

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:** 2016-17

Local Control and Accountability Plan and Annual Update Template

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process	Impact on LCAP
<p>Timeline for Stakeholder Input and LCAP Development:</p> <p>We engaged stakeholders in a number of ways and for a variety of purposes. During the fall it was primarily to determine areas of greatest need and focus. These are the teams we consulted with to gather input:</p> <p>~Instructional Leadership Team – July 30 and November 3, 2015 ~Elementary English Learner Action Team (elementary teacher leaders) –</p>	<p>These are the trends that emerged from the various stakeholder input sessions as well as surveys. We have categorized the feedback by priority areas and marked the areas are recommended we either maintain, expand or add :</p> <p>Conditions of Learning Based on feedback from stakeholders, we plan to maintain:</p> <ul style="list-style-type: none"> • Current positive school climate initiatives e.g. PBIS, Project Cornerstone, Acknowledge Alliance,

October 1, 2015

~District English Learner Advisory Committee – October 7, 2015

~Middle School English Learner Action Team (middle school teacher leaders) – October 23, 2015

Towards the end of the first trimester in November, all the way through the second trimester we gathered stakeholder input through the following :

~Student Leadership – November 4, 2015

~District English Learner Advisory Committee – December 9, 2015

~District Advisory Council – December 16, 2015

~Instructional Leadership Team – January 5, 2016

~Bargaining units (teachers, classified staff members and management team members representing certificated and classified management, along with district administrators) – January 25, 2016

Stakeholder Lyceum – February 3, 2016

Based on the information received, we prepared a draft of the LCAP goals and actions for the 2016-17 school year and then proceeded to share this draft with our stakeholder groups to fine tune, and revise as necessary. The timeline and details of this process are as under:

~District English Learner Advisory Committee – March 2, 2016

~Elementary English Learner Action Team (elementary teacher leaders) – March 10, 2016

~Middle School English Learner Action Team (middle school teacher leaders) – March 11, 2016

~Instructional Leadership Team – March 1, 2016

~District Advisory Council – March 30, 2016

Finally we have one more round of approvals and public comment opportunity:

~District English Learner Advisory Committee reviews LCAP: May 25, 2016

~District Advisory Council reviews LCAP: June 1, 2016

~Board Public Hearing: June 2, 2016

~Board Adoption: June 16, 2016

- Counseling services at all schools
- Professional Development for Common Core for teachers

Expand:

- Further training on ELA/ELD Framework
- More collaboration time for teachers
- Increased communication with parents about changes in curriculum and assessment

Student Outcomes

Maintain:

- Professional development for teachers to support (CCSS, ELs, at-risk students, etc.)
- Academic support for students (tutorials, KLAS)
- Juntos dual immersion program
- Summer School

Expand:

- More technology coaching: get all schools to the 1:1 ratio, include coding and computer science
- Tech professional development with follow up
- Additional academic support for students (interventions)
- Extended learning and enrichment opportunities
- Summer School and after school programs (sports, art, science, etc.)
- More training for teachers in ELD and literacy
- Training for Classified staff in reading instruction
- After school enrichment and academic support
- TK
- Music instruction

Add:

- Parent trainings on what students are learning
- Training in Guided Language Acquisition Design (GLAD)
- Keyboarding instruction for students
- Learning plans for some English Learner students

Engagement

Maintain

- Rewards/recognition for student attendance
- Keep teacher websites current
- Counseling

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).

Student Leadership :

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

Sunnyvale Education Association (SEA) /California School Employees Association (CSEA) /Sunnyvale Certificated and Classified Association for Management Personnel (SCCAMP):

This meeting included 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.

Parent Satisfaction Survey

Our California Healthy Kids survey results indicate strong level of support for our schools and programs, with some areas identified as areas for further focus. Parents report that our schools promote academic success, motivate students to learn, provide a supportive learning environment, and provide a safe place for students. Parents also agree that the adults care about students, provide opportunities for classroom participation, and treat students with respect. Areas for focus based on the survey results include encouraging students of all races to enroll in challenging courses and providing quality programs for students' talents, gifts and special needs.

• Project Cornerstone

Expand:

- Improve communication; consider the use of social media to convey a consistent message across all sites
- More parent trainings (CCSS, at-risk students, etc.) with information about trainings shared across district
- More social events, recognitions, celebrations, etc.
- Extracurricular , enrichment activities for students
- Parent outreach (for parents of ELs)
- Offer variety of ways for parents to be involved.
- Teacher training for SEL support in classrooms

Add:

- Provide childcare and meals to improve parent attendance at meetings
- Parent education on technology, parent portal and supporting students academically, internet safety, transition to middle school (and registration process), social-emotional learning
- District-wide communication about parent trainings at sites
- Streamline volunteer screening process
- Buddies/mentors for EL students and students requiring socio-emotional supports.
- Bridge communication/social barrier between EL and non-EL students and parents

On questions related to School Engagement and Supports, specifically, Sunnyvale's families reported high levels of academic motivation: Middle School 59% rated high and 32% moderate, Elementary rated academic motivation as 43.5% high and 43% moderate levels. On Meaningful participation: Middle School 26% rated as high and 59% as moderate, Elementary rated 26% high and 67.5 as moderate. The district received very positive feedback across domain areas and the goal for the 2016-2017 school year is to increase the percentage of responses in the high area. In addition, parents responded positively regarding how welcomed they feel, parent involvement, and regarding having a voice. While data pointed to high levels, District did learn that a need exists to increase parent voice on all campuses.

Lyceum (Stakeholder Consultation)

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.

Feedback at the Lyceum was organized around LCAP goals. District teams shared actions and then sought input from stakeholders (parents, students, teachers, administrators) around next steps. We analyzed the input and found the following recurring themes that have been listed based on the corresponding goal number.

The stakeholder consultation at the Lyceum has resulted in the following:

Goal 1: We will continue to maintain the 1:1 technology initiative and have established a keyboarding expectation for students in grades 2-8 and the Tech Instructional Team members will support this implementation at the site level.

Goal 2: We will be supporting SEL through our teacher leadership teams and will be scheduling a parent education training on the subject.

Goals 3 and 4: We have scheduled a GLAD training for June-July 2016 and currently have approximately 20 teachers signed up to participate in this. We will continue to support our EL students and towards this have adopted an early literacy focus with a commitment of having all students read by second grade. To support this initiative we have added four Early Literacy coach positions in the district.

Goal 5: Through the efforts of our parent organization, Education Foundation and Communications Coordinator we are organizing district wide

Goal 1: keyboarding instruction for students, more professional development for teachers, with follow up, around instructional technology, parent education on technology, and maintaining the 1 to 1 technology initiative in the district.

Goal 2: provide more in depth teacher training for social-emotional learning (SEL) support in classrooms, training for parents on SEL, maintain counseling at all schools, establish a mentoring program at the elementary schools, and maintain Project Cornerstone.

Goal 3: training on Guided Language Acquisition Design (GLAD) and/or SEAL model (Sobrato Early Academic Language), further training on English Language Arts/English Language Development (ELD) Framework, continued parent outreach, establishing a buddy or mentor program for English learner (EL) students, continuing the Juntos Dual Immersion program, continuing academic support of students, working to bridge the barrier between EL and non-EL students and parents, and implementing learning plans for select EL students.

Goal 4: provide more training for teachers in ELD and literacy, provide training for classified staff in reading instruction and provide teachers the opportunity to observe each other's classrooms.

Goal 5: provide training for parents (parent portal, supporting students academically, internet safety and the transition to middle school and registration process), keeping teacher websites current, and organizing district-wide communication about parent trainings taking place across the district so more parents can attend.

Goal 6: maintain or possibly expand KLAS (Kids Learning After School), maintain or expand after school enrichment and academic support, maintain summer school and expand TK.

Goal 7: streamline the volunteer screening process, centralize parent education and information and offer a variety of ways for parents to be involved.

communication around parent education taking place across the district to enable more parents to attend.

Goal 6: We have included plans to continue and possibly expand all our expanded learning opportunities. To start, in summer 2016 we are adding a classroom to our elementary Summer School program. Plans to expand TK are currently under consideration.

Goal 7: This continues to be an area of focus and our Human Resources department is working on streamlining the volunteer process, while at the same time maintaining the emphasis on student and school safety.

District English Learner Advisory Committee

Parents of English learners were included in the Lyceum. In addition, input was sought at DELAC in October, January, March and June.

Parents were asked feedback around how each goal was being implemented, and asked for ways in which the district could better meet the goal.

For Goal 2, which related to social emotional learning, parents shared that many schools have Project Cornerstone and counseling. Other programs include Positive Discipline, school performances, Parent Institute for Quality Education (PIQE) and student mentoring programs. Suggested next steps included providing more art and music education, PIQE at all schools, more parent education on supporting students' social-emotional needs and how to be involved in school, help for schools that don't have adequate parent volunteers to implement Project Cornerstone, and more follow up with parent education.

Goal 3 is our targeted goal on literacy development with a focus on English Learners. Parents shared that many schools have Reading Partners, tutorials, and English language development classes. Parent suggestions included more tutoring, hiring a paid staff member to coordinate and recruit parent volunteers and encourage parent participation, implementing more mentor programs, homework clubs and hiring teachers to serve English learners.

For Goal 5, which is focused on increased communication, parents share that are receiving District Digest, but do not have the custom app. Teachers share phone numbers and email to facilitate communication. Parents receive phone calls and email. Suggestions included having a school employee dedicated to communication, continuing to use social media, with more consistency across the sites.

For Goal 7, related to parent engagement and education, parents suggested that the district hold more parent education, with follow up, including technology and English, so parents can utilize the district systems. It was suggested that schools hold "mandatory" meetings for parents to ensure parent attendance.

As a result of the consultation with DELAC members over a series of meetings, the following steps have been taken to incorporate their suggestions.

For Goal 2, we will continue the district focus on social emotional learning supports. We currently have arts and music education at all our campuses with an additional rotation of a visual arts wheel and our four Title 1 schools. This year the parent education program, PIQE was offered at two schools. we will expand that to include a minimum of two additional schools next year. We re also committed to adding parent education opportunities at our schools. Our Communications Coordinator is working with all our schools to support their sharing of parent education programs so that parents from across the district can avail of these opportunities.

For Goal 3, Bilingual liaison positions will be expanded for the 2016-2017 school year, and professional development will be provided, to enable the bilingual liaisons to better serve families of our English Learner students.

Under Goal 5, we have added the position of a Communications Coordinator a little over a year ago. we also added a text feature to group messages that previously were shared only be email. Though this we are confident that we will be able to reach more families on a regular basis.

Finally, for our previous Goal 7 (currently Goal 4 in the 2016-17 LCAP), we will add PIQE at two additional sites. We are also committed to sharing resources and being inclusive at parent education events by inviting parents from other schools in the district. The Sunnyvale Education Foundation and site parent organizations have already started this process.

Annual Update:**CONCLUSION:**

Several efforts were made to consult with all stakeholders at the district and site level. 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 meeting. We held the same meeting around the same date last year, and we expect to do the same in future years.

This year we ramped up our efforts to increase stakeholder input. This was accomplished by widening the reach of our community engagement efforts to include the conversation and consultation at the school site level, in addition to the district level meetings. In this first year of a new process it is encouraging that eight of our ten schools provided notes from consultation meetings held with School Site Council, ELAC and teacher groups. In the spirit of continuous improvement, our goal next year will be to have more involvement from our classified staff as well as have all ten of our schools provide this opportunity for dialog at the site level.

We considered forming a district LCAP committee composed of administrators, teachers, classified employees, parents and DELAC members to assist in their providing feedback throughout the development of the LCAP. Rather than limit the consultation to one committee we created a template that was shared with principals and they used this as a tool to engage stakeholders in the conversation so that all voices are considered as we created the plan for 2016-17.

Annual Update:**CONCLUSION:**

In reviewing the current LCAP with our stakeholder groups, it became very apparent that we needed to focus our efforts and actions on depth of implementation. 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.

