic				
Low SES				

Grade 4 - STAR Reading				
SS	393	415	449	476
	Sept SS	Nov SS	Mar SS	June SS
Overall				
EL				
Hispanic				
Low SES				

Grade 5 - STAR Reading				
SS	476	514	544	573
	Sept SS	Nov SS	Mar SS	June SS
Overall				
EL				
Hispanic				
Low SES				

% Writing "4" or Above																								
Narrative					Opinion					Informational/Explanatory														
K	1	2	3	4	5	K	1	2	3	4	5	K	1	2	3	4	5	K	1	2	3	4	5	
Overall																								
EL																								
Hispanic																								
Low SES																								

Physical Fitness					
	Met all 6 standards	Met 5 standards	Met 4 standards	Met 3 standards	Met 2 or below
2012					
2013					
2014					

MATH % at 40th Percentile and Above									
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Grade 1 - STAR Math				
SS	NA	238	302	367
	Sept SS	Nov SS	Mar SS	June SS
Overall				
EL				
Hispanic				
Low SES				

Grade 2 - STAR Math				
SS	367	394	438	482
	Sept SS	Nov SS	Mar SS	June SS
Overall				
EL				
Hispanic				
Low SES				

Grade 3 - STAR Math				
SS	482	479	525	571
	Sept SS	Nov SS	Mar SS	June SS
Overall				
EL				
Hispanic				
Low SES				

Grade 4 - STAR Math				
SS	571	563	591	631
	Sept SS	Nov SS	Mar SS	June SS
Overall				
EL				
Hispanic				
Low SES				

Grade 5 - STAR Math				
SS	631	628	657	687
	Sept SS	Nov SS	Mar SS	June SS
Overall				
EL				
Hispanic				
Low SES				

% Math Performance "4" or Above																								
Trimester 1					Trimester 2					Trimester 3														
K	1	2	3	4	5	K	1	2	3	4	5	K	1	2	3	4	5	K	1	2	3	4	5	
Overall																								
EL																								
Hispanic																								
Low SES																								

Grade 2 Math Automaticity				
Addition				
	Sept	Nov	Mar	Jun
Overall				
EL				
Hispanic				
Low SES				

School Logo
Here

Grade 5 - Math Automaticity								
	Addition				Multiplication			
	<i>Sept</i>	<i>Nov</i>	<i>Mar</i>	<i>Jun</i>	<i>Sept</i>	<i>Nov</i>	<i>Mar</i>	<i>Jun</i>
Overall								
EL								
Hispanic								
Low SES								

% Met					
	AMAO 1	AMAO 2 Less than 5 yrs	AMAO 2 More than 5 yrs	AMAO 3 ELA	AMAO 3 Math
2011-12					
2012-13					
2013-14					

[illegible]

District English Learner Advisory Committee (DELAC) Meeting
April 8, 2015
5:30 - 7:30pm
District Office Boardroom

Topic	Outcome
Welcome & Site Updates <i>Bienvenidos y Intercambio de ELAC</i> -Ms. Ahuja 30 minutes	<ul style="list-style-type: none"> Sharing and feedback on site ELAC <i>Intercambio y retroalimentación de los comités consultivos para estudiantes en vías de aprender inglés de los planteles (ELAC)</i>
Approval of Minutes of October 15 meeting <i>Aprobación de Minutos de la Junta del 15 de Octubre</i> -Ms. Carlson 5 minutes	<ul style="list-style-type: none"> Review minutes for accuracy <i>Revisar precisión de minutas</i>
LCAP -Ms. Ahuja/Ms. Carlson 45 minutes	<ul style="list-style-type: none"> Discuss and give input on LCAP <i>Discusión de Formula de <u>Financiamiento de Control Local</u></i>
Language Census Data <i>Censo del Lenguaje</i> -Ms. Carlson 5 minutes	<ul style="list-style-type: none"> Inform parents about the annual language census <i>Se le informa a los padres sobre el censo anual de lenguaje</i>
EL Progress Monitoring/Reclassification <i>Monitorear el avance de ELs/Reclasificación</i> -Ms Carlson 10 minutes	<ul style="list-style-type: none"> Review Fall CELDT and Winter Reclassification data <i>Revisar reclasificación CELDT de otoño y invierno</i>
Discussions and Adjournment <i>Discusión y Clausura</i> -Ms. Ahuja	<ul style="list-style-type: none"> Planning - Next Steps <i>Planeación - Siguiertes Pasos</i>

Future Meeting Dates/Reuniones Futuras:
June 3, 2015

**Sunnyvale School District
English Learners Reclassification Data**

		Site										
		Bishop	Cherry Chase	Cumberland	Ellis	Fairwood	Lakewood	San Miguel	Vargas	Columbia Middle	Sunnyvale Middle	District
% of EL Students												
	2010-11	62.3%	26.1%	22.0%	53.5%	39.4%	49.0%	65.0%	54.7%	28.4%	16.5%	38.4%
	2011-12	57.5%	22.8%	20.2%	50.9%	31.3%	49.7%	61.6%	52.7%	28.9%	14.5%	36.5%
	2012-13	57.7%	22.5%	21.5%	49%	24.9%	49%	60.2%	55.5%	30.8%	14.9%	36.2%
Total % of EL Reclassified												
	end of 2010-11	11.8%	22.7%	21.6%	11.1%	15.2%	11.0%	10.5%	11.5%	7.1%	10.6%	12.5%
	end of 2011-12	9.5%	21.2%	17.4%	10.3%	17.9%	7.1%	8.2%	8.6%	11.9%	14.9%	11.5%
	end of 2012-13	9.9%	20.5%	16.3%	8.1%	17.3%	6.5%	10.1%	8.2%	9.7%	30.1%	11.8%
% of EL Reclass - Winter LRT												
	2012-13	6.4%	16.3%	137.7%	4.8%	15.1%	3.5%	9.3%	5.8%	9.3%	18.9%	8.7%
% of EL Reclass - Spring LRT												
	2012-13	6.9%	3.6%	7.9%	12.0%	2.2%	4.6%	3.9%	6.5%	17.5%	3.7%	7.4%

**Sunnyvale School District
English Learners Reclassification Data**

	Bishop	Cherry Chase	Cumberland	Ellis	Fairwood	Lakewood	San Miguel	Vargas	Columbia Middle	Sunnyvale Middle	District
% of EL Students											
2010-11	62.3%	26.1%	22.0%	53.5%	39.4%	49.0%	65.0%	54.7%	28.4%	16.5%	38.4%
2011-12	57.5%	22.8%	20.2%	50.9%	31.3%	49.7%	61.6%	52.7%	28.9%	14.5%	36.5%
2012-13	57.7%	22.5%	21.5%	49%	24.9%	49%	60.2%	55.5%	30.8%	14.9%	36.2%
2013-14	58.1%	22.4%	23.1%	48%	22.2%	49%	64.1%	56.1%	28.8%	14.6%	35.3%
Total % of EL Reclassified											
end of 2010-11	11.8%	22.7%	21.6%	11.1%	15.2%	11.0%	10.5%	11.5%	7.1%	10.6%	12.5%
end of 2011-12	9.5%	21.2%	17.4%	10.3%	17.9%	7.1%	8.2%	8.6%	11.9%	14.9%	11.5%
end of 2012-13	9.9%	20.5%	16.3%	8.1%	17.3%	6.5%	10.1%	8.2%	9.7%	30.1%	11.8%
end of 2013-14	13.4%	23.5%	18.2%	14.5%	18.8%	8.7%	10.1%	11.7%	24.1%	19.9%	15.3%
% of EL Reclass - Winter LRT											
2012-13	6.4%	16.3%	13.6%	4.8%	15.1%	3.5%	9.3%	5.8%	9.3%	18.9%	8.7%
2013-14	9.5%	21.5%	10.5%	3.8%	9.7%	7.8%	4.1%	7.9%	12.2%	9.9%	8.9%
% of EL Reclass - Spring LRT											
2012-13	6.9%	3.6%	7.9%	12.0%	2.2%	4.6%	3.9%	6.5%	17.5%	3.7%	7.4%
2013-14	5.4%	15.9%	10.0%	9.8%	15.1%	9.0%	5.6%	7.0%	2.8%	4.1%	7.9%