Sunnyvale School District is an elementary district serving students TK -Grade 8. For this reason there are some state LCAP required metrics that do not apply in our case. Under State Priority 4, Pupil Achievement, these include the percent of students:

- successfully completing CTE sequences or programs of study that align
- successfully completing A-G courses
- passing Advanced Placement exams
- demonstrating college preparedness (Early Assessment Program exam)

Under State Priority 5, Pupil Engagement, these include high school dropout and graduation rates

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 across all content areas in engaging 21st Century classrooms.		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> 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: 2016-2017			
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 will be used to identify areas of academic need for all students Baseline benchmark assessment results will be obtained for all students and measured with end of year data to ensure adequate progress in ELA and Math 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 will comprise of teacher leaders from every site. The goal of this committee is to deepen teacher understanding of the NGSS and provide professional development on inquiry based science instruction. Focus areas: a. K - 5 Leadership Team will meet monthly to <ul style="list-style-type: none"> Receive professional development on how to teach the three dimensions of NGSS (Science and Engineering Practices, Disciplinary Core Ideas, and Crosscutting Concepts) Develop and present grade level appropriate presentations on how to teach NGSS Develop and teach NGSS aligned units with the 	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 3 (16) and level 2 (6) stipends with 3% estimated COLA with statutory deductions-Cost Center 709000 1000-1999: Certificated Personnel Salaries General Fund \$34,238 Estimated Cost: Level 3 (16) and level 2 (6) stipends with 3% estimated COLA with statutory deductions-Cost Center 709000 3000-3999: Employee Benefits General Fund \$4,620

<p>support of the Science Coordinator from Santa Clara County Office of Education and district Science coach.</p> <p>b. 6 - 8 Leadership Team will meet monthly to</p> <ul style="list-style-type: none"> • Receive professional development on how to teach the middle school integrated pathway. • Develop presentations for the science department on how to teach the three dimensions of NGSS and the integrated pathway. • Develop and teach NGSS aligned units with the support of the Science Coordinator from Santa Clara County Office of Education and district Science coach. <p>c. Both K-5 and 6-8 Leadership teams will align assessments to NGSS.</p> <p>d. Both Leadership Teams will refine and finalize progression plan for Performance Expectations across K-8.</p> <p>e. School sites will create a PD support plan for rollout.</p> <p>f. Leadership Team members will come to a common understanding and alignment of standards based grading practices.</p> <p>g. All teachers, K-8, will create and implement a series of inquiry based science lessons.</p>			
<p>2.The Instructional Technology Leadership Team will provide 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> <p>a.Classrooms will have familiar and established routines to seamlessly integrate technology with curriculum.</p> <p>b.Effective strategies and routines will be promoted and available through video tutorials for district collaboration.</p> <p>c. Student technology leadership will continue to support each site and grow in their influence for each grade level.</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 Cost: Level 3 (16) and level 2 (6) stipends with 3% estimated COLA with statutory deductions-Cost Center 709000 1000-1999: Certificated Personnel Salaries General Fund \$34,238</p> <p>Estimated Cost: Level 3 (16) and level 2 (6) stipends with 3% estimated COLA with statutory deductions-Cost Center 709000 3000-3999: Employee Benefits General Fund \$4,620</p> <p>District Instructional Technology Coach Salary and Benefits-Cost Center 727100 1000-1999: Certificated Personnel Salaries General Fund \$75,184</p> <p>District Instructional Technology Coach Salary and Benefits-Cost Center 727100 3000-3999: Employee Benefits General</p>

<p>d. District Coach will create a method to monitor student progress in keyboarding for grades 2-8 with district guidelines of words per minute.</p> <p>e. All grades will implement digital citizenship within the first week of the school year, and review lessons once each subsequent trimester.</p> <p>f. District Coach will explore options for bringing more opportunities for coding to the district.</p> <p>g. Instructional Technology Leadership Team will work with a common understanding and alignment of standards based grading practices.</p>			Fund \$21,120
<p>3. We will continue to offer an additional rotation of an Arts wheel at our four Title 1 schools. In addition, after school enrichment may include drama and choir to support our low income students with enriched opportunities and provide English learners with additional opportunities to practice oral communication.</p>	Title I 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 type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Estimated Starting Arts Contract-10% increase over 15-16-Cost Center 676000 5800: Professional/Consulting Services And Operating Expenditures General Fund \$256,531</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.</p> <p>Focus areas:</p> <p>a.Continue support for grades K-2 with the new adoption</p> <p>b.Continue and deepen development of a Balanced Math Program (Math Review and Mental Math, Problem Solving, Conceptual Unit Design, Common Assessment and Fluency) in all classrooms</p> <p>d. Support for ELs through math with a focus on content academic vocabulary</p> <p>e. Common understanding and alignment of standards based grading practices</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 Cost: Level 3 (8) and level 2 (30) stipends with 3% estimated COLA with statutory deductions-Cost Center 709000 1000-1999: Certificated Personnel Salaries General Fund \$39,366</p> <p>Estimated Cost: Level 3 (8) and level 2 (30) stipends with 3% estimated COLA with statutory deductions-Cost Center 709000 3000-3999: Employee Benefits General Fund \$7,560</p>
<p>5.Site based Professional Learning Communities and Data Teams will use progress monitoring results to conduct data cycles and to inform instructional practice</p>	LEA-wide	<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p>	<p>One release day per Elementary teacher per year salary and benefits (Sub Cost) with 3% COLA-Cost Center 018100 1000-1999: Certificated Personnel Salaries General Fund \$27,253</p>

<p>as well as provide RtI services. Data will be disaggregated for English learners and low income pupils.</p> <ul style="list-style-type: none"> We have an additional assessment window for RtI 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><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>One release day per Elementary teacher per year salary and benefits (Sub Cost) with 3% COLA-Cost Center 018100 3000-3999: Employee Benefits General Fund \$2,553</p>
LCAP Year 2: 2017-2018			
<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 will be used to identify areas of academic need for all students Baseline benchmark assessment results will be obtained for all students and measured with end of year data to ensure adequate progress 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 will comprise of teacher leaders from every site. The goal of this committee is to deepen teacher understanding of the NGSS and provide professional development on inquiry based science instruction.</p> <p>Focus areas:</p> <p>a. K - 5 Leadership Team will meet monthly to</p> <ul style="list-style-type: none"> Receive professional development on how to teach the three dimensions of NGSS (Science and Engineering Practices, Disciplinary Core Ideas, and Crosscutting Concepts) Develop and present grade level appropriate presentations on how to teach NGSS Develop and teach NGSS aligned units with the support of the Science Coordinator from Santa Clara County Office of Education and district Science coach. <p>b. 6 - 8 Leadership Team will meet monthly to</p> <ul style="list-style-type: none"> Receive professional development on how to teach the middle school integrated pathway. Develop presentations for the science department on 	<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 3 (16) and level 2 (6) stipends with 3% estimated COLA with statutory deductions-Cost Center 709000 1000-1999: Certificated Personnel Salaries General Fund \$35,258</p> <p>Estimated Cost: Level 3 (16) and level 2 (6) stipends with 3% estimated COLA with statutory deductions-Cost Center 709000 3000-3999: Employee Benefits General Fund \$6,202</p>

<p>how to teach the three dimensions of NGSS and the integrated pathway.</p> <ul style="list-style-type: none"> Develop and teach NGSS aligned units with the support of the Science Coordinator from Santa Clara County Office of Education and district Science coach. <p>c. Both K-5 and 6-8 Leadership teams will align assessments to NGSS.</p> <p>d. Both Leadership Teams will refine and finalize progression plan for Performance Expectations across K-8.</p> <p>e. School sites will create a PD support plan for rollout.</p> <p>f. Leadership Team members will come to a common understanding and alignment of standards based grading practices.</p> <p>g. All teachers, K-8, will create and implement a series of inquiry based science lessons.</p>			
<p>2.The Instructional Technology Leadership Team will provide 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> <p>a.Classrooms will have familiar and established routines to seamlessly integrate technology with curriculum.</p> <p>b.Effective strategies and routines will be promoted and available through video tutorials for district collaboration.</p> <p>c. Student technology leadership will continue to support each site and grow in their influence for each grade level.</p> <p>d. District Coach will create a method to monitor student progress in keyboarding for grades 2-8 with district guidelines of words per minute.</p> <p>e. All grades will implement digital citizenship within the first week of the school year, and review lessons once each subsequent trimester.</p> <p>f. District Coach will explore options for bringing more opportunities for coding to the district.</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>(Specify)</p>	<p>Estimated Cost: Level 3 (16) and level 2 (6) stipends with 3% estimated COLA with statutory deductions-Cost Center 709000 1000-1999: Certificated Personnel Salaries General Fund \$35,258</p> <hr/> <p>Estimated Cost: Level 3 (16) and level 2 (6) stipends with 3% estimated COLA with statutory deductions-Cost Center 709000 3000-3999: Employee Benefits General Fund \$6,202</p> <hr/> <p>District Instructional Technology Coach Salary and Benefits- Cost Center 727100 1000-1999: Certificated Personnel Salaries General Fund \$77,714</p> <hr/> <p>District Instructional Technology Coach Salary and Benefits- Cost Center 727100 3000-3999: Employee Benefits General Fund \$23,120</p>

g. Instructional Technology Leadership Team will work with a common understanding and alignment of standards based grading practices.			
3. We will continue to offer an additional rotation of an Arts wheel at our four Title 1 schools. In addition, after school enrichment may include drama and choir to support our low income students with enriched opportunities and provide English learners with additional opportunities to practice oral communication.	Title I Schools	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)	Estimated Starting Arts Contract-10% increase over 15-16- Cost Center 676000 5800: Professional/Consulting Services And Operating Expenditures General Fund \$282,184
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. Focus areas: a.Continue support for grades K-2 with the new adoption b.Continue and deepen development of a Balanced Math Program (Math Review and Mental Math, Problem Solving, Conceptual Unit Design, Common Assessment and Fluency) in all classrooms d. Support for ELs through math with a focus on content academic vocabulary e. Common understanding and alignment of standards based grading practices	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 Other Subgroups: (Specify)	Estimated Cost: Level 3 (8) and level 2 (30) stipends with 3% estimated COLA with statutory deductions-Cost Center 709000 1000-1999: Certificated Personnel Salaries General Fund \$49,354 Estimated Cost: Level 3 (8) and level 2 (30) stipends with 3% estimated COLA with statutory deductions-Cost Center 709000 3000-3999: Employee Benefits General Fund \$8,690
5.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 RtI services. Data will be disaggregated for English learners and low income pupils. <ul style="list-style-type: none"> We have an additional assessment window for RtI 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. 	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 Other Subgroups: (Specify)	One release day per Elementary teacher per year salary and benefits (Sub Cost) with 3% COLA-Cost Center 018100 1000-1999: Certificated Personnel Salaries General Fund \$28,071 One release day per Elementary teacher per year salary and benefits (Sub Cost) with 3% COLA-Cost Center 018100 3000-3999: Employee Benefits General Fund \$2,630

LCAP Year 3: 2018-19

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 will be used to identify areas of academic need for all students
- Baseline benchmark assessment results will be obtained for all students and measured with end of year data to ensure adequate progress
- 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 will comprise of teacher leaders from every site. The goal of this committee is to deepen teacher understanding of the NGSS and provide professional development on inquiry based science instruction.</p> <p>Focus areas:</p> <p>a. K - 5 Leadership Team will meet monthly to</p> <ul style="list-style-type: none"> • Receive professional development on how to teach the three dimensions of NGSS (Science and Engineering Practices, Disciplinary Core Ideas, and Crosscutting Concepts) • Develop and present grade level appropriate presentations on how to teach NGSS • Develop and teach NGSS aligned units with the support of the Science Coordinator from Santa Clara County Office of Education and district Science coach. <p>b. 6 - 8 Leadership Team will meet monthly to</p> <ul style="list-style-type: none"> • Receive professional development on how to teach the middle school integrated pathway. • Develop presentations for the science department on how to teach the three dimensions of NGSS and the integrated pathway. • Develop and teach NGSS aligned units with the support of the Science Coordinator from Santa Clara County Office of Education and district Science coach. <p>c. Both K-5 and 6-8 Leadership teams will align assessments to NGSS.</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>Other Subgroups: (Specify)</p>	<p>Estimated Cost: Level 3 (16) and level 2 (6) stipends with 3% estimated COLA with statutory deductions-Cost Center 709000 1000-1999: Certificated Personnel Salaries General Fund \$36,316</p> <p>Estimated Cost: Level 3 (16) and level 2 (6) stipends with 3% estimated COLA with statutory deductions-Cost Center 709000 3000-3999: Employee Benefits General Fund \$7,058</p>

<p>d. Both Leadership Teams will refine and finalize progression plan for Performance Expectations across K-8.</p> <p>e. School sites will create a PD support plan for rollout.</p> <p>f. Leadership Team members will come to a common understanding and alignment of standards based grading practices.</p> <p>g. All teachers, K-8, will create and implement a series of inquiry based science lessons.</p>			
<p>2.The Instructional Technology Leadership Team will provide 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> <p>a.Classrooms will have familiar and established routines to seamlessly integrate technology with curriculum.</p> <p>b.Effective strategies and routines will be promoted and available through video tutorials for district collaboration.</p> <p>c. Student technology leadership will continue to support each site and grow in their influence for each grade level.</p> <p>d. District Coach will create a method to monitor student progress in keyboarding for grades 2-8 with district guidelines of words per minute.</p> <p>e. All grades will implement digital citizenship within the first week of the school year, and review lessons once each subsequent trimester.</p> <p>f. District Coach will explore options for bringing more opportunities for coding to the district.</p> <p>g. Instructional Technology Leadership Team will work with a common understanding and alignment of standards based grading practices.</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>Other Subgroups: (Specify)</p>	<p>Estimated Cost: Level 3 (16) and level 2 (6) stipends with 3% estimated COLA with statutory deductions-Cost Center 709000 1000-1999: Certificated Personnel Salaries General Fund \$74,833</p> <p>Estimated Cost: Level 3 (16) and level 2 (6) stipends with 3% estimated COLA with statutory deductions-Cost Center 709000 3000-3999: Employee Benefits General Fund \$11,768</p> <p>District Instructional Technology Coach Salary and Benefits-Cost Center 727100 1000-1999: Certificated Personnel Salaries General Fund \$80,244</p> <p>District Instructional Technology Coach Salary and Benefits-Cost Center 727100 3000-3999: Employee Benefits General Fund \$25,217</p>
<p>3. We will continue to offer an additional rotation of an Arts wheel at our four Title 1 schools. In addition, after school enrichment may include drama and choir to support our low income students with enriched opportunities and provide English learners with additional</p>	Title I 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>Estimated Starting Arts Contract-10% increase over 15-16-Cost Center 676000 5800: Professional/Consulting Services And Operating Expenditures General Fund \$310,402</p>

opportunities to practice oral communication.		_ Foster Youth _ Redesignated fluent English proficient Other Subgroups: (Specify)	
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. Focus areas: a. Continue support for grades K-2 with the new adoption b. Continue and deepen development of a Balanced Math Program (Math Review and Mental Math, Problem Solving, Conceptual Unit Design, Common Assessment and Fluency) in all classrooms d. Support for ELs through math with a focus on content academic vocabulary e. Common understanding and alignment of standards based grading practices	LEA-wide	<u>X</u> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient Other Subgroups: (Specify)	Estimated Cost: Level 3 (8) and level 2 (30) stipends with 3% estimated COLA with statutory deductions-Cost Center 709000 1000-1999: Certificated Personnel Salaries General Fund \$50,828 Estimated Cost: Level 3 (8) and level 2 (30) stipends with 3% estimated COLA with statutory deductions-Cost Center 709000 3000-3999: Employee Benefits General Fund \$9,874
5. 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. Data will be disaggregated for English learners and low income pupils. • 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.	LEA-wide	_ All OR: <u>X</u> Low Income pupils <u>X</u> English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	One release day per Elementary teacher per year salary and benefits (Sub Cost) with 3% COLA-Cost Center 018100 1000-1999: Certificated Personnel Salaries General Fund \$28,914 One release day per Elementary teacher per year salary and benefits (Sub Cost) with 3% COLA-Cost Center 018100 3000-3999: Employee Benefits General Fund \$2,709

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: 2016-2017			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Maintain low expulsion rates (0-5) per academic year. • Continued reduction in student suspension rates • Continue to maintain a zero middle school dropout rate • 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 • The annual Facility Inspection Tool (FIT) report will indicate that all school facilities are well maintained • Project Cornerstone Developmental Asset Survey will measure growth and contribute to goal setting 		
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 \$11,200
2. Continue to implement restorative justice practices to reduce suspension and expulsion rates. Restorative practices are achieved through the District Positive Behavior Interventions and Support (PBIS) system. Interventions are available for students at Tier 1-4. Tier 3-4 interventions are discussed through a district Student	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 checked="" type="checkbox"/> Redesignated fluent	Student Review Team Support salary & benefits (estimated)-Cost Center 650000, 064000,043800 1000-1999: Certificated Personnel Salaries General Fund \$15,216 Student Review Team Support salary & benefits (estimated)-Cost Center 650000, 064000,043800 3000-3999: Employee Benefits General Fund \$4,854

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.		English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Minority Males</u>	PBIS Stipends (Level 2; one at each Elementary School, two at each Middle School) Salary & Benefits Cost Center 709000 1000-1999: Certificated Personnel Salaries General Fund \$13,692 PBIS Stipends (Level 2; one at each Elementary School, two at each Middle School) Salary & Benefits Cost Center 709000 3000-3999: Employee Benefits General Fund \$2,157
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 School Attendance Review Board (SARB). Having a model SARB will provide the foundation for establishing long-range goals for improving school attendance and behavior.	LEA-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) <u>Minority Males</u>	Details provided in Goal 2.2-Cost Centers 650000, 064000
4. Include social skills classes, curriculum implementation and stress management classes for students and teachers.	LEA-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Details provided in Goal 2.2-Cost Centers 650000, 064000
5. Continue with Community Health Awareness Council (CHAC) and local partnerships: Playworks, Project Cornerstone, San Jose State University Center for Reaching and Teaching the Whole Child (CRTWC), Acknowledge Alliance. Expand District Social Work/Therapy Interns.	LEA-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify)	Estimated Contract Costs 10% increase over 15-16-Cost Centers 564000, 071300, 709099 5800: Professional/Consulting Services And Operating Expenditures General Fund \$208,738
6. District has effectively planned Positive Behavior Intervention and Support (PBIS), but School Evaluations	LEA-wide	<input checked="" type="checkbox"/> All OR:	Details provided in Goal 2.2-Cost Centers 650000, 064000

(SET) have indicated a need to include parents and to improve coordination capacity by making changes to PBIS that all the District has the ability to establish and to incorporate data from the Healthy Kids Survey that improves the implementation of an action plan at all four levels of intervention.		<ul style="list-style-type: none"> _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) 	
7. Provide a clear, well defined system of district support for students requiring Tier 3-4 behavior interventions.	LEA wide	<u>X</u> All OR: <ul style="list-style-type: none"> _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) 	Details provided in Goal 2.2-Cost Centers 650000, 064000
8. Continue to maintain and upkeep school facilities to provide for a positive physical learning environment.	LEA wide	<u>X</u> All OR: <ul style="list-style-type: none"> _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) 	Custodial/Operations Manager Salary & Benefits-Cost Center 075000, 810000 2000-2999: Classified Personnel Salaries General Fund \$1,624,468 Custodial/Operations Manager Salary & Benefits-Cost Center 075000, 810000 3000-3999: Employee Benefits General Fund \$780,941
9. Provide site specific Social Emotional Learning (SEL) professional development and support focused on teacher and students resiliency.	LEA	<u>X</u> All OR: <ul style="list-style-type: none"> _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) 	MOU with Acknowledge Alliance for site specific SEL/resilience training. See Costs in Goal 2.5-Cost Center: 709099/071300 5800: Professional/Consulting Services And Operating Expenditures General Fund \$20,000
10. Complete Project Cornerstone Developmental Assets Survey at all ten sites to measure progress on supporting and building student resiliency and to development site based plans for same.		<u>X</u> All OR: <ul style="list-style-type: none"> _ Low Income pupils _ English Learners _ Foster Youth 	MOU with Project Cornerstone-Cost Center 709000 5000-5999: Services And Other Operating Expenditures General Fund \$20,000

		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
LCAP Year 2: 2017-2018			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Maintain low expulsion rates (0-5) per academic year. • Continued reduction in student suspension rates • Continue to maintain a zero middle school dropout rate • 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 • The annual Facility Inspection Tool (FIT) report will indicate that all school facilities are well maintained • Project Cornerstone Developmental Asset Survey will measure growth and contribute to goal setting 		
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)-Cost Center 071300 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 Positive Behavior Intervention and Support (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>_</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>	Student Review Team Support salary & benefits (estimated)-Cost Center 650000, 064000,043800 1000-1999: Certificated Personnel Salaries General Fund \$15,379 Student Review Team Support salary & benefits (estimated)-Cost Center 650000, 064000,043800 3000-3999: Employee Benefits General Fund \$5,294 PBIS Stipends (Level 2; one at each Elementary School, two at each Middle School) Salary & Benefits Cost Center 709000 1000-1999: Certificated Personnel Salaries General Fund \$14,100 PBIS Stipends (Level 2; one at each Elementary School, two at each Middle School) Salary & Benefits Cost Center 709000 3000-3999: Employee Benefits General Fund \$2,481

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 School Attendance Review Board (SARB). Having a model SARB will provide the foundation for establishing long-range goals for improving school attendance and behavior.	LEA-wide	<u>X</u> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) <u>Minority Males</u>	Details provided in Goal 2.2-Cost Centers 650000, 064000
4. Include social skills classes, curriculum implementation and stress management classes for students and teachers.	LEA-wide	<u>X</u> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Details provided in Goal 2.2-Cost Centers 650000, 064000
5. Continue with Community Health Awareness Council (CHAC) and local partnerships: Playworks, Project Cornerstone, San Jose State University Center for Reaching and Teaching the Whole Child (CRTWC), Acknowledge Alliance. Expand District Social Work/Therapy Interns.	LEA-wide	<u>X</u> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient _ Other Subgroups: (Specify)	Estimated Contract Costs 10% increase over 16-17-Cost Centers 564000, 071300, 709099 5800: Professional/Consulting Services And Operating Expenditures General Fund \$229,612
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 has the ability to establish and to incorporate data from the Healthy Kids Survey that improves the implementation of an action plan at all four levels of intervention.	LEA-wide	<u>X</u> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Details provided in Goal 2.2-Cost Centers 650000, 064000
7. Provide a clear, well defined system of district support for students requiring Tier 3-4 behavior interventions.	LEA-wide	<u>X</u> All OR:	Details provided in Goal 2.2-Cost Centers 650000, 064000

		Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	
8. Continue to maintain and upkeep school facilities to provide for a positive physical learning environment.	LEA-wide	<u>X</u> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient Other Subgroups: (Specify)	Custodial/Operations Manager Salary & Benefits-Cost Center 075000, 810000 2000-2999: Classified Personnel Salaries General Fund \$1,651,392 Custodial/Operations Manager Salary & Benefits-Cost Center 075000, 810000 3000-3999: Employee Benefits General Fund \$839,139
9. Provide site specific Social Emotional Learning (SEL) professional development and support focused on teacher and students resiliency.	LEA-wide	<u>X</u> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	MOU with Acknowledge Alliance for site specific SEL/resilience training. See Costs in Goal 2.5-Cost Center: 709099/071300 5800: Professional/Consulting Services And Operating Expenditures General Fund \$20,000
10. Complete Project Cornerstone Developmental Assets Survey at all ten sites to measure progress on supporting and building student resiliency and to development site based plans for same.		<u>X</u> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	MOU with Project Cornerstone-Cost Center 709000 5000-5999: Services And Other Operating Expenditures General Fund \$20,000

LCAP Year 3: 2018-19

Expected Annual
Measurable
Outcomes:

- Maintain low expulsion rates (0-5) per academic year.
- Continued reduction in student suspension rates
- Continue to maintain a zero middle school dropout rate
- 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
- The Facility Inspection Tool (FIT) report will indicate that all school facilities are well maintained
- Project Cornerstone Developmental Asset Survey will measure growth and contribute to goal setting

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 \$11,200
2. Continue to implement restorative justice practices to reduce suspension and expulsion rates. Restorative practices are achieved through the District Positive Behavior Intervention and Support (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 type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Minority Males</u>	Student Review Team Support salary & benefits (estimated)-Cost Center 650000, 064000, 043800 1000-1999: Certificated Personnel Salaries General Fund \$15,605 Student Review Team Support salary & benefits (estimated)-Cost Center 650000, 064000, 043800 3000-3999: Employee Benefits General Fund \$5,702 PBIS Stipends (Level 2; one at each Elementary School, two at each Middle School) Salary & Benefits Cost Center 709000 1000-1999: Certificated Personnel Salaries General Fund \$14,520 PBIS Stipends (Level 2; one at each Elementary School, two at each Middle School) Salary & Benefits Cost Center 709000 3000-3999: Employee Benefits General Fund \$2,824
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	LEA-wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners	Details provided in Goal 2.2-Cost Centers 650000, 064000

directly drive the procedures and will lead to Sunnyvale having a model School Attendance Review Board (SARB). Having a model SARB will provide the foundation for establishing long-range goals for improving school attendance and behavior.		<input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> 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: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Details provided in Goal 2.2-Cost Centers 650000, 064000
5. Continue with Community Health Awareness Council (CHAC) and local partnerships: Playworks, Project Cornerstone, San Jose State University Center for Reaching and Teaching the Whole Child (CRTWC), Acknowledge Alliance. Expand District Social Work/Therapy Interns.	LEA-wide	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient _ Other Subgroups: (Specify)	Estimated Contract Costs 10% increase over 17-18-Cost Centers 564000, 071300, 709099 5800: Professional/Consulting Services And Operating Expenditures General Fund \$252,573
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 has the ability to establish and to incorporate data from the Healthy Kids Survey that improves the implementation of an action plan at all four levels of intervention.	LEA-wide	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Details provided in Goal 2.2-Cost Centers 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: Low Income pupils English Learners Foster Youth Redesignated fluent	Details provided in Goal 2.2-Cost Centers 650000, 064000