*Census Date changed to October 2nd

**Total % of EL Reclassified not available until end of June

*** % of EL Reclass - Spring LRT not available until after June 6

****Correction made to 2012/13 Cumberland % of EL Reclass-Winter LRT, percentage previously 137.7% should be 13.6%

**Sunnyvale School District
English Learners Reclassification Data**

TOTAL ENROLLMENT BY SCHOOL & DISTRICT

	Bishop	Cherry Chase	Cumberland	Ellis	Fairwood	Lakewood	San Miguel	Vargas	Columbia Middle	Sunnyvale Middle	District
2010-11	623	779	628	729	269	488	432	572	919	1,057	6,496
2011-12	652	813	640	801	313	499	448	602	817	1,052	6,637
2012-13	646	852	651	825	373	516	435	578	790	1,085	6,751
2013-14	633	870	737	833	419	493	415	538	740	1,170	6,848
2014-15	628	871	746	823	435	457	404	540	730	1,153	6,787

Total Enrollment data is pulled from Dataquest (CDE)

* 2014/15 Census date changed to October 1st (2014/15 data not available until 12/13/14)

**Total % of EL Reclassified not available until end of June 2015

***% of EL Reclass - Spring LRT not available until after June 6

**** Number Of Eligible students for reclassification is approximate for 2012/13 and 2013/14.

***** Partial Data is not available for 2010/11, 2011/12

TOTAL NUMBER OF ENGLISH LEARNERS

	Bishop	Cherry Chase	Cumberland	Ellis	Fairwood	Lakewood	San Miguel	Vargas	Columbia Middle	Sunnyvale Middle	District
2010-11	388	203	138	390	106	239	281	313	261	174	2,493
2011-12	375	185	129	408	98	248	276	317	236	153	2,425
2012-13	373	192	140	404	93	253	262	321	243	162	2,443
2013-14	368	195	170	398	93	244	266	302	213	171	2,420
2014-15	360	208	190	424	108	227	276	311	206	164	2,474

Total English Learner data is pulled from Dataquest (CC)

TOTAL PERCENTAGE OF ENGLISH LEARNERS

	Bishop	Cherry Chase	Cumberland	Ellis	Fairwood	Lakewood	San Miguel	Vargas	Columbia Middle	Sunnyvale Middle	District
2010-11	62.3%	26.1%	22.0%	53.5%	39.4%	49.0%	65.0%	54.7%	28.4%	16.5%	38.4%
2011-12	57.5%	22.8%	20.2%	50.9%	31.3%	49.7%	61.6%	52.7%	28.9%	14.5%	36.5%
2012-13	57.7%	22.5%	21.5%	49.0%	24.9%	49.0%	60.2%	55.5%	30.8%	14.9%	36.2%
2013-14	58.1%	22.4%	23.1%	48.0%	22.2%	49.0%	64.1%	56.1%	28.8%	14.6%	35.3%
2014-15	57.3%	23.9%	25.5%	51.5%	24.8%	49.7%	68.3%	57.6%	28.2%	14.2%	36.5%

**Sunnyvale School District
English Learners Reclassification Data**

TOTAL # AND % OF EL RECLASS - WINTER LRT

	Bishop	Cherry Chase	Cumberland	Ellis	Fairwood	Lakewood	San Miguel	Vargas	Columbia Middle	Sunnyvale Middle	District		Bishop	Cherry Chase	Cumberland	Ellis	Fairwood	Lakewood	San Miguel	Vargas	Columbia Middle	Sunnyvale Middle	District
end of 2010-11																							
end of 2011-12																							
end of 2012-13	24	32	19	19	14	9	24	18	23	31	213		6.4%	16.3%	13.6%	4.8%	15.1%	3.5%	9.3%	5.8%	9.3%	18.9%	8.7%
end of 2013-14	35	42	18	15	9	19	11	24	26	17	216		9.5%	21.5%	10.5%	3.8%	9.7%	7.8%	4.1%	7.9%	12.2%	9.9%	8.9%
end of 2014-15	3	27	16	22	6	7	3	23	16	6	129		0.8%	13.0%	8.4%	5.2%	5.5%	3.1%	1.1%	7.4%	7.8%	3.7%	5.2%

Percentage is RFEP students done during Winter LRT (includes any RFEPs done at the beginning of year) divided by current school year (ex. 2012/13) EL (not IFEP) count.

TOTAL # AND % OF EL RECLASS - SPRING LRT

	Bishop	Cherry Chase	Cumberland	Ellis	Fairwood	Lakewood	San Miguel	Vargas	Columbia Middle	Sunnyvale Middle	District		Bishop	Cherry Chase	Cumberland	Ellis	Fairwood	Lakewood	San Miguel	Vargas	Columbia Middle	Sunnyvale Middle	District
end of 2010-11																							
end of 2011-12																							
end of 2012-13	26	7	11	48	2	12	10	17	43	6	182		6.9%	3.6%	7.9%	12.0%	2.2%	4.6%	3.9%	6.5%	17.5%	3.7%	7.4%
end of 2013-14	20	31	17	39	14	22	15	21	6	7	182		5.4%	15.9%	10.0%	9.8%	15.1%	9.0%	5.6%	7.0%	2.8%	4.1%	7.9%
end of 2014-15																							

Percentage is RFEP students done during Spring LRT divided by current school year (ex. 2012/13) EL (not IFEP) count.

TOTAL # AND % OF STUDENTS RECLASS - END OF YEAR

TOTAL # OF ENGLISH LEARNERS RECLASSIFIED												TOTAL % OF ENGLISH LEARNERS RECLASSIFIED											
	Bishop	Cherry Chase	Cumberland	Ellis	Fairwood	Lakewood	San Miguel	Vargas	Columbia Middle	Sunnyvale Middle	District		Bishop	Cherry Chase	Cumberland	Ellis	Fairwood	Lakewood	San Miguel	Vargas	Columbia Middle	Sunnyvale Middle	District
end of 2010-11	41	48	30	39	17	32	32	36	18	19	312		11.8%	22.7%	21.6%	11.1%	15.2%	11.0%	10.5%	11.5%	7.1%	10.6%	2.5%
end of 2011-12	37	43	24	40	19	17	23	27	31	26	287		9.5%	21.2%	17.4%	10.3%	17.9%	7.1%	8.2%	8.6%	11.9%	14.9%	1.5%
end of 2012-13	37	38	21	33	17	16	28	26	23	46	285		9.9%	20.5%	16.3%	8.1%	17.3%	6.5%	10.1%	8.2%	9.7%	30.1%	1.8%
end of 2013-14	52	48	27	61	19	24	29	40	63	38	401		13.4%	23.5%	18.2%	14.5%	18.8%	6.7%	10.1%	11.7%	24.1%	19.9%	5.3%
end of 2014-15																							

Data available in June

Data pulled from Dataquest (CDE)/Percentage of EL Reclassified equals number of RFEPs for school year (ex. 2012/13) divided by English learners for prior school year (ex. 2011/12)

STAR Reading Results

% of Students with >1 Year Growth – End of Year 2014 to Trimester 2 (Feb/March) 2015

School Bishop				School Fairwood			
Growth		Total Students	% growth	Growth		Total Students	% growth
Grade Level	1 yr or more			Grade Level	1 yr or more		
2	44	92	47.8%	2	29	55	52.7%
3	25	101	24.8%	3	25	52	48.1%
4	37	74	50.0%	4	16	56	28.6%
5	11	70	15.7%	5	11	37	29.7%
Grand Total	117	337		Grand Total	81	200	
School Cherry Chase				School Lakewood			
Growth		Total Students	% growth	Growth		Total Students	% growth
Grade Level	1 yr or more			Grade Level	1 yr or more		
2	77	126	61.1%	2	27	70	38.6%
3	54	128	42.2%	3	24	63	38.1%
4	67	142	47.2%	4	8	26	30.8%
5	26	94	27.7%	5	27	60	45.0%
Grand Total	224	490		Grand Total	86	219	
School Cumberland				School San Miguel			
Growth		Total Students	% growth	Growth		Total Students	% growth
Grade Level	1 yr or more			Grade Level	1 yr or more		
2	79	130	60.8%	2	17	52	32.7%
3	26	76	34.2%	3	11	54	20.4%
4	52	96	54.2%	4	20	53	37.7%
5	30	78	38.5%	5	12	45	26.7%
Grand Total	187	380		Grand Total	60	204	
School Ellis				School Vargas			
Growth		Total Students	% growth	Growth		Total Students	% growth
Grade Level	1 yr or more			Grade Level	1 yr or more		
2	49	131	37.4%	2	27	85	31.8%
3	23	87	26.4%	3	19	73	26.0%
4	29	91	31.9%	4	21	66	31.8%
5	26	89	29.2%	5	9	55	16.4%
Grand Total	127	398		Grand Total	76	279	

STAR Reading Results
 % of Students with >1 Year Growth – End of Year 2014 to Trimester 2 (Feb/March) 2015

Columbia Middle School				Sunnyvale Middle School			
Growth				Growth			
Grade Level	1 yr or more	Total Students	% Growth	Grade Level	1 yr or more	Total Students	% Growth
6	67	225	29.8%	6	63	244	25.8%
7	47	202	23.3%	7	116	365	31.8%
8	94	213	44.1%	8	85	336	25.3%
Grand Total	208	640		Grand Total	264	945	