		English proficient Other Subgroups: (Specify)	
8. Continue to maintain and upkeep school facilities to provide for a positive physical learning environment.	LEA-wide	<u>X</u> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient Other Subgroups: (Specify)	Custodial/Operations Manager Salary & Benefits-Cost Center 075000, 810000 2000-2999: Classified Personnel Salaries General Fund \$1,658,771 Custodial/Operations Manager Salary & Benefits-Cost Center 075000, 810000 3000-3999: Employee Benefits General Fund \$875,047
9. Provide site specific Social Emotional Learning (SEL) professional development and support focused on teacher and students resiliency.	LEA-wide	<u>X</u> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	MOU with Acknowledge Alliance for site specific SEL/resilience training. See Costs in Goal 2.5-Cost Center: 709099/071300 5800: Professional/Consulting Services And Operating Expenditures General Fund \$20,000
10. Complete Project Cornerstone Developmental Assets Survey at all ten sites to measure progress on supporting and building student resiliency and to development site based plans for same.		<u>X</u> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	MOU with Project Cornerstone-Cost Center 709000 5000-5999: Services And Other Operating Expenditures General Fund \$20,000

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

GOAL 3:	Emphasize standards-aligned literacy instruction for all students, and specifically for English learners, to further develop student skills in reading, writing, speaking, and listening.		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: 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	_ 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 \$135,394 Coordinator - Literacy & English Learner Support-Cost Center 709000 3000-3999: Employee Benefits General Fund \$35,819	
2. Our Instructional Coaches and ELAT members will provide training to teachers in deepening their knowledge of Integrated and Designated ELD and will be sharing this professional development across all schools to ensure students gain proficiency in language arts and that all ELs 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:	ELAT Stipends (38) Level 2 with statutory deductions with estimated 3% COLA-Cost Center 709000 1000-1999: Certificated Personnel Salaries General Fund \$43,358 ELAT Stipends (38) Level 2 with statutory deductions with estimated 3% COLA-Cost Center 709000 3000-3999: Employee Benefits General Fund \$5,852 Site Instructional Coach Salary and Benefits-Cost Center	

		(Specify)	709000/709099 1000-1999: Certificated Personnel Salaries General Fund \$317,037 Site Instructional Coach Salary and Benefits-Cost Center 709000/709099 3000-3999: Employee Benefits General Fund \$127,805 Site Instructional Coach Salary and Benefits-Cost Center 301099 1000-1999: Certificated Personnel Salaries Title I \$26,350 Site Instructional Coach Salary and Benefits-Cost Center 301099 3000-3999: Employee Benefits Title I \$12,518 Site Instructional Coach Salary and Benefits-Cost Center 420300 1000-1999: Certificated Personnel Salaries Title III \$59,225 Site Instructional Coach Salary and Benefits-Cost Center 420300 3000-3999: Employee Benefits Title III \$25,096
3. We will focus on early literacy to ensure that all students are proficient readers by 2nd grade. Actions will include: a) Professional development on foundational literacy skills focused on effective first teaching, intervention and essential components of a high quality literacy block. b) Adding 4 Early Literacy Coaches to support our Title 1 schools and district-wide roll out of this initiative c) Continued implementation of the Juntos Dual Immersion program to ensure students' primary language literacy development d) Development of a diagnostic assessment protocol to ensure effective early intervention	LEA-wide	<u>X</u> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Early Literacy Coach salary and benefits-Cost Centers 709099/709000/301099/420300 1000-1999: Certificated Personnel Salaries General Fund \$301,394 Early Literacy Coach salary and benefits-Cost Centers 709099/709000/301099/420300 3000-3999: Employee Benefits General Fund \$87,180 Literacy Lead Stipends (8) Level 3 &(30) Level 2 Salary and Benefits-Cost Center 709000 1000-1999: Certificated Personnel Salaries General Fund \$47,926 Literacy Lead Stipends (8) Level 3 &(30) Level 2 Salary and Benefits-Cost Center 709000 3000-3999: Employee Benefits General Fund \$7,560 Sub costs for 7 TK and 36 kinder teachers, 3 days per year,- Cost Center 709000 1000-1999: Certificated Personnel Salaries General Fund \$18,060 Sub costs for 7 TK and 36 kinder teachers, 3 days per year,- Cost Center 709000 3000-3999: Employee Benefits General Fund \$572 ELAT Stipend salary and benefits: See LCAP Goal 2.2 Cost Center 709000 Rhonda Beasley MOU-Cost Center 709000 5000-5999: Services And Other Operating Expenditures Other \$500
4. Teacher leaders from grades K-5 will develop an ELA curriculum map to ensure alignment and implementation of standards-based grading practices.	LEA-wide	_ All OR: <u>X</u> Low Income pupils	Literacy Lead Stipends (8) Level 3 &(30) Level 2 Salary and Benefits-Cost Center 709000 See Goal 3.3 for Costs

		<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)	
5. The Middle School Literacy Leadership Team will focus on foundational literacy and effective reading intervention strategies, and will present professional development to their colleagues through a trainer of trainers model.	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)	Literacy Lead Stipend Salary and Benefits: See LCAP Goal 3.3-Cost Center 709000
6. At our five elementary schools where the percentage of English Learners is at or above 45%, we will continue to collaborate with Reading Partners to provide additional support in building students' literacy skills.	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)	Reading Partners Contract (estimated 5% increase over 15-16)-Cost Center 709000 5000-5999: Services And Other Operating Expenditures General Fund \$131,250
7. 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 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)	Para-Regular Salary and benefits-Cost Centers 709099, 739599, 012900, 018199 2000-2999: Classified Personnel Salaries General Fund \$127,383 <hr/> Para-Regular Salary and benefits-Cost Centers 709099, 739599, 012900 3000-3999: Employee Benefits General Fund \$45,294 <hr/> Para-Regular Salary and benefits-Resource 3010 2000-2999: Classified Personnel Salaries Title I \$75,262 <hr/> Para-Regular Salary and benefits-Resource 3010 3000-3999: Employee Benefits Title I \$21,109
8. Language Review Teams, Professional Learning Communities, principals and coaches will utilize the district's data management system to access EL students' local and state assessment results (e.g., CELDT, District Writing Assessments) while determining	LEA wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	OARS Contract-Estimated 5% Increase Over 15-16-Cost Center 062100 5000-5999: Services And Other Operating Expenditures General Fund \$33,049

student progress towards English proficiency.		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
9. All middle school ELA teachers will be trained in Constructing Meaning to support integration of ELD in the regular curriculum. Elementary teachers will participate in a 5-day GLAD training to support integrated ELD.	Columbia and Sunnyvale Middle Schools	<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>Constructing Meaning Release Days-50 teachers for 5 days-Sub Cost-Cost Center 709000 1000-1999: Certificated Personnel Salaries General Fund \$36,000</p> <p>Constructing Meaning Release Days-50 teachers for 5 days-Sub Cost-Cost Center 709000 3000-3999: Employee Benefits General Fund \$1,141</p> <p>EL Acheive-Constructing Meaning Trainer-Estimated 5% Cost Increase-Cost Center 420300 5000-5999: Services And Other Operating Expenditures Title III \$19,320</p> <p>GLAD Trainer-Patricia Montes-Pate-Cost Center 709000 5000-5999: Services And Other Operating Expenditures General Fund \$35,000</p> <p>GLAD Training Salary and Benefit Cost-Cost Center 709000 1000-1999: Certificated Personnel Salaries General Fund \$24,000</p> <p>GLAD Training Salary and Benefit Cost-Cost Center 709000 3000-3999: Employee Benefits General Fund \$760</p>
10. School sites will develop English Learner Support Plans for long term English learners and/or students not meeting AMAO 1.		<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>Support Plans will be developed during the school day-Cost Center 018100. Average Teacher Salary & Benefits Cost 1000-1999: Certificated Personnel Salaries General Fund \$69,403</p> <p>Support Plans will be developed during the school day-Cost Center 018100. Average Teacher Salary & Benefits Cost 3000-3999: Employee Benefits General Fund \$27,952</p>
11. To develop and maintain students' keyboarding skills, students in grades 3-8 will utilize word processing to complete district writing assessments.		<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>Keyboarding and word processing skills are incorporated in the students regular school day.-Cost Center 018100. Average Teacher Cost for Salary & Benefits. 1000-1999: Certificated Personnel Salaries General Fund \$80,297</p> <p>Keyboarding and word processing skills are incorporated in the students regular school day.-Cost Center 018100. Average Teacher Cost for Salary & Benefits. 3000-3999: Employee Benefits General Fund \$25,368</p>

LCAP Year 2: 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 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	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 Other Subgroups: (Specify)	Coordinator - Literacy & English Learner Support-Cost Center 709000 1000-1999: Certificated Personnel Salaries General Fund \$136,577 Coordinator - Literacy & English Learner Support-Cost Center 709000 3000-3999: Employee Benefits General Fund \$39,468
2. Our Instructional Coaches and ELAT members will provide training to teachers in deepening their knowledge of Integrated and Designated ELD and will be sharing this professional development across all schools to ensure students gain proficiency in language arts and that all ELs make adequate progress toward English proficiency.	LEA-wide	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 Other Subgroups: (Specify)	ELAT Stipends (38) Level 2 with statutory deductions with estimated 3% COLA-Cost Center 709000 1000-1999: Certificated Personnel Salaries General Fund \$44,650 ELAT Stipends (38) Level 2 with statutory deductions with estimated 3% COLA-Cost Center 709000 3000-3999: Employee Benefits General Fund \$7,866 Site Instructional Coach Salary and Benefits-Cost Center 709000/709099 1000-1999: Certificated Personnel Salaries General Fund \$291,567 Site Instructional Coach Salary and Benefits-Cost Center 709000/709099 3000-3999: Employee Benefits General Fund \$138,516 Site Instructional Coach Salary and Benefits-Cost Center 301099 1000-1999: Certificated Personnel Salaries Title I \$26,350 Site Instructional Coach Salary and Benefits-Cost Center 301099 3000-3999: Employee Benefits Title I \$13,641 Site Instructional Coach Salary and Benefits-Cost Center 420300 1000-1999: Certificated Personnel Salaries Title III \$59,225 Site Instructional Coach Salary and Benefits-Cost Center 420300 3000-3999: Employee Benefits Title III \$27,379

<p>3. We will focus on early literacy to ensure that all students are proficient readers by 2nd grade.</p> <p>Actions will include:</p> <p>a) Professional development on foundational literacy skills focused on effective first teaching, intervention and essential components of a high quality literacy block.</p> <p>b) Adding 4 Early Literacy Coaches to support our Title 1 schools and district-wide roll out of this initiative</p> <p>c) Continued implementation of the Juntos Dual Immersion program to ensure students' primary language literacy development</p> <p>d) Development of a diagnostic assessment protocol to ensure effective early intervention</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>Other Subgroups: (Specify)</p>	<p>Early Literacy Coach salary and benefits-Cost Centers 709099/709000/301099/420300 1000-1999: Certificated Personnel Salaries General Fund \$303,894</p> <p>Early Literacy Coach salary and benefits-Cost Centers 709099/709000/301099/420300 3000-3999: Employee Benefits General Fund \$94,125</p> <p>Literacy Lead Stipends (8) Level 3 &(30) Level 2 Salary and Benefits-Cost Center 709000 1000-1999: Certificated Personnel Salaries General Fund \$49,354</p> <p>Literacy Lead Stipends (8) Level 3 &(30) Level 2 Salary and Benefits-Cost Center 709000 3000-3999: Employee Benefits General Fund \$6,210</p> <p>Sub costs for 7 TK and 36 kinder teachers, 3 days per year,- Cost Center 709000 1000-1999: Certificated Personnel Salaries General Fund \$18,602</p> <p>Sub costs for 7 TK and 36 kinder teachers, 3 days per year,- Cost Center 709000 3000-3999: Employee Benefits General Fund \$589</p> <p>ELAT Stipend salary and benefits: See LCAP Goal 2.2 Cost Center 709000</p> <p>Rhonda Beasley MOU-Cost Center 709000 5000-5999: Services And Other Operating Expenditures General Fund \$600</p>
<p>4. Teacher leaders from grades K-5 will develop an ELA curriculum map to ensure alignment and implementation of standards-based grading practices.</p>	Bishop, Ellis, Lakewood, San Miguel, Vargas	<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 type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p>Other Subgroups: (Specify)</p>	<p>Literacy Lead Stipends (8) Level 3 &(30) Level 2 Salary and Benefits-Cost Center 709000 See Goal 3.3 for Costs</p>
<p>5. The Middle School Literacy Leadership Team will focus on foundational literacy and effective reading intervention strategies, and will present professional development to their colleagues through a trainer of trainers model.</p>	LEA-wide	<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 type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p>Other Subgroups: (Specify)</p>	<p>Literacy Lead Stipend Salary and Benefits: See LCAP Goal 3.3-Cost Center 709000</p>