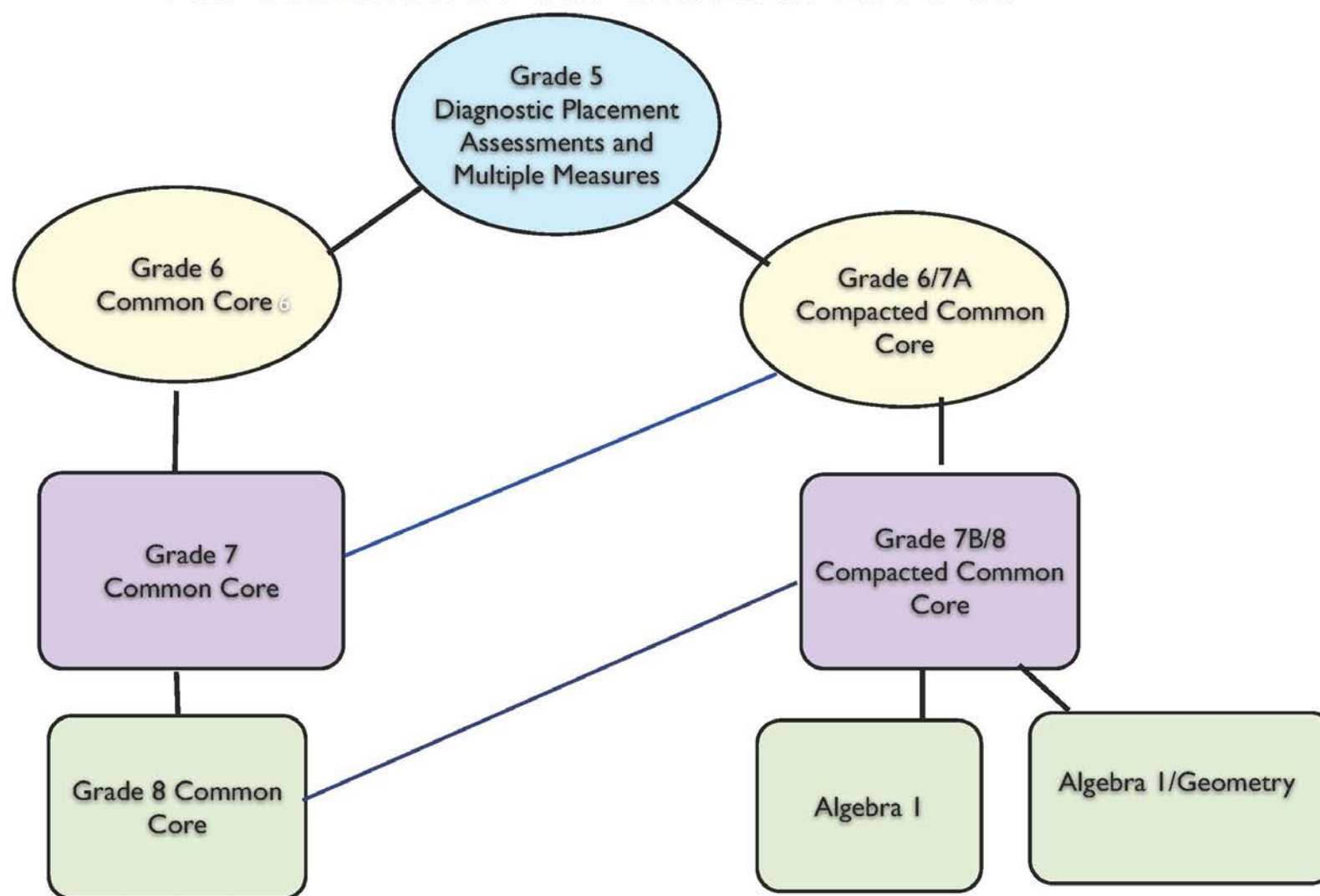


Stakeholders Lyceum 2015

AGENDA

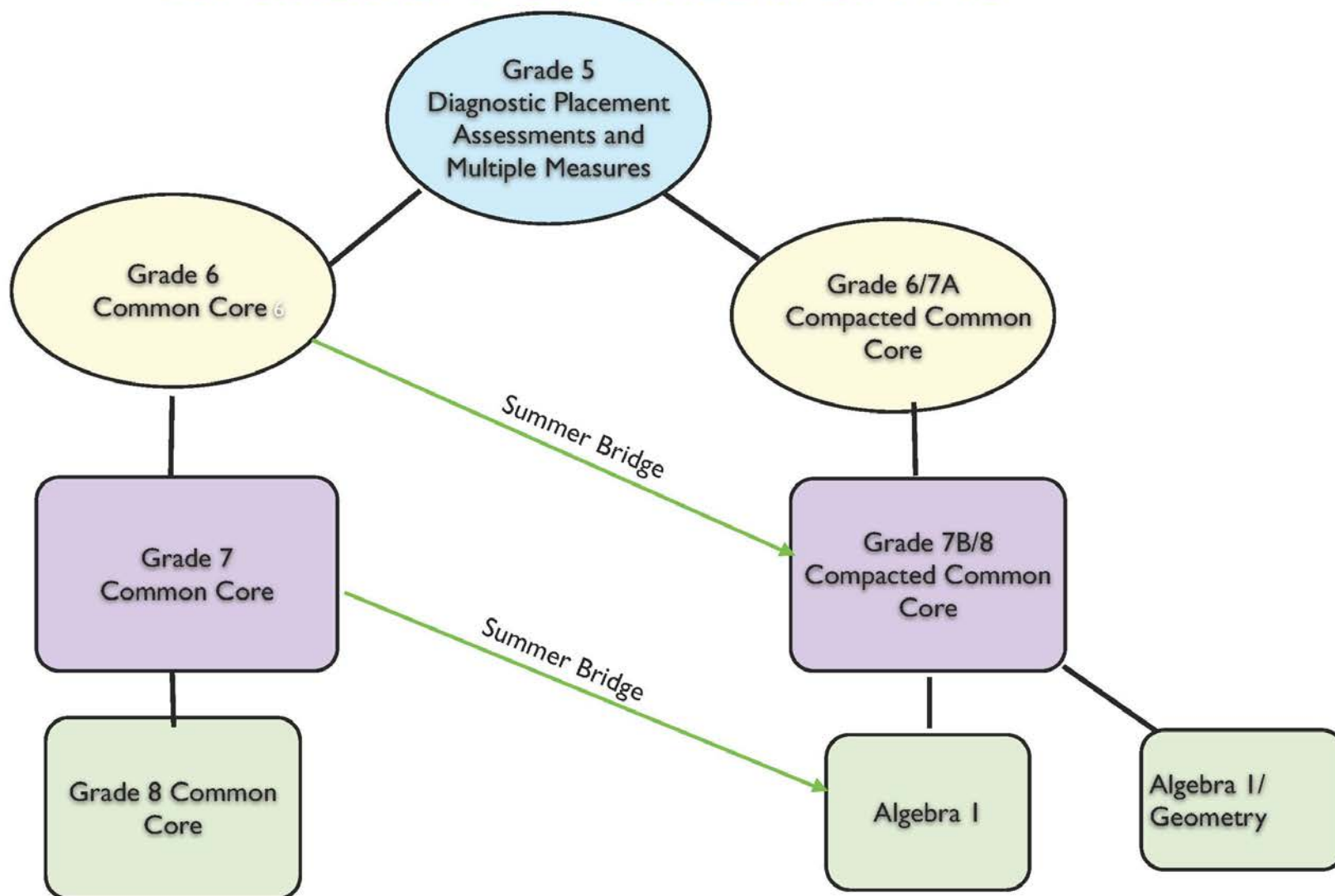
<p>Date: January 22, 2015</p> <p>Time: 8:00 – 2:00</p> <p>Location: Sunnyvale School District 819 W. Iowa Ave Sunnyvale, CA</p> <p>Facilitator: Ruth Ann Costanzo, Stanford University Teacher Education Program</p> <p>✦ Continental breakfast served at 8:00 a.m. The meeting will begin promptly at 8:30 a.m.</p> <p>✦ There will be a mid-morning break with lunch at 11:30. Lunch will be provided.</p> <p>✦ Please: Turn off your cell phones and use only during the breaks</p>	Time	Topic & Outcome	Facilitator
	8:00	Continental Breakfast	
	8:30	Welcome <ul style="list-style-type: none"> • Purpose of the Lyceum • District Goals Update • District video 	Benjamin Picard
	8:50	Review Agenda <ul style="list-style-type: none"> • Role of facilitator • Introductions of the group 	Ruth Ann Costanzo
	9:00	Local Control Accountability Plan (LCAP) Overview	Mala Ahuja
	9:15	Stakeholder Input for LCAP <ol style="list-style-type: none"> 1. Student Achievement 2. Implementation of California Common Core State Standards (CCSS) 3. Student Engagement 4. School Climate 5. Instructional Technology 6. Basic Services 7. Supplemental Services Access 8. Parent Involvement 	Ruth Costanzo
	10:00	BREAK	
	10:20	Stakeholder Input (continued)	
	11:10	Smarter Balanced Assessment presentation	Dorothy Abreu-Coito
	11:25	Group Debrief	Ruth Ann Costanzo
	11:30	LUNCH	
	12:15	Strengths, Opportunities Sunnyvale School District accomplishments since 2014? <ul style="list-style-type: none"> • External factors? • Opportunities? • Barriers? 	Ruth Ann Costanzo
	1:15	Site Team planning time	
	1:25	Programs of Choice	
	1:50	Closure	Benjamin Picard

Proposed Math Pathways (with *Exit Options*) For Students in 6th Grade in 2014-15

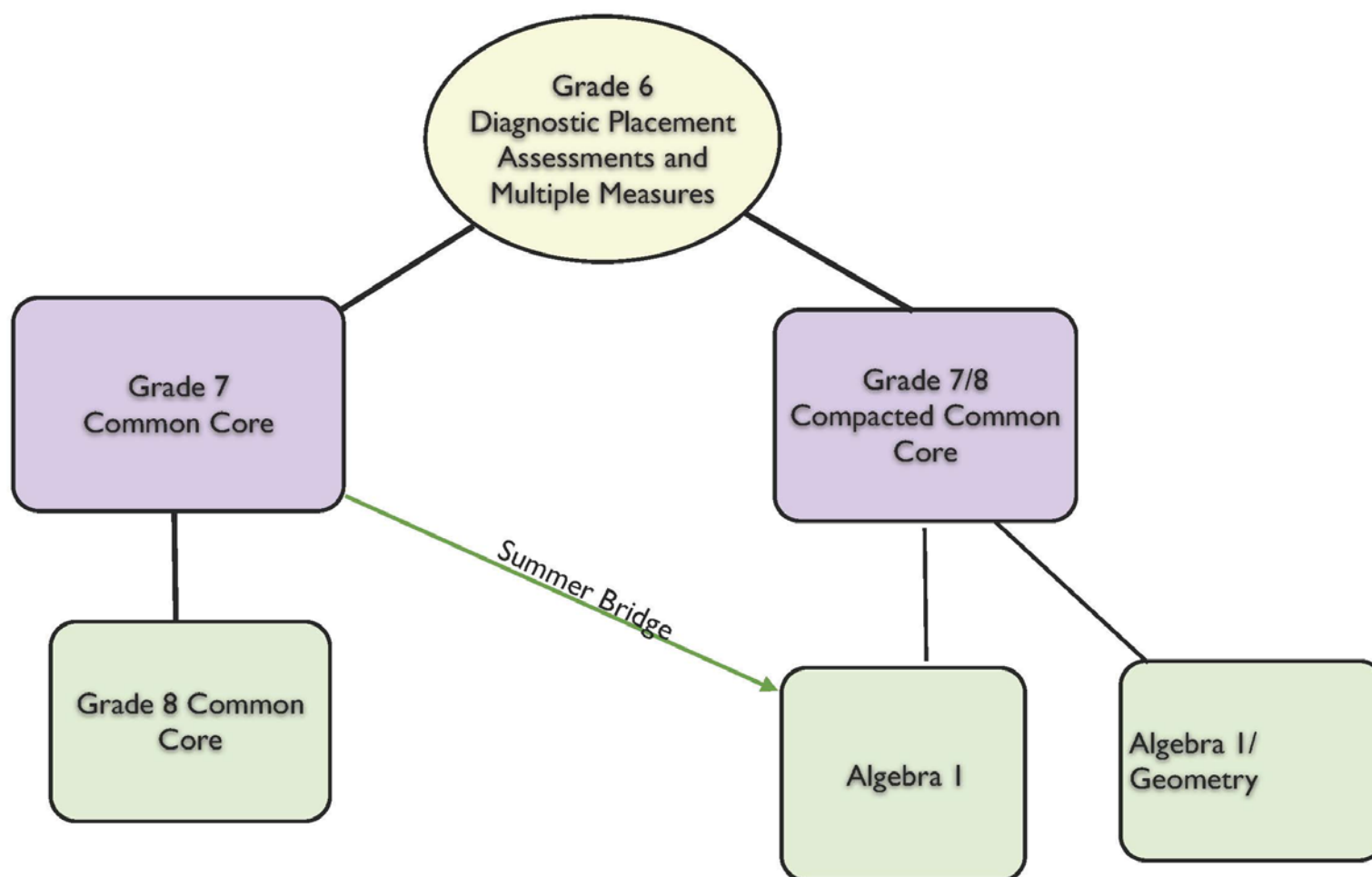


Proposed Math Pathways 2014-15

(with Summer Bridge Entry Options)
For Students in 6th Grade in 2014-15



Proposed Math Pathways (Grade 7 in 2014-15)



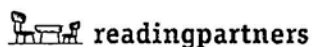
Percentage Students 1 Level CELDT Growth

% of Students Meeting AMAO1		
School		% of students meeting AMAO1
District Wide		57.9%
Bishop Elementary		54.4%
Cherry Chase Elementary		84.8%
Cumberland Elementary		75.0%
Ellis Elementary		62.6%
Fairwood Elementary		49.3%
Lakewood Elementary		54.2%
San Miguel Elementary		52.8%
Vargas Elementary		49.8%
Columbia Middle School		47.2%
Sunnyvale Middle School		60.8%

% Positive Attendance 14-15																											
Month	August (8/18/2014 - 9/12/2014)								September (09/15/2014 - 10/10/2014)								October (10/13/2014 - 11/07/2014)										
	K	1	2	3	4	5	6	7	8	K	1	2	3	4	5	6	7	8	K	1	2	3	4	5	6	7	8
	Bishop	96.21%	97.61%	97.11%	96.71%	98.10%	97.64%				96.06%	96.71%	96.77%	96.62%	97.86%	96.89%				94.41%	96.58	95.03	95.57	96.81	97.08%		
Cherry Chase	97.05%	98.35%	99.06%	98.28%	99.30%	98.82%				97.65%	98.24%	98.56%	98.89%	98.96%	98.70%				96.40%	98.68	97.79	98.63	99.04	98.98%			
Cumberland	94.49%	96.42%	95.77%	98.23%	97.71%	98.36%				96.52%	97.17%	96.84%	98.16%	97.56%	97.12%				97.26%	97.83	97.88	97.67	98.33	97.85%			
Ellis	94.12%	95.31%	96.71%	97.64%	97.65%	98.32%				95.85%	96.14%	97.80%	98.06%	97.55%	97.76%				94.89%	94.61%	96.91%	96.57%	97.17%	97.75%			
Fairwood	98.66%	98.09%	97.76%	98.49%	98.62%	98.74%				96.33%	97.97%	96.69%	97.25%	98.55%	98.30%				96.41%	94.60%	98.87%	97.92%	97.92%	97.82%			
Lakewood	96.71%	96.01%	96.97%	98.05%	97.91%	98.73%				96.59%	97.71%	97.98%	98.22%	97.86%	98.12%				95.45%	96.61%	97.35%	97.46%	97.24%	96.92%			
San Miguel	94.76%	97.41%	97.44%	97.74%	98.19%	98.62%				93.45%	96.19%	98.37%	96.03%	98.73%	98.31%				96.23%	95.81%	96.16%	96.79%	98.43%	98.30%			
Vargas	96.51%	97.70%	98.27%	97.59%	97.24%	97.95%				96.79%	97.02%	97.70%	96.51%	97.48%	96.70%				93.54%	96.91%	97.38%	96.29%	97.53%	96.84%			
Columbia Middle							98.27%	97.70%	97.31%							97.85%	97.54%	96.87%							97.03%	98.48%	96.60%
Sunnyvale Middle							98.18%	97.95%	98.07%							98.49%	97.12%	97.18%							98.34%	97.71%	96.85%

Month	November (11/10/2014 - 12/05/2014)								December (12/08/2014 - 01/09/2015)								January (01/12/2015 - 02/06/2015)										
	K	1	2	3	4	5	6	7	8	K	1	2	3	4	5	6	7	8	K	1	2	3	4	5	6	7	8
	Bishop	93.80%	96.60%	96.30%	96.25%	96.30%	96.85%				91.71%	94.38%	93.89%	92.98%	95.26%	94.72%				97.49%	98.64	98.81	98.98	99.10	99.28%		
Cherry Chase	97.41%	97.12%	97.24%	98.31%	97.99%	96.79%				95.83%	95.67%	95.72%	96.80%	95.37%	95.93%				97.63%	96.15	95.36	36.18	95.91	96.19%			
Cumberland	94.92%	96.54%	96.15%	97.14%	96.99%	95.42%				93.66%	93.75%	96.68%	95.51%	96.94%	96.01%				94.77%	95.98	96.49	95.22	96.41	95.47%			
Ellis	94.94%	94.56%	95.89%	96.76%	97.64%	96.00%				93.36%	94.53%	96.00%	94.00%	96.55%	95.17%				94.10%	95.39%	95.07%	94.53%	96.24%	93.86%			
Fairwood	95.52%	96.28%	94.46%	98.22%	97.58%	97.88%				91.45%	95.33%	94.19%	96.75%	97.98%	96.93%				93.02%	92.90%	94.08%	96.43%	91.75%	96.03%			
Lakewood	93.50%	95.71%	94.97%	97.06%	97.06%	95.99%				94.00%	94.30%	93.42%	94.85%	94.44%	95.50%				93.92%	95.52%	95.50%	94.95%	95.41%	95.71%			
San Miguel	95.23%	95.04%	96.13%	96.79%	97.84%	97.58%				92.79%	93.03%	93.54%	92.50%	95.69%	96.32%				91.53%	91.59%	90.89%	91.23%	91.58%	96.93%			
Vargas	93.84%	96.12%	97.34%	97.01%	96.73%	96.72%				91.35%	93.52%	95.09%	94.22%	95.34%	94.02%												
Columbia Middle							97.00%	96.87%	96.52%							95.43%	94.32%	95.25%							94.61%	94.76%	95.60%
Sunnyvale Middle							97.59%	96.69%	96.40%							97.56%	96.45%	96.34%							96.41%	94.81%	94.66%

Month	February (02/09/2015 - 03/6/2015)								March (03/13/2015 - 04/03/2015)								April (03/30/2015 - 04/24/2015)										
	K	1	2	3	4	5	6	7	8	K	1	2	3	4	5	6	7	8	K	1	2	3	4	5	6	7	8
	Bishop	92.29%	96.36%	96.42%	94.59%	93.15%	95.18%				91.56%	94.12%	94.75%	94.54%	95.50%	94.80%											
Cherry Chase	97.99%	97.19%	96.87%	98.33%	98.71%	97.84%				96.08%	96.53%	98.14%	98.15%	97.75%	98.51%												
Cumberland	95.41%	95.54%	97.98%	96.63%	95.22%	95.32%				95.33%	95.88%	95.46%	96.90%	96.49%	96.69%												
Ellis	96.03%	94.61%	94.37%	95.92%	97.24%	97.03%				93.88%	95.79%	95.87%	96.14%	95.72%	96.78%												
Fairwood	95.20%	94.96%	96.38%	96.90%	97.96%	98.20%				93.87%	95.85%	95.39%	97.89%	97.15%	97.62%												
Lakewood	90.45%	94.61%	95.54%	96.50%	96.84%	96.55%				94.18%	94.92%	96.25%	95.40%	96.73%	97.81%												
San Miguel	95.09%	97.21%	97.43%	96.70%	95.76%	96.32%				94.38%	93.99%	97.30%	95.21%	97.08%	97.78%												
Vargas	90.14%	95.72%	93.69%	94.89%	94.78%	94.58%				92.07%	95.77%	93.85%	94.06%	95.20%	94.69%												
Columbia Middle							95.72%	96.37%	96.58%							96.43%	96.03%	96.39%									
Sunnyvale Middle							99.39%	99.06%	98.62%							97.16%	95.89%	95.85%									