6. At our five elementary schools where the percentage of English Learners is at or above 45%, we will continue to collaborate with Reading Partners to provide additional support in building students' literacy skills.	LEA-wide	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Reading Partners Contract (estimated 5% increase over 16-17)-Cost Center 709000 5000-5999: Services And Other Operating Expenditures General Fund \$137,813
7. Para professionals will support English learners in making progress towards English proficiency by providing small group instruction.	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)	<div>Para-Regular Salary and benefits-Cost Centers 709099, 739599, 012900, 018199 2000-2999: Classified Personnel Salaries General Fund \$129,693</div> <div>Para-Regular Salary and benefits-Cost Centers 709099, 739599, 012900 3000-3999: Employee Benefits General Fund \$49,220</div> <div>Para-Regular Salary and benefits-Resource 3010 2000-2999: Classified Personnel Salaries Title I \$76,121</div> <div>Para-Regular Salary and benefits-Resource 3010 3000-3999: Employee Benefits Title I \$22,843</div>
8. Language Review Teams, Professional Learning Communities, principals and coaches will utilize the district's data management system to access EL students' local and state assessment results (e.g., CELDT, District Writing Assessments) while determining student progress towards English proficiency.	LEA wide	All OR: Low Income pupils <input checked="" type="checkbox"/> English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	OARS Contract-Estimated 5% Increase over 16-17-Cost Center 062100 5000-5999: Services And Other Operating Expenditures General Fund \$34,701
9. All middle school ELA teachers will be trained in Constructing Meaning to support integration of ELD in the regular curriculum. Elementary teachers will participate in a 5-day GLAD training to support integrated ELD.	Columbia and Sunnyvale Middle Schools	All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	<div>Constructing Meaning Release Days-50 teachers for 5 days-Sub Cost-Cost Center 709000 1000-1999: Certificated Personnel Salaries General Fund \$37,000</div> <div>Constructing Meaning Release Days-50 teachers for 5 days-Sub Cost-Cost Center 709000 3000-3999: Employee Benefits General Fund \$1,172</div> <div>EL Acheive-Constructing Meaning Trainer-Estimated 5% Cost Increase-Cost Center 420300 5000-5999: Services And Other Operating Expenditures Title III \$20,286</div> <div>GLAD Trainer-Patricia Montes-Pate-Estimated 5% Cost Increase-Cost Center 709000 5000-5999: Services And Other</div>

			Operating Expenditures General Fund \$36,750 GLAD Training Salary and Benefit Cost-Cost Center 709000 1000-1999: Certificated Personnel Salaries General Fund \$24,000 GLAD Training Salary and Benefit Cost-Cost Center 709000 3000-3999: Employee Benefits General Fund \$760
10. School sites will develop English Learner Support Plans for long term English learners and/or students not meeting AMAO 1.		All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Support Plans will be developed during the school day-Cost Center 018100. Average Teacher Salary & Benefits Cost 1000-1999: Certificated Personnel Salaries General Fund \$69,403 Support Plans will be developed during the school day-Cost Center 018100. Average Teacher Salary & Benefits Cost 3000-3999: Employee Benefits General Fund \$27,952
11. To develop and maintain students' keyboarding skills, students in grades 3-8 will utilize word processing to complete district writing assessments.		All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Keyboarding and word processing skills are incorporated in the students regular school day.-Cost Center 018100. Average Teacher Cost for Salary & Benefits. 1000-1999: Certificated Personnel Salaries General Fund \$80,297 Keyboarding and word processing skills are incorporated in the students regular school day.-Cost Center 018100. Average Teacher Cost for Salary & Benefits. 3000-3999: Employee Benefits General Fund \$25,367
LCAP Year 3: 2018-19			
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	All OR: Low Income pupils X English Learners Foster Youth X Redesignated fluent English proficient	Coordinator - Literacy & English Learner Support-Cost Center 709000 1000-1999: Certificated Personnel Salaries General Fund \$137,760 Coordinator - Literacy & English Learner Support-Cost Center 709000 3000-3999: Employee Benefits General Fund \$43,202

		Other Subgroups: (Specify)	
2. Our Instructional Coaches and ELAT members will provide training to teachers in deepening their knowledge of Integrated and Designated ELD and will be sharing this professional development across all schools to ensure students gain proficiency in language arts and that 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 Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)	ELAT Stipends (38) Level 2 with statutory deductions with estimated 3% COLA-Cost Center 709000 1000-1999: Certificated Personnel Salaries General Fund \$45,980 ELAT Stipends (38) Level 2 with statutory deductions with estimated 3% COLA-Cost Center 709000 3000-3999: Employee Benefits General Fund \$8,930 Site Instructional Coach Salary and Benefits-Cost Center 709000/709099 1000-1999: Certificated Personnel Salaries General Fund \$323,237 Site Instructional Coach Salary and Benefits-Cost Center 709000/709099 3000-3999: Employee Benefits General Fund \$148,996 Site Instructional Coach Salary and Benefits-Cost Center 301099 1000-1999: Certificated Personnel Salaries Title I \$26,351 Site Instructional Coach Salary and Benefits-Cost Center 301099 3000-3999: Employee Benefits Title I \$14,793 Site Instructional Coach Salary and Benefits-Cost Center 420300 1000-1999: Certificated Personnel Salaries Title III \$60,111 Site Instructional Coach Salary and Benefits-Cost Center 420300 3000-3999: Employee Benefits Title III \$29,889
3. We will focus on early literacy to ensure that all students are proficient readers by 2nd grade. Actions will include: a) Professional development on foundational literacy skills focused on effective first teaching, intervention and essential components of a high quality literacy block. b) Adding 4 Early Literacy Coaches to support our Title 1 schools and district-wide roll out of this initiative c) Continued implementation of the Juntos Dual Immersion program to ensure students' primary language literacy development d) Development of a diagnostic assessment protocol to ensure effective early intervention	LEA-wide	<input checked="" type="checkbox"/> All OR: <u> </u> Low Income pupils <u> </u> English Learners Foster Youth <u> </u> Redesignated fluent English proficient Other Subgroups: (Specify)	Early Literacy Coach salary and benefits-Cost Centers 709099/709000/301099/420300 1000-1999: Certificated Personnel Salaries General Fund \$303,891 Early Literacy Coach salary and benefits-Cost Centers 709099/709000/301099/420300 3000-3999: Employee Benefits General Fund \$100,718 Literacy Lead Stipends (8) Level 3 & (30) Level 2 Salary and Benefits-Cost Center 709000 1000-1999: Certificated Personnel Salaries General Fund \$50,828 Literacy Lead Stipends (8) Level 3 & (30) Level 2 Salary and Benefits-Cost Center 709000 3000-3999: Employee Benefits General Fund \$9,874 Sub costs for 7 TK and 36 kinder teachers, 3 days per year, - Cost Center 709000 1000-1999: Certificated Personnel Salaries General Fund \$19,159

			<p>Sub costs for 7 TK and 36 kinder teachers, 3 days per year,- Cost Center 709000 3000-3999: Employee Benefits General Fund \$607</p> <p>ELAT Stipend salary and benefits: See LCAP Goal 2.2 Cost Center 709000</p> <p>Rhonda Beasley MOU-Cost Center 709000 5000-5999: Services And Other Operating Expenditures General Fund \$700</p>
4. Teacher leaders from grades K-5 will develop an ELA curriculum map to ensure alignment and implementation of standards-based grading practices.	Bishop, Ellis, Lakewood, San Miguel, Vargas	<p>All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p>Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p>Other Subgroups: (Specify)</p>	Literacy Lead Stipends (8) Level 3 &(30) Level 2 Salary and Benefits-Cost Center 709000 See Goal 3.3 for Costs
5. The Middle School Literacy Leadership Team will focus on foundational literacy and effective reading intervention strategies, and will present professional development to their colleagues through a trainer of trainers model.	LEA-wide	<p>All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p>Foster Youth</p> <p>Redesignated fluent English proficient</p> <p>Other Subgroups: (Specify)</p>	Literacy Lead Stipend Salary and Benefits: See LCAP Goal 3.3-Cost Center 709000
6.At our five elementary schools where the percentage of English Learners is at or above 45%, we will continue to collaborate with Reading Partners to provide additional support in building students' literacy skills.	LEA-wide	<p><input checked="" type="checkbox"/> 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>	Reading Partners Contract (estimated 5% increase over 17-18)-Cost Center 709000 5000-5999: Services And Other Operating Expenditures General Fund \$144,703
7. Para professionals will support English learners in making progress towards English proficiency by providing small group instruction.	LEA-wide	<p>All</p> <p>OR:</p> <p>Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p>	Para-Regular Salary and benefits-Cost Centers 709099, 739599, 012900, 018199 2000-2999: Classified Personnel Salaries General Fund \$131,492

		Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)	Para-Regular Salary and benefits-Cost Centers 709099, 739599, 012900 3000-3999: Employee Benefits General Fund \$52,098 Para-Regular Salary and benefits-Resource 3010 2000-2999: Classified Personnel Salaries Title I \$76,284 Para-Regular Salary and benefits-Resource 3010 3000-3999: Employee Benefits Title I \$23,967
8. Language Review Teams, Professional Learning Communities, principals and coaches will utilize the district's data management system to access EL students' local and state assessment results (e.g., CELDT, District Writing Assessments) while determining student progress towards English proficiency.	LEA wide	All OR: Low Income pupils <input checked="" type="checkbox"/> English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	OARS Contract-Estimated 5% Increase Over 17-18-Cost Center 062100 5000-5999: Services And Other Operating Expenditures General Fund \$36,436
9. All middle school ELA teachers will be trained in Constructing Meaning to support integration of ELD in the regular curriculum. Elementary teachers will participate in a 5-day GLAD training to support integrated ELD.	Columbia and Sunnyvale Middle Schools	All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Constructing Meaning Release Days-50 teachers for 5 days-Sub Cost-Cost Center 709000 1000-1999: Certificated Personnel Salaries General Fund \$38,000 Constructing Meaning Release Days-50 teachers for 5 days-Sub Cost-Cost Center 709000 3000-3999: Employee Benefits General Fund \$1,204 EL Acheive-Constructing Meaning Trainer-Estimated 5% Cost Increase-Cost Center 420300 5000-5999: Services And Other Operating Expenditures Title III \$21,300 GLAD Trainer-Patricia Montes-Pate-Estimated 5% Cost Increase-Cost Center 709000 5000-5999: Services And Other Operating Expenditures General Fund \$38,587 GLAD Training Salary and Benefit Cost-Cost Center 709000 1000-1999: Certificated Personnel Salaries General Fund \$24,000 GLAD Training Salary and Benefit Cost-Cost Center 709000 3000-3999: Employee Benefits General Fund \$760
10. School sites will develop English Learner Support Plans for long term English learners and/or students not meeting AMAO 1.		All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient	Support Plans will be developed during the school day-Cost Center 018100. Average Teacher Salary & Benefits Cost 1000-1999: Certificated Personnel Salaries General Fund \$69,403 Support Plans will be developed during the school day-Cost Center 018100. Average Teacher Salary & Benefits Cost

		Other Subgroups: (Specify)	3000-3999: Employee Benefits General Fund \$27,952
11. To develop and maintain students' keyboarding skills, students in grades 3-8 will utilize word processing to complete district writing assessments.		<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)	Keyboarding and word processing skills are incorporated in the students regular school day.-Cost Center 018100. Average Teacher Cost for Salary & Benefits. 1000-1999: Certificated Personnel Salaries General Fund \$80,297
			Keyboarding and word processing skills are incorporated in the students regular school day.-Cost Center 018100. Average Teacher Cost for Salary & Benefits. 3000-3999: Employee Benefits General Fund \$25,368