Reading Partners Sunnyvale School District Report

2014-15 Program Statistics

School Partners	Enrolled Students	Tutors	Midyear Progress	Hours of Tutoring	Grade Levels
Bishop	54*	51	75% Acc. 53% Narrow	1,682	2 nd – 5 th
Ellis	50	70	82% Acc. 53% Narrow	1,051	3 rd – 5 th
Lakewood	61	59	67% Acc. 60% Narrow	1,335	1 st – 5 th
San Miguel	77	58	76% Acc. 56% Narrow	2,605	2 nd – 5 th
Vargas	55	70	78% Acc. 61% Narrow	1,128	2 nd – 5 th
Sunnyvale (5 schools)	297	308	76% Accel. 57% Narrow	7,737	1 st – 5 th
Reading Partners Silicon Valley	1,216	1,200	80% Accel. 60% Narrow	34,951	K – 5 th

2013-14 Program Statistics for Sunnyvale School District Students by Grade Level

Grade	Students Served	Average # Student Acceleration	Average # Student Narrowing
2 nd Grade	38	71% Acceleration	55% Narrowing
3 rd Grade	48	83% Acceleration	67% Narrowing
4 th Grade	34	74% Acceleration	38% Narrowing
5 th Grade	17	71% Acceleration	59% Narrowing

Community Engagement:

Reading Partners has established partnerships with the following schools and community organizations so far this year.

San Jose State University
Santa Clara University
De Anza College
Notre Dame High School
Homestead High School
King's Academy
St. Lawrence

St. Francis
Presentation High School
Valley Faith United
Methodist
Intero Real Estate
NetApp
KPMG

Lockheed Martin
Infinera
Google
LinkedIn
P.E.O.
National Hispanic University
Sunnyvale Police Dept

Sunnyvale School District – Ed. Services School Planning Process and Timeline 2014-15

The Single School Plan is the primary vehicle for authorizing spending from State and Federal Categorical Funds. As a Title I District, our Single School Plans must be aligned with the Title III Plan and the LEA Plan.

The required Goal areas are:

- 1) **Reading Language Arts** 2) **Mathematics** 3) **English Language Development** 4) **Professional Development and Instructional Leadership**
5) **Positive Home/School Relations** 6) **Safe & Orderly Environment**

- ☐ Ensure that plan is customized—delete examples from template.
- ☐ Check front page for accuracy
- ☐ Check: Pagination for coherency
- ☐ Required: Budget for expenditures from **SLIP, LCAP & Title I**
- ☐ Optional: Funding from Discretionary, Grants, Donations, PTA/O
- ☐ Check: Number of staff must equal number of parents/students
- ☐ Check: Signatures: Principal, SSC Parent Rep & ELAC Parent Rep
 - o NOTE: A classified employee cannot count as a parent rep.
 - o Ensure names are correctly typed in, signature & dates
 - o Fill in information on # 3,6 & 7.

Month	GOALS
March –April 2014	<input type="checkbox"/> Maintain alignment between your current school plan and the Title III and LEA Plan <input type="checkbox"/> Review stakeholder input from Survey, site & District meetings <input type="checkbox"/> Share survey results with parents and staff <input type="checkbox"/> Determine any Goals that will be revised <input type="checkbox"/> Delete items not needed for compliance or expenditures <input type="checkbox"/> Confirm your professional development Goals for 2014-15 <input type="checkbox"/> Consult with Claire or Mala as needed
	ACTIONS
During May	<input type="checkbox"/> All Goals, Tasks, Measures & Budget revised in School Plan <input type="checkbox"/> Base budget on March projection
May 2014	<input type="checkbox"/> Reps bring complete ELD and ELA sections to ELAT
May 2014	<input type="checkbox"/> Review/share at DAC <input type="checkbox"/> Review/share at DELAC
May 2014	<input type="checkbox"/> SSC approves Plan & Parent Rep signs <input type="checkbox"/> ELAC approves Plan & Parent Rep signs
June 2014	<input type="checkbox"/> Include May benchmark data in goals <input type="checkbox"/> PROOF & EDIT Plan for format and accuracy
June.15, 2014	<input type="checkbox"/> Submit printed, signed fully edited original to Ed Services
Aug-Sept, 2014	<input type="checkbox"/> Revise for alignment with LCAP and any data updates <input type="checkbox"/> Ed. Services review for final edits
Oct, 2014	<input type="checkbox"/> Ed. Services submit for Board approval

**Sunnyvale School District
2014-15 Best Practices Rubric**

Climate of High Expectations		1	2	3	4
CSTP 3.1 4.3	a. Visuals communicate long term unit learning goals/big ideas	Not evident	Uses available curriculum guidelines and visuals for daily, short and long-term plans	Provide visuals that communicate short-and long-term curriculum plans, key concepts and essential academic language that support student learning. (e.g. benchmark data chart with incremental steps for students to track progress; big idea question with related language support to guide content-area learning).	Visually communicates broad knowledge of inter-relationships of concepts, academic content standards, and academic language, to in ways that ensure clear connections and relevance to students while extending student learning.
CSTP 4.2	b. Daily agendas reflect specific learning goals understood by students	Not evident	Communicates learning objectives for single lessons to students based on content standards and available curriculum guidelines	Establishes and communicates to students clear learning goals for content that are accessible, challenging, and differentiated to address students' diverse learning needs.	Students articulate and monitor learning goals.
CSTP 5.4	c. Teacher and students focus on mastery learning as evidenced by results	Not evident	Uses data from assessments provided by site and district to set learning goals for the class. Plans instruction using available curriculum guidelines.	Uses a variety of assessment data to set student learning goals for content and academic language. Plans differentiated lessons to meet students' diverse learning needs.	Students justify their thinking and explain how they reach learning goals. Sentence stems are modeled & used for expressing levels of understanding & goal setting.
CSTP 5.5	d. Students have opportunities to reflect on their learning	Not evident	Provides students with opportunities in single lessons or sequence of lessons to monitor their own progress toward class or individual goals.	Guides students to monitor and reflect on progress on a regular basis.	Students use meta-cognitive skills for analyzing progress and refining goals towards high levels of academic achievement.
CSTP 1.5	e. Students ask and answer questions that promote higher order thinking	Not evident	Students respond to questions regarding facts and comprehension.	Students respond to varied questions or tasks designed to promote comprehension and critical thinking in single lessons or a sequence of lessons.	Students pose problems and construct questions of their own to support inquiries into content. Students understand and refer to higher order thinking and questioning tasks/language.

Sunnyvale School District
2014-15 Best Practices Rubric

Frequent Monitoring		1	2	3	4
CSTP 5.3 5.6	a. Instruction is based on assessment data	Not Evident	Uses technology to review and monitor available site and district assessment data to identify learning needs with colleagues.	With colleagues, uses data to identify and analyze trends and patterns among groups of students to plan instruction.	Provides instruction based on data that addresses identified gaps and misconceptions in student learning.
CSTP 1.6 5.1	b. Teachers utilize a system for checking for understanding	Not evident	<p>Begins to identify specific characteristics of assessments that yield different types of information about student preparedness, progress, and proficiency.</p> <p>Makes ongoing adjustments to instruction based on observation of class engagement.</p>	<p>Selects assessments based on a clear understanding of the purposes and characteristics of assessments to check for understanding.</p> <p>Differentiates instruction based on regular checks for understanding of students needs.</p>	<p>Creates a system of varied assessments and flexible support based on student learning and long-term goals.</p> <p>Students monitor their progress in learning and provide information to teacher that informs adjustments in instruction.</p>
CSTP 4.4	Students are given think time before speaking	Not evident	Incorporates wait time into lessons when specifically suggested by curriculum guidelines.	Provides think time for single lessons or sequence of lessons that respond to students' diverse learning needs. Teaches students about the importance of think time.	Plans instruction that consistently incorporates think time, to specifically meet students' diverse language and learning needs. Students actively give and take time to think before speaking.
CSTP 5.2, 2.4	Systems are utilized to select non-volunteers	Not evident	Makes efforts to engage all students by calling many different students.	Has implemented a system for calling on non-volunteers. Has involved students in implementing systems that engage all learners.	Integrates various participation systems that engage the full range of learners in meeting high expectations for achievement.
CSTP 5.7	c. Timely and effective feedback is given during instruction	Not evident	Provides students with feedback through assessed work and required summative assessments.	Provides students with clear and timely feedback about strengths, needs, and strategies for improving academic achievement	Engages students' in seeking and using ongoing comprehensible feedback to accelerate their learning.
CSTP 5.4, 2.4	Errors are corrected and misconceptions are explained	Not evident	Sporadically responds to some individuals and groups of students to correct inaccurate work or thinking.	<p>Begins using formative assessments to identify and address common errors.</p> <p>Regularly supports and challenges students in a variety of ways to promote accuracy, analysis, and problem solving in learning.</p>	Uses formative assessments to systematically identify errors, provide feedback, differentiate instruction, and make ongoing adjustments in teaching. Students analyze and reflect on their errors across subject matter to revise their thinking/ work.

Sunnyvale School District
2014-15 Best Practices Rubric

Opportunity to Learn		1	2	3	4
CSTP 3.3, 4.5	a. Effective large and small group lessons based on student needs are evident	Not evident	Adapts plans and materials in single lessons or sequence of lessons to address students' learning needs by varying the groupings.	Makes ongoing adjustments to differentiate instructional plans and uses a variety of materials as the instructional need arises to support student learning. Students are grouping in pairs or small groups for learning on a daily basis.	Anticipates and provides groupings needed for a wide range of adaptations to lessons based on in depth analysis of individual student needs. Engages with students to identify types of adjustments in instruction that best meet their learning needs.
CSTP 2.4, 3.5	b. Rigor is evident in lesson plans and pacing	Not evident	Focuses the rigor of the learning environment on accuracy of answers and completion of learning tasks.	Develops a rigorous learning environment that includes accuracy, analysis, problem solving, and appropriate levels of challenge.	Facilitates a rigorous learning environment in which students take leadership in learning. Fosters extended studies, research, analysis and purposeful use of learning.
CSTP 2.7	c. Effective use of class time by teachers and students	Not evident	Considers lesson components, makes adjustments for sufficient student work time and manages transitions.	Paces instruction in order to provide time for completion of learning activities including checking for understanding, guided interaction, independent work and closure.	Students monitor their own time, are engaged in accomplishing learning goals, and participate in reflection, self-assessment, and goal setting.
CSTP 1.4, 3.2	d. Student –to-student structured interaction is used effectively	Not evident	Sporadically incorporates cooperative learning strategies.	Establishes cooperative learning procedures and routines. Regularly incorporates student-to-student structured interaction in lessons.	All students engage in self-directed goal setting, monitoring, and reflection on their participation and effectiveness in student-to- student interactions.
CSTP 2.5, 2.6, 2.7	e. Students are on task	Not evident	Seeks to promote positive behaviors and responds to disruptive behavior. Students know expectations for behavior and consequences and respond to guidance in following them.	Ensures engagement procedures and routines are being followed by students. It is evident that all students are engaged during all parts of the lesson. (E.g. Using white boards to record and share thinking, using group accountability procedures during group or paired sharing)	Students monitor their own time on task and participate in reflection about improving their level of engagement. Students actively support each other in maintaining time on task.

Sunnyvale School District
2014-15 Best Practices Rubric

Opportunity to Learn: Equitable Access for EL		1	2	3	4
CSTP 1.2	a. Current learning is connected to prior knowledge	Not evident	Incorporates evidence of learning from previous lessons and gathers information about students' backgrounds* and prior knowledge in order to inform instruction. (*cum folders, student surveys, conversations, parent input)	Uses school resources and family contacts to expand teacher understanding of students' cultural backgrounds, life experiences, and interests to connect to student learning. Students participate in lesson(s) related to their interests, experiences, and prior learning.	Provides differentiated instruction* based on student interests, background, and learning needs. (*e.g. choice menus, small groups, inquiry projects, etc.) Students are actively engaged in the curriculum, relating prior knowledge to new learning.
CSTP 3.6	b. Vocabulary and linguistic structures are explicitly taught	Not evident	Utilizes supplementary curricular resources to help English Learners access content.	Explicitly teaches vocabulary and linguistic structures using visuals, models, and graphic organizers, and sentence frames. Incorporates language goals, with key vocabulary and opportunities to practice orally, into lesson.	Differentiates instruction using literacy strategies, SDAIE, and ELD proficiency levels to support acquisition of content vocabulary and linguistic structures.
CSTP 3.6	c. Students speak in complete sentences and practice oral language daily	Not evident	Establishes routines that include daily structured oral language practice during ELD. Teacher prompts students to respond in complete sentences.	Provides sentence frames and prompts English learners to speak in complete sentences across content areas throughout the day.	Develops and adapts instruction to provide a wide range of differentiated, scaffolded supports for oral language practice across content areas. Is able to prompt students to use vocabulary and linguistic structures based on their English proficiency level.
CSTP 3.4	d. Teacher utilizes visuals effectively	Not evident	Uses visual strategies that are provided in the curriculum.	Selects and adapts a variety of instructional visual strategies that support the learning goals and engage students in the content.	Students utilize and adapt a variety of visual media to develop and communicate a deep understanding of subject matter.
CSTP 3.4	e. Models of quality work are shared	Not evident	Commercially created posters are the dominant print in the classroom. Art work may take up a majority of display space. Charts with vocabulary, diagrams and key ideas may be posted.	Wide variety of legible print materials such as charts, graphs, student work, and model texts are posted and are referenced to support key concepts from daily lessons. Quality student work from core content areas is displayed to demonstrate achievements.	Printed materials and vocabulary represent a variety of content areas and differentiated learning levels. Students regularly reference and revise posted materials for their own use and learning.