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

GOAL 4:	Increase and deepen parent education and community engagement.		Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 _ 7 _ 8 <input checked="" type="checkbox"/> 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:	All		
	Applicable Pupil Subgroups:	All		
LCAP Year 1: 2016-2017				
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Increase attendance rates of students who were on attendance plans to 95% • Increase participating rates for parents on surveys to 60%. • Increase the response rate of parents to strongly agree in all parent involvement indicators on the Healthy Kids Survey. 			
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Sunnyvale School District will continue to participate in a Health Collaborative to implement Health and Wellness activities for all families. Through community partnerships, this team will work to support a health focus at all sites, and specifically target Title I sites where Physical Fitness data is in need of improvement.		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-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 21,950
2. Under the theme of "Our Kids--Our Community" we will conduct an annual stakeholders Lyceum that focuses on student learning.		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 \$1,700 Estimated Teacher Sub Salary and Benefit Cost- 20 Subs-Cost Center 071200 1000-1999: Certificated Personnel Salaries General Fund \$2,884 Estimated Teacher Sub Salary and Benefit Cost- 20 Subs-Cost Center 071200 3000-3999: Employee Benefits General Fund \$91
3. All sites will submit an annual parent education plan detailing the implementation of effective parent education		LEA-wide	<input checked="" type="checkbox"/> All OR:	Site Parent Ed Allocation-Resource 3010 4000-4999: Books And Supplies Title I \$5,299

activities. Plans will include specific actions for parents requiring more targeted supports to support the education and learning of their child.		<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. Bilingual paraprofessional staff will provide outreach to increase school/home interaction. The English Learner and Literacy Coordinator will provide professional development and support to outreach staff.	Elementary schools with over 40% EL and both middle schools	<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 709000/709099 2000-2999: Classified Personnel Salaries General Fund \$205,178 Bilingual Para & Outreach Assistant Salary and benefits-Cost Center 709000/709099 3000-3999: Employee Benefits General Fund \$89,732 Bilingual Para & Outreach Assistant Salary and benefits-Resource 3010 2000-2999: Classified Personnel Salaries Title I \$16,317 Bilingual Para & Outreach Assistant Salary and benefits-Resource 3010 3000-3999: Employee Benefits Title I \$8,592 Bilingual Para & Outreach Assistant Salary and benefits-Resource 4203 2000-2999: Classified Personnel Salaries Title III \$24,723 Bilingual Para & Outreach Assistant Salary and benefits-Resource 4203 3000-3999: Employee Benefits Title III \$12,660
5. We will collaborate with District partners, including Family Engagement Institute, to establish a coordinated approach to family support and parent engagement through coordinated parent workshops, 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)	\$1,500/site for Targeted Parent Engagement/classes/Involvement-Cost Center 041500 5000-5999: Services And Other Operating Expenditures General Fund \$15,000

LCAP Year 2: 2017-2018			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Increase attendance rates of students who were on attendance plans to 95% • Increase participating rates for parents on surveys to 60%. • Increase the response rate of parents to strongly agree in all parent involvement indicators on the Healthy Kids Survey. 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Sunnyvale School District will continue to participate in a Health Collaborative to implement Health and Wellness activities for all families. Through community partnerships, this team will work to support a health focus at all sites, and specifically target Title I sites where Physical Fitness data is in need of improvement.	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 \$54,926 Wellness Coordinator Salary and benefits-Cost Center 045500 3000-3999: Employee Benefits General Fund \$23,643
2. Under the theme of "Our Kids--Our Community" we will conduct an annual stakeholders Lyceum that focuses on student learning.	LEA-wide	<u>X</u> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Estimated Miscellaneous refreshments and supplies-Cost Center 071200 4000-4999: Books And Supplies General Fund \$1,700 Estimated Teacher Sub Salary and Benefit Cost- 20 Subs-Cost Center 071200 1000-1999: Certificated Personnel Salaries General Fund \$2,970 Estimated Teacher Sub Salary and Benefit Cost- 20 Subs-Cost Center 071200 3000-3999: Employee Benefits General Fund \$94
3. All sites will submit an annual parents 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 and learning of their child.	LEA-wide	<u>X</u> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient Other Subgroups: (Specify)	Site Parent Ed Allocation-Resource 3010 4000-4999: Books And Supplies Title I \$5,299
4. Bilingual paraprofessional staff will provide outreach to increase school/home interaction. The English Learner and Literacy Coordinator will provide professional development and support to outreach staff.	Elementary schools with over 40% EL and both	_ All OR: _ Low Income pupils <u>X</u> English Learners _ Foster Youth	Bilingual Para & Outreach Assistant Salary and benefits-Cost Center 709000/709099 2000-2999: Classified Personnel Salaries General Fund \$209,038 Bilingual Para & Outreach Assistant Salary and benefits-Cost

	middle schools	_ Redesignated fluent English proficient Other Subgroups: (Specify)	Center 709000/709099 3000-3999: Employee Benefits General Fund \$97,334 Bilingual Para & Outreach Assistant Salary and benefits-Resource 3010 2000-2999: Classified Personnel Salaries Title I \$17,165 Bilingual Para & Outreach Assistant Salary and benefits-Resource 3010 3000-3999: Employee Benefits Title I \$9,337 Bilingual Para & Outreach Assistant Salary and benefits-Resource 4203 2000-2999: Classified Personnel Salaries Title III \$26,008 Bilingual Para & Outreach Assistant Salary and benefits-Resource 4203 3000-3999: Employee Benefits Title III \$13,789
5. We will continue to collaborate with District partners, including Family Engagement Institute, to maintain a coordinated approach to family support and parent engagement through coordinated parent workshops and parent education.	LEA wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient Other Subgroups: (Specify)	\$1,500/site for Targeted Parent Engagement/classes/Involvement-Cost Center 041500 5000-5999: Services And Other Operating Expenditures General Fund \$15,000

LCAP Year 3: 2018-19

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 will continue to participate in a Health Collaborative to implement Health and Wellness activities for all families. Through community partnerships, this team will work to support a health focus at all sites, and specifically target Title I sites where Physical Fitness data is in need of improvement.	LEA-wide	X 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 \$55,410 Wellness Coordinator Salary and benefits-Cost Center 045500 3000-3999: Employee Benefits General Fund \$24,825
2. Under the theme of "Our Kids--Our Community" we will conduct an annual stakeholders Lyceum that focuses	LEA-wide	X All	Estimated Miscellaneous refreshments and supplies-Cost

on student learning.		OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Center 071200 4000-4999: Books And Supplies General Fund \$1,700 Estimated Teacher Sub Salary and Benefit Cost- 20 Subs-Cost Center 071200 1000-1999: Certificated Personnel Salaries General Fund \$3,060 Estimated Teacher Sub Salary and Benefit Cost- 20 Subs-Cost Center 071200 3000-3999: Employee Benefits General Fund \$97
3. All sites will submit an annual parents 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 and 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 Other Subgroups: (Specify)	Site Parent Ed Allocation-Resource 3010 4000-4999: Books And Supplies Title I \$5,299
4. Bilingual paraprofessional staff will provide outreach to increase school/home interaction. The English Learner and Literacy Coordinator will provide professional development and support to outreach staff.	Elementary schools with over 40% EL and both middle schools	<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 Other Subgroups: (Specify)	Bilingual Para & Outreach Assistant Salary and benefits-Cost Center 709000/709099 2000-2999: Classified Personnel Salaries General Fund \$211,416 Bilingual Para & Outreach Assistant Salary and benefits-Cost Center 709000/709099 3000-3999: Employee Benefits General Fund \$102,418 Bilingual Para & Outreach Assistant Salary and benefits-Resource 3010 2000-2999: Classified Personnel Salaries Title I \$18,237 Bilingual Para & Outreach Assistant Salary and benefits-Resource 3010 3000-3999: Employee Benefits Title I \$9,991 Bilingual Para & Outreach Assistant Salary and benefits-Resource 4203 2000-2999: Classified Personnel Salaries Title III \$27,474 Bilingual Para & Outreach Assistant Salary and benefits-Resource 4203 3000-3999: Employee Benefits Title III \$14,736
5. We will collaborate with District partners, including Family Engagement Institute, to establish a coordinated approach to family support and parent engagement through coordinated parent workshops 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	\$1,500/site for Targeted Parent Engagement/classes/Involvement-Cost Center 041500 5000-5999: Services And Other Operating Expenditures General Fund \$15,000

		English proficient Other Subgroups: (Specify)	
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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 <u>X</u> 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: 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
1a. Promote newly launched 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.		LEA-wide	<u>X</u> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Estimated Schoolwires licenses agreement-Cost Center 076200, 072300 5800: Professional/Consulting Services And Operating Expenditures General Fund \$42,000
b. 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. 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>2. We will continue to promote custom phone apps to increase access for all families.</p> <p>These 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><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>See 15-16 Goal 5.1-Estimated Schoolwires licenses agreement-Cost Center 076200, 072300</p> <p>School Messenger by Reliance Communications and Power School by NCS Pearson Contracts-Cost Center 076200 5000-5999: Services And Other Operating Expenditures General Fund \$44,640</p>
<p>3. We will continue to work to 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>	<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 \$30,898</p>
<p>4. We will continue to focus on communicating positive messages regarding our school and school communities.</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>Communications Coordinator salary & benefits-Cost Center 071200 2000-2999: Classified Personnel Salaries General Fund \$81,077</p> <p>Communications Coordinator salary & benefits-Cost Center 071200 3000-3999: Employee Benefits General Fund \$29,720</p>

		Other Subgroups: (Specify)	
LCAP Year 2: 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 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1a. Promote newly launched 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>b. 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><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p>Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p>Foster Youth</p> <p>Redesignated fluent English proficient</p> <p>Other Subgroups: (Specify)</p>	Estimated Schoolwires licenses agreement-Cost Center 076200 5800: Professional/Consulting Services And Operating Expenditures General Fund \$44,100
2. We will continue to promote custom phone apps to increase access for all families.	LEA-wide	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p>	See 15-16 Goal 5.1-Estimated Schoolwires licenses agreement-Cost Center 076200, 072300

These 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.		<ul style="list-style-type: none"> _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient Other Subgroups: (Specify) 	School Messenger by Reliance Communications and Power School by NCS Pearson Contracts-Cost Center 076200 5000-5999: Services And Other Operating Expenditures General Fund \$46872
<p>3.We will continue to work to 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> <ul style="list-style-type: none"> _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient Other Subgroups: (Specify) 	<p>Network Systems Specialist Salary & Benefits-Cost Center 072300 2000-2999: Classified Personnel Salaries General Fund \$93,823</p> <p>Network Systems Specialist Salary & Benefits-Cost Center 072300 3000-3999: Employee Benefits General Fund \$33,377</p>
4. We will continue to focus on communicating positive messages regarding our school and school communities.	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>Communications Coordinator salary & benefits-Cost Center 071200 2000-2999: Classified Personnel Salaries General Fund \$85,065</p> <p>Communications Coordinator salary & benefits-Cost Center 071200 3000-3999: Employee Benefits General Fund \$33,143</p>
	LEA wide	<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:</p>	

		(Specify)	
LCAP Year 3: 2018-19			
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>1a. Promote newly launched 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>b. 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</p> <p>English proficient</p> <p>Other Subgroups:</p> <p>(Specify)</p>	Estimated Schoolwires licenses agreement-Cost Center 076200,072300 5800: Professional/Consulting Services And Operating Expenditures General Fund \$46,305
<p>2. We will continue to promote custom phone apps to increase access for all families.</p> <p>These apps are provided as a service by School</p>	LEA-wide	<p><u>X</u> All</p> <p>OR:</p> <p>_ Low Income pupils</p>	<p>See 15-16 Goal 5.1-Estimated Schoolwires licenses agreement-Cost Center 076200,072300</p> <p>School Messenger by Reliance Communications and Power</p>

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.		_ English Learners _ Foster Youth _ Redesignated fluent English proficient Other Subgroups: (Specify)	School by NCS Pearson Contracts-Cost Center 076200 5000-5999: Services And Other Operating Expenditures General Fund \$49,216
3.We will continue to work to improve online kinder registration to support the process for new families. 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.	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient Other Subgroups: (Specify)	Network Systems Specialist Salary & Benefits-Cost Center 072300 2000-2999: Classified Personnel Salaries General Fund \$93,823 Network Systems Specialist Salary & Benefits-Cost Center 072300 3000-3999: Employee Benefits General Fund \$35,047
4. We will continue to focus on communicating positive messages regarding our school and school communities.	LEA-wide	X All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Communications Coordinator salary & benefits-Cost Center 071200 2000-2999: Classified Personnel Salaries General Fund \$89,304 Communications Coordinator salary & benefits-Cost Center 071200 3000-3999: Employee Benefits General Fund \$35,779

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

GOAL 6:	Extended learning opportunities will continue to meet the needs of all students.		Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 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: 2016-2017			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • STAR reading summer loss comparison for students attending summer school • Parent participation in school activities for students who attend Stretch to Kindergarten (STK) • Fall assessment data for students who attend STK • Demographic data for students in advanced math • Reclassification data for long-term English learners in AVID Excel 		
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 and English Learners. At the elementary level, there will be a continued focus on Guided Language Acquisition Design (GLAD) strategies. At the middle school level, the program will expand to include additional English Language Development (ELD) sections, and will once again include interactive and engaging approaches to enhance academic literacy. This program will continue to provide 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 English learner (EL) progress toward English proficiency leading to higher EL student performance on statewide assessments.	LEA-wide	_ All	Summer School Costs - Estimated 3% COLA-Cost Center 018700 1000-1999: Certificated Personnel Salaries General Fund \$183,000
		OR:	Summer School Costs - Estimated 3% COLA-Cost Center 018700 2000-2999: Classified Personnel Salaries General Fund \$22,900
		<input checked="" type="checkbox"/> Low Income pupils	Summer School Costs - Estimated 3% COLA-Cost Center 018700 3000-3999: Employee Benefits General Fund \$31,017
		<input checked="" type="checkbox"/> English Learners	Summer School Costs-Cost Center 018700 4000-4999: Books And Supplies General Fund \$1000
		<input checked="" type="checkbox"/> Foster Youth	Summer School Costs - Transportation-Cost Center 018700 5700-5799: Transfers Of Direct Costs General Fund \$25,000
		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Summer School Costs -Cost Center 018700 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 will also partner with parents to promote parental participation and provide parent education during the summer program and throughout the school year.	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)	Estimated Family Engagement Institute contract for Stretch to Kindergarten-Cost Center 709000 5000-5999: Services And Other Operating Expenditures General Fund \$12,000 Stretch to Kinder Stipend with statutory deductions-Cost Center 709000 1000-1999: Certificated Personnel Salaries General Fund \$21,000 Stretch to Kinder Stipend with statutory deductions-Cost Center 709000 3000-3999: Employee Benefits General Fund \$3,307
3. Kids Learning After School (KLAS) 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 will locally fund an increased allocation to each of the KLAS sites.	Sites that qualify for the ASES grant	<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)	Estimated KLAS expense with General Fund Encroachment-Cost Center 601001/601000 2000-2999: Classified Personnel Salaries General Fund \$462,495 Estimated KLAS expense with General Fund Encroachment-Cost Center 601001/601000 3000-3999: Employee Benefits General Fund \$193,704 Estimated KLAS expense with General Fund Encroachment-Cost Center 601001/601000 4000-4999: Books And Supplies General Fund \$15,598 Estimated KLAS expense with General Fund Encroachment-Cost Center 601001/601000 5000-5999: Services And Other Operating Expenditures General Fund \$183,811
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. 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.	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)	Average Teacher Costs-Salaries & Benefits(20%) for five classes-Cost Center 018100 1000-1999: Certificated Personnel Salaries General Fund \$81,320 Average Teacher Costs-Salaries & Benefits(20%) for five classes-Cost Center 018100 3000-3999: Employee Benefits General Fund \$26,413
5. The Advancement Via Individual Determination program (AVID) will continue at Columbia and Sunnyvale Middle Schools (two sections at each school) in 7th and 8th grades. Sunnyvale Middle will add one section of AVID Excel which is targeted to long-term EL and Reclassified Fluent English Proficient students. Targeted to low income students who are underrepresented at University of California, the AVID	Middle 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)	Teacher salaries and benefits (2 sections at each middle school)-Cost Center 018100 1000-1999: Certificated Personnel Salaries General Fund \$65,056 Teacher salaries and benefits (2 sections at each middle school)-Cost Center 018100 3000-3999: Employee Benefits General Fund \$21,144 AVID Coordinator Stipend Level 2 with statutory deductions -

<p>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 for this subgroup.</p>		<p>(Specify)</p>	<p>Estimated 3% COLA-Cost Center 709000 1000-1999: Certificated Personnel Salaries General Fund \$1,141</p> <p>AVID Coordinator Stipend Level 2 with statutory deductions - Estimated 3% COLA-Cost Center 709000 3000-3999: Employee Benefits General Fund \$180</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 - Estimated 3% COLA-Cost Center 709000 1000-1999: Certificated Personnel Salaries General Fund \$1,730</p> <p>Sub cost for 3 release days for site visits, conference attendance-Cost Center 709000 3000-3999: Employee Benefits General Fund \$55</p> <p>Annual AVID Membership-Cost Center 709000 5000-5999: Services And Other Operating Expenditures General Fund \$7,000</p>
<p>6. Before and after school tutorials will target students who are below grade level in either math or reading. Tutorials will continue to use online programs like Spatial-Temporal Math, Read Naturally and Assessment and Learning in Knowledge Spaces (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 Renaissance Learning's STAR Reading and Math data in order to determine continued tutorial enrollment as well as to evaluate program effectiveness.</p>	<p>LEA Wide</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Teacher Tutoring Hourly-\$49.90/hour plus statutory deductions plus estimated 3% COLA-Cost Center 709000 1000-1999: Certificated Personnel Salaries General Fund \$19,736</p> <p>Teacher Tutoring Hourly-\$49.90/hour plus statutory deductions plus estimated 3% COLA-Cost Center 709000 3000-3999: Employee Benefits General Fund \$3,108</p> <p>ST Math, ALEKS, Read Naturally License Agreements-Cost Center 709000/709099/739599 5000-5999: Services And Other Operating Expenditures General Fund \$42,000</p>
<p>7. Homework Centers will continue at SMS to provide a quiet place for students to complete assignments with teacher or para help, to equalize 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.</p>	<p>Sites that do not qualify for ASES</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>90 hours x \$49.90/hour plus statutory deductions (3 teachers) plus estimated 3% COLA-Cost Center 709000 1000-1999: Certificated Personnel Salaries General Fund \$13,877</p> <p>90 hours x \$49.90/hour plus statutory deductions (3 teachers) plus estimated 3% COLA-Cost Center 709000 3000-3999: Employee Benefits General Fund \$1,929</p>

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:

- 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 and English Learners. At the elementary level, there will be a continued focus on GLAD strategies. At the middle school level, the program will expand to include additional ELD sections, and will once again include interactive and engaging approaches to enhance academic literacy. This program will continue to provide 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.	LEA-wide	All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Summer School Costs - Estimated 3% COLA-Cost Center 018700 1000-1999: Certificated Personnel Salaries General Fund \$188,490 Summer School Costs - Estimated 3% COLA-Cost Center 018700 2000-2999: Classified Personnel Salaries General Fund \$23,587 Summer School Costs - Estimated 3% COLA-Cost Center 018700 3000-3999: Employee Benefits General Fund \$30,857 Summer School Costs-Cost Center 018700 4000-4999: Books And Supplies General Fund \$2,000 Summer School Costs - Transportation-Cost Center 018700 5700-5799: Transfers Of Direct Costs General Fund \$27,000 Summer School Costs -Cost Center 018700 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 will also partner with parents to promote parental participation and provide parent education during the summer program and throughout the school year.	LEA-wide	All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Estimated Family Engagment Institute contract for Stretch to Kindergarten-Cost Center 709000 5000-5999: Services And Other Operating Expenditures General Fund \$12,600 Stretch to Kinder Stipend (3) with statutory deductions-Cost Center 709000 1000-1999: Certificated Personnel Salaries General Fund \$21,600 Stretch to Kinder Stipend (3) with statutory deductions-Cost Center 709000 3000-3999: Employee Benefits General Fund \$3,799
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	Sites that qualify for the ASES grant	All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth Redesignated fluent	Estimated KLAS expense with General Fund Encroachment-Cost Center 601001/601000 2000-2999: Classified Personnel Salaries General Fund \$476,184 Estimated KLAS expense with General Fund Encroachment-Cost Center 601001/601000 3000-3999: Employee Benefits General Fund \$199,045

<p>addition, in order to optimize the opportunity provided by this rich after school program, we will locally fund an increased allocation to each of the KLAS sites.</p>		<p>English proficient Other Subgroups: (Specify)</p>	<p>Estimated KLAS expense with General Fund Encroachment-Cost Center 601001/601000 4000-4999: Books And Supplies General Fund \$11,000</p> <p>Estimated KLAS expense with General Fund Encroachment-Cost Center 601001/601000 5000-5999: Services And Other Operating Expenditures General Fund \$180,000</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><u>X</u> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Average Teacher Costs-Salaries & Benefits(20%) for five classes-Cost Center 018100 1000-1999: Certificated Personnel Salaries General Fund \$83,760</p> <p>Average Teacher Costs-Salaries & Benefits(20%) for five classes-Cost Center 018100 3000-3999: Employee Benefits General Fund \$27,222</p>
<p>5. AVID will continue at Columbia and Sunnyvale Middle Schools (two sections at each school) in 7th and 8th grades. Sunnyvale Middle will add one section of AVID Excel which is targeted to long-term EL and RFEP students. Targeted to low income students who are underrepresented 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 for this subgroup.</p>	<p>Middle Schools</p>	<p>All OR: <u>X</u> Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Teacher salaries and benefits (2 sections at each middle school)-Cost Center 018100 1000-1999: Certificated Personnel Salaries General Fund \$67,008</p> <p>Teacher salaries and benefits (2 sections at each middle school)-Cost Center 018100 3000-3999: Employee Benefits General Fund \$21,778</p> <p>AVID Coordinator Stipend Level 2 with statutory deductions - Estimated 3% COLA-Cost Center 709000 1000-1999: Certificated Personnel Salaries General Fund \$1,175</p> <p>AVID Coordinator Stipend Level 2 with statutory deductions-Cost Center 70900 3000-3999: Employee Benefits General Fund \$207</p> <p>Conference expense for District AVID Coordinator -Cost Center 709000 5000-5999: Services And Other Operating Expenditures General Fund \$1,500</p> <p>Sub cost for 3 release days for site visits, conference attendance - Estimated 3% COLA-Cost Center 709000 1000-1999: Certificated Personnel Salaries General Fund \$1,782</p> <p>Sub cost for 3 release days for site visits, conference attendance-Cost Center 709000 3000-3999: Employee Benefits General Fund \$56</p> <p>Annual AVID Membership-Cost Center 709000 5000-5999: Services And Other Operating Expenditures General Fund \$7,100</p>

6. Before and after school tutorials will target students who are 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 Renaissance Learning's STAR Reading and Math data in order to determine continued tutorial enrollment as well as to evaluate program effectiveness.		All OR: _ Low Income pupils _ English Learners _ Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Teacher Tutoring Hourly-\$51.40/hour plus statutory deductions plus estimated 3% COLA-Cost Center 709000 1000-1999: Certificated Personnel Salaries General Fund \$20,328 Teacher Tutoring Hourly-\$51.40/hour plus statutory deductions plus estimated 3% COLA-Cost Center 709000 3000-3999: Employee Benefits General Fund \$3,577 ST Math, ALEKS, Read Naturally License Agreements-Cost Center 709000/709099/739599 5000-5999: Services And Other Operating Expenditures General Fund \$43,000
7. Homework Centers will continue at SMS to provide a quiet place for students to complete assignments with teacher or para help, to equalize 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.	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 Other Subgroups: (Specify)	90 hours x \$51.40/hour plus statutory deductions (3 teachers) plus estimated 3% COLA-Cost Center 709000 1000-1999: Certificated Personnel Salaries General Fund \$14,294 90 hours x \$51.40/hour plus statutory deductions (3 teachers) plus estimated 3% COLA-Cost Center 709000 3000-3999: Employee Benefits General Fund \$2,515

LCAP Year 3: 2018-19

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 and English Learners. At the elementary level, there will be a continued focus on GLAD strategies. At the middle school level, the program will expand to include additional ELD sections, and will once again include interactive and engaging approaches to enhance academic literacy. This program will continue to provide 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	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)	Summer School Costs - Estimated 3% COLA-Cost Center 018700 1000-1999: Certificated Personnel Salaries General Fund \$194,145 Summer School Costs - Estimated 3% COLA-Cost Center 018700 2000-2999: Classified Personnel Salaries General Fund \$24,295 Summer School Costs - Estimated 3% COLA-Cost Center 018700 3000-3999: Employee Benefits General Fund \$31,783 Summer School Costs-Cost Center 018700 4000-4999: Books And Supplies General Fund \$2,000 Summer School Costs - Transportation-Cost Center 018700 5700-5799: Transfers Of Direct Costs General Fund \$28,000

to higher EL student performance on statewide assessments.			Summer School Costs -Cost Center 018700 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. Parent education is provided and STK parents are encouraged to enroll in EL classes at the community college.	LEA-wide	All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Family Engagment Institute contract for Stretch to Kindergarten-Cost Center 709000 5000-5999: Services And Other Operating Expenditures General Fund \$13,230 Stretch to Kinder Stipend (3) with statutory deductions-Cost Center 709000 1000-1999: Certificated Personnel Salaries General Fund \$22,200 Stretch to Kinder Stipend (3) with statutory deductions-Cost Center 709000 3000-3999: Employee Benefits General Fund \$4,317
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 will locally fund an increased allocation to each of the KLAS sites.	Sites that qualify for the ASES grant	All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Estimated KLAS expense with General Fund Encroachment-Cost Center 601001/601000 2000-2999: Classified Personnel Salaries General Fund \$490,469 Estimated KLAS expense with General Fund Encroachment-Cost Center 601001/601000 3000-3999: Employee Benefits General Fund \$205,016 Estimated KLAS expense with General Fund Encroachment-Cost Center 601001/601000 4000-4999: Books And Supplies General Fund \$12,500 Estimated KLAS expense with General Fund Encroachment-Cost Center 601001/601000 5000-5999: Services And Other Operating Expenditures General Fund \$190,000
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.	Middle Schools	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Average Teacher Costs-Salaries & Benefits(20%) for five classes-Cost Center 018100 1000-1999: Certificated Personnel Salaries General Fund \$86,273 Average Teacher Costs-Salaries & Benefits(20%) for five classes-Cost Center 018100 3000-3999: Employee Benefits General Fund \$28,039
5. AVID will continue at Columbia and Sunnyvale Middle Schools (two sections at each school) in 7th and 8th grades. Sunnyvale Middle will add one section of AVID Excel which is targeted to long-term EL and RFEP	Middle Schools	All OR: <input checked="" type="checkbox"/> Low Income pupils English Learners	Teacher salaries and benefits (2 sections at each middle school)-Cost Center 018100 1000-1999: Certificated Personnel Salaries General Fund \$69,017