**Sunnyvale School District
2014-15 Best Practices Rubric**

Effective Learning Environment		1	2	3	4
CSTP 2.1 6.7	a. Teacher builds supportive and caring relationships	Not evident	Models and communicates expectations for fair and respectful behavior to support social development.	Reinforces positive, responsible and respectful student interactions. Assists students to resolve conflicts. Students participate in community building activities designed to promote caring, fairness and respect.	Facilitates and develops shared responsibility and leadership for resolving conflict and creating and maintaining a caring and diverse classroom community. Students regularly reflect on community effectiveness.
CSTP 4.1, 1.1, 1.3	b. Learning content and strategies are culturally responsive	Not evident	Plans using information from required assessments, uses real-life connections during instruction as identified in curriculum.	Plans lesson(s) using additional information on student academic readiness, language, cultural background and individual development. Makes meaningful connections specific to students' family and community.	Plans differentiated, responsive instruction to engage students in relating to subject matter. Matches resources and strategies to students' needs and backgrounds. Engages students in the analysis of bias, stereotyping, and assumptions.
CSTP 2.2	c. Teacher moves around (effectively) to support learning.	Not evident	Manages student engagement and supports learning from within a limited area of the room (i.e. the front of the room)	Movement is planned based upon the lesson structure and differentiated learning needs of students (individual, small group, and whole group). Movement facilitates checking for understanding and feedback.	Teacher movement adjusts based on knowledge of student learning and immediate and on-going feedback in order to maximize student learning.
CSTP 2.6	d. Consistently communicates routines and procedures	Not evident	Addresses safety and management issues regarding materials, student interactions, and the organization of the learning environment.	Students participate in routines, procedures, and norms and receive reinforcement for positive behaviors. Students receive timely and effective feedback and consequences for behaviors that interfere with learning.	Shares responsibility with the students for the establishment and maintenance of a safe physical, intellectual, and emotional environment focused on high quality and rigorous learning.
CSTP 2.3	e. Physical space is neat, orderly, and organized for flexible grouping	Not evident	Addresses safety issues and effective access to instructional materials through classroom set up. Establishes standards of cleanliness for teacher and student work areas.	Designs and manages a neat physical classroom space to support a variety of student groupings, easy movement, and materials that support student learning. Maintains student and teacher materials using effective systems of organization. Students help maintain a clean and orderly classroom.	Adapts physical environment flexibly to facilitate access to a wide range of resources that match and engage students in learning. Students participate in monitoring and changing the design of learning environments and structures for interactions.



Sunnyvale School District Best Practices

Climate of High Expectations	CSTP Standards
<p>(what it looks like)</p> <ul style="list-style-type: none"> a. Visuals communicate long term unit learning goals/big ideas. b. Daily agendas reflect specific learning goals understood by students. <p>(how to get there)</p> <ul style="list-style-type: none"> c. Teachers and students focus on mastery learning as evidenced by results. d. Students have opportunities to reflect on their learning. e. Students ask and answer questions that promote higher order thinking. 	<ul style="list-style-type: none"> o 3.1, 4.3 o 4.2 o 5.4 o 5.5 o 1.5
Frequent Monitoring	CSTP Standards
<ul style="list-style-type: none"> a. Instruction is based on a variety of assessment data. b. Teachers utilize a system for checking for understanding. <ul style="list-style-type: none"> o Students are given think time before speaking. o Systems are utilized to select non-volunteers. c. Timely and effective feedback is given during instruction. <ul style="list-style-type: none"> o Errors are corrected and misconceptions are explained. 	<ul style="list-style-type: none"> o 5.3, 5.6 o 1.6, 5.1 o 4.4 o 5.2, 2.4 o 5.7 o 5.4, 2.4
Opportunity to Learn	CSTP Standards
<ul style="list-style-type: none"> a. Effective large and small group lessons based on student needs are evident. b. Rigor is evident in lesson plans and pacing. c. Teachers and students use class time effectively. d. Student to student structured interaction is used effectively. e. Students are on task. 	<ul style="list-style-type: none"> o 4.5, 3.3 o 2.4, 3.5 o 2.7 o 1.4, 3.2 o 2.5, 2.6, 2.7
Opportunity to Learn: Equitable Access for EL	CSTP Standards
<ul style="list-style-type: none"> a. Current learning is connected to prior knowledge. b. Vocabulary and linguistic structures are explicitly taught. c. Students speak in complete sentences and practice oral language daily. d. Teacher utilizes visuals effectively. e. Models of quality work are shared. 	<ul style="list-style-type: none"> o 1.2 o 3.6 o 3.6 o 3.4 o 3.4, 2.2
Effective Learning Environment	CSTP Standards
<ul style="list-style-type: none"> a. Teacher builds supportive and caring relationships. b. Content and strategies are culturally responsive. c. Teacher movement supports student learning. d. Effective routines and procedures are implemented. e. Physical space is neat, orderly, and organized for learning. 	<ul style="list-style-type: none"> o 2.1, 6.7 o 4.1, 1.1, 1.3 o 2.2 o 2.6 o 2.3, 2.2

STAR Math Results
% of Students with >1 Year Growth – End of Year 2014 to Trimester 2 (Feb/March) 2015

School Bishop			
	Growth		
Grade Level	1 yr or more	Grand Total	% growth
1	18	88	20.5%
2	36	87	41.4%
3	33	92	35.9%
4	43	69	62.3%
5	18	69	26.1%
Grand Total	148	405	

School Fairwood			
	Growth		
Grade Level	1 yr or more	Grand Total	% growth
1	22	54	40.7%
2	14	51	27.5%
3	27	51	52.9%
4	28	56	50.0%
5	13	37	35.1%
Grand Total	104	249	

School Cherry Chase			
	Growth		
Grade Level	1 yr or more	Grand Total	
1	68	137	49.6%
2	66	126	52.4%
3	66	125	52.8%
4	108	143	75.5%
5	41	93	44.1%
Grand Total	349	624	

School Lakewood			
	Growth		
Grade Level	1 yr or more	Grand Total	
1	18	69	26.1%
2	17	70	24.3%
3	18	69	26.1%
4	25	55	45.5%
5	24	56	42.9%
Grand Total	102	319	

School Cumberland			
	Growth		
Row Labels	1 yr or more	Grand Total	
1	55	85	64.7%
2	86	128	67.2%
3	41	73	56.2%
4	69	92	75.0%
5	32	80	40.0%
Grand Total	283	458	

School San Miguel			
	Growth		
Grade Level	1 yr or more	Grand Total	
1	27	57	47.4%
2	21	61	34.4%
3	24	54	44.4%
4	26	56	46.4%
5	21	55	38.2%
Grand Total	119	283	

School Ellis			
	Growth		
Grade Level	1 yr or more	Grand Total	
1	57	97	58.8%
2	53	135	39.3%
3	39	91	42.9%
4	46	94	48.9%
5	32	92	34.8%
Grand Total	227	509	

School Vargas			
	Growth		
Grade Level	1 yr or more	Grand Total	
1	38	72	52.8%
2	24	82	29.3%
3	29	75	38.7%
4	33	66	50.0%
5	16	54	29.6%
Grand Total	140	349	

STAR Math Results
% of Students with >1 Year Growth – End of Year 2014 to Trimester 2 (Feb/March) 2015

School	Columbia Middle		
	Growth		
Grade Level	1yr or more	Grand Total	% growth
6	45	194	23.2%
7	89	215	41.4%
Grand Total	134	409	

School	Sunnyvale Middle		
	Growth		
Grade Level	1 yr or more	Grand Total	% growth
6	107	355	30.1%
7	103	331	31.1%
Grand Total	210	686	

CORRELATES OF EFFECTIVE SCHOOLS

1. Climate of High Expectations
2. Frequent Monitoring of Student Progress
3. Opportunity to Learn and Student Time on Task
4. Safe and Orderly Environment
5. Positive Home School Relations
6. Strong Instructional Leadership
7. Clear and Focused Mission

Increase and deepen family and community engagement.

(Focus Correlates 1, 5, 7)

Design and implement a tactical communication plan to broaden the reach, frequency and effectiveness of school and district communications with our community and stakeholders.

(Focus Correlates 1, 5, 7)

Develop a long term plan to ensure adequate school capacity in each attendance area.

(Focus Correlates 1, 5, 7)

Increase student access to instructional technology to enhance learning.

(Focus Correlates 1, 3, 6, 7)

Improve student learning results across all schools, subgroups and levels of proficiency.

(Focus Correlates 1, 2, 3, 6, 7)

Deepen and align instructional best practices to the California Common State Standards and Smarter Balanced Assessments.

(Focus Correlates 1, 2, 3, 6, 7)

Promote social-emotional well-being to support academic achievement and wellness.

(Focus Correlates 1, 3, 4, 5)