students. Targeted to low income students who are underrepresented 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 for this subgroup.		Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Teacher salaries and benefits (2 sections at each middle school)-Cost Center 018100 3000-3999: Employee Benefits General Fund \$22,430 AVID Coordinator Stipend Level 2 with statutory deductions - Estimated 3% COLA-Cost Center 709000 1000-1999: Certificated Personnel Salaries General Fund \$1,210 AVID Coordinator Stipend Level 2 with statutory deductions-Cost Center 70900 3000-3999: Employee Benefits General Fund \$235 Conference expense for District AVID Coordinator -Cost Center 709000 5000-5999: Services And Other Operating Expenditures General Fund \$1,700 Sub cost for 3 release days for site visits, conference attendance - Estimated 3% COLA-Cost Center 709000 1000-1999: Certificated Personnel Salaries General Fund \$1,829 Sub cost for 3 release days for site visits, conference attendance-Cost Center 709000 3000-3999: Employee Benefits General Fund \$58
6. Before and after school tutorials will target students who are 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 Renaissance Learning's STAR Reading and Math data in order to determine continued tutorial enrollment as well as to evaluate program effectiveness.	LEA wide	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)	Teacher Tutoring Hourly-\$52.94/hour plus statutory deductions plus estimated 3% COLA-Cost Center 709000 1000-1999: Certificated Personnel Salaries General Fund \$20,938 Teacher Tutoring Hourly-\$52.94/hour plus statutory deductions plus estimated 3% COLA-Cost Center 709000 3000-3999: Employee Benefits General Fund \$4,072 ST Math, ALEKS, Read Naturally License Agreements-Cost Center 709000/709099/739599 5000-5999: Services And Other Operating Expenditures General Fund \$44,000
7. Homework Centers will continue at SMS to provide a quiet place for 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.	Sites that do not qualify for ASES	_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	90 hours x \$52.94/hour plus statutory deductions (3 teachers) plus estimated 3% COLA-Cost Center 709000 1000-1999: Certificated Personnel Salaries General Fund \$14,722 90 hours x \$52.94/hour plus statutory deductions (3 teachers) plus estimated 3% COLA-Cost Center 709000 3000-3999: Employee Benefits General Fund \$2,862

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:	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	
Goal Applies to: Schools: All Applicable Pupil Subgroups: All students; significant subgroups will be monitored for growth.				
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 		Actual Annual Measurable Outcomes:	<ul style="list-style-type: none"> 99% of teachers (313 out of 316) are highly qualified according to California Commission on Teacher Credentialing regulations All students have access to standards aligned instructional materials in core areas -Summary of student performance on CAASPP 2015: ELA proficient and above 3rd grade: 50% 4th grade: 52% 5th grade: 56% 6th grade: 53% 7th grade: 52% 8th grade: 55% Math proficient and above: 3rd grade: 60% 4th grade: 56% 5th grade: 55% 6th grade: 48% 7th grade: 41% 8th grade: 43% English Learners: 20% proficient in ELA Low SES: 27% proficient in ELA English Learners: 29% proficient in Math Low SES: 24% proficient in Math

- Enterprise adaptive online assessment year-end results:

STAR Reading % proficient or above

2nd grade: 67% EL: 41% Low SES: 44%

3rd grade: 67% EL: 30% Low SES: 43%

4th grade: 68% EL: 18% Low SES: 46%

5th grade: 66% EL: 7% Low SES: 43%

6th grade: 39% EL: 3% Low SES: 61%

7th grade: 44% EL: 3% Low SES: 66%

8th grade: 45% EL: 1% Low SES: 69%

STAR Math % proficient or above

1st grade: 83% EL: 81% Low SES: 70%

2nd grade: 78% EL: 85% Low SES: 60%

3rd grade: 74% EL: 61% Low SES: 52%

4th grade: 79% EL: 73% Low SES: 65%

5th grade: 90% EL: 63% Low SES: 67%

6th grade: 75% EL: 22% Low SES: 57%

7th grade: 66% EL: 13% Low SES: 53%

8th grade: 66% EL: 20% Low SES: 56%

- Baseline demographics in accelerated math for 14-15

CMS (49 students)

Asian: 17

Asian Indian: 3

Filipino: 12

Hispanic: 10

Pacific Islander: 1

White: 6

SMS (305 students)

African American: 2

American Indian: 1

Asian Indian: 31

Asian: 161

Filipino: 15

Hispanic: 7

Pacific Island: 1

White: 102

LCAP Year: 2015-2016			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual 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>Goals:</p> <p>a. Provide PD for all K - 5 teachers on the shifts in NGSS & layout of the "standards"</p> <p>b. Teachers incorporate some of the Scientific and Engineering Practices and Crosscutting Concepts into current lessons</p> <p>c. Teachers incorporate literacy standards including ELD, into science instruction.</p> <p>d. Leadership Team members go through process of creating and teaching a unit that is NGSS aligned.</p> <p>e. Create a site specific PD support plan for rollout</p> <p>f. Leadership Team works with district coach in deepening implementation.</p> <p>g. Create progression plan for Performance Expectations across K-5</p> <p>h. Team members in grades 6-8 go through process of creating and teaching a unit that is NGSS aligned.</p>	<p>Estimated Cost Level 2 stipend-Resource 0000 1000-1999: Certificated Personnel Salaries General Fund \$23,320</p>	<p>During district's October Staff Development Day, 6-8 Science Leadership presented professional development to both middle school science departments on how to teach writing Claim-Evidence-Reasoning paragraphs.</p>	<p>5 teachers at NGSS Phase II Rollout on November 9 & 10 Subs for 5 teachers-Cost Center 709000 1000-1999: Certificated Personnel Salaries General Fund \$1,910</p>
	<p>Estimated Cost Level 2 stipend-Resource 0000 3000-3999: Employee Benefits General Fund \$3,236</p>	<p>On October 29 & 30, the district's STEM coach, Technology coach, and Vargas Elementary's science TOSA went to the CA STEM Symposium to learn how to integrate the subjects of Science, Technology, Engineering, Art, and Math, and how to encourage girls and minorities to enter these career fields.</p>	<p>5 teachers at NGSS Phase II Rollout on November 9 & 10 Subs for 5 teachers-Cost Center 709000 3000-3999: Employee Benefits General Fund \$265</p>
		<p>On November 9 and 10, 6-8 Science Leadership Team members went to NGSS Phase II Rollout to learn how to create NGSS lessons and units.</p>	<p>3 teachers at CA STEM Symposium in Anaheim on October 28 - 30: Chen, Watts, Willhalm-Cost Center 709000 5000-5999: Services And Other Operating Expenditures General Fund \$2,106</p>
		<p>From October to January, each K-5 Science Leadership Team member presented at their site an introduction to NGSS and the paradigm shifts.</p>	<p>MS Science Leadership Team-Cost Center 709000 1000-1999: Certificated Personnel Salaries General Fund \$6,648</p>
		<p>From October to January, District Science Instructional Coach met with each K-5 and 6-8 Science Leadership Team member to plan and teach lessons that are aligned to NGSS best practices and incorporate Science and Engineering Practices.</p>	<p>MS Science Leadership Team-Cost Center 709000 3000-3999: Employee Benefits General Fund \$924</p>
		<p>From December to February, K-5 Science Leadership Team members created and taught lessons that either incorporated the Science and Engineering Practices, 5E Model for</p>	<p>K-5 Science Leadership Team-Cost Center 709000 1000-1999: Certificated Personnel Salaries General Fund \$13,296</p>
			<p>K-5 Science Leadership Team-Cost Center 709000 3000-3999: Employee Benefits General Fund \$1,848</p>
			<p>K-5 Science Leadership Facilitator-Cost Center 709000 1000-1999: Certificated Personnel Salaries General Fund \$1,662</p>
			<p>K-5 Science Leadership Facilitator-Cost Center 709000 3000-3999:</p>

		<p>Inquiry, or Science Journals. Each teacher then did a reflection on the lessons and got input from grade alike team members on strategies for improvement.</p> <p>On January's Teacher Learning Day, District Science Instructional Coach provided professional development on how to teach science inquiry in NGSS and how to incorporate literacy and ELD strategies.</p> <p>In February and March, K-5 Science Leadership Team members presented at the site how to incorporate the Science and Engineering Practices into current teaching.</p> <p>The Assistant Superintendent of Curriculum and Instruction, middle school principals, and district science instructional coach met with county office of education's Science Coordinators to start initial process of creating a progression plan for Performance Expectations across K-8.</p> <p>In March, the 6-8 Science Leadership Team led by the Santa Clara County Office of Education's Science Coordinator created a three-year Disciplinary Core Idea progression plan for integrating science content in the middle schools. The plan will implemented in the 2016 - 2017 school year.</p>		Employee Benefits General Fund \$230
Scope of Service	LEA-wide		Scope of Service	LEA-wide
<u>X All</u> OR:			<u>X All</u> OR:	

<ul style="list-style-type: none"> _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) 		<ul style="list-style-type: none"> _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) 	
<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> <p>a.Each site has routines/activities with technology consistently used throughout the week/month</p> <p>b.Each classroom has apps with which everyone is comfortable using/experimenting (School wide/ grade level specific)</p> <p>c.Classroom teachers are comfortable managing their available technology</p> <p>d.Technology is being used, in some form, to enhance class/home communication</p> <p>e.Student technology leadership roles are better defined at each site</p>	<p>Estimated Cost level 3 stipend (two per site)-Resource 0000 1000-1999: Certificated Personnel Salaries General Fund \$31,800</p> <p>District Office Technology Coach-Cost Center 727100 1000-1999: Certificated Personnel Salaries General Fund \$72,654</p> <p>District Office Technology Coach-Cost Center 727100 3000-3999: Employee Benefits General Fund \$23,731</p>	<p>a. District Technology Coach worked with various grade level teams throughout the district on implementing specific routines/activities</p> <p>b. One of the January district-wide workshop sessions led by the Instructional Technology Leadership Team focused on familiarizing grade levels with certain apps and strategies with technology</p> <p>c. One of the January district-wide workshop sessions led by the Instructional Technology Leadership Team focused on general management and use of available technology in the classroom</p> <p>d. In December, three elementary schools held community tech nights, led by the District Tech Coach and site technology representatives with part of the focus on using technology to keep informed of school and class events and student learning.</p> <p>e. Student technology leadership teams started the year with the same curriculum and goals of supporting kindergarten literacy and tech integration through Educreations. Student Tech Leaders pushed into kindergarten classes and taught individuals lessons with iPads.</p>	<p>Instructional Tech Leadership Team Stipend-Cost Center-709000 1000-1999: Certificated Personnel Salaries General Fund \$26,592</p> <p>Instructional Tech Leadership Team Stipend-Cost Center-709000 3000-3999: Employee Benefits General Fund \$3,696</p> <p>District Office Technology Coach-Cost Center 727100 1000-1999: Certificated Personnel Salaries General Fund \$72.654</p> <p>District Office Technology Coach-Cost Center 727100 3000-3999: Employee Benefits General Fund \$19,236</p>

<div>Scope of Service</div> <div>LEA-wide</div>		<div>Scope of Service</div> <div>LEA-wide</div>	
<div><input checked="" type="checkbox"/> All</div> <div>OR:</div> <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><input checked="" type="checkbox"/> All</div> <div>OR:</div> <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>	
<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>Estimated Starting Arts Contract-Cost Center 676000 5800: Professional/Consulting Services And Operating Expenditures General Fund \$227,640</p>	<p>Additional Starting Arts rotations took place at Bishop, Lakewood and San Miguel.</p>	<p>Estimated Starting Arts Contract Cost-Cost Center 676000 5800: Professional/Consulting Services And Operating Expenditures General Fund \$233,210</p>
<div>Scope of Service</div> <div>Title I</div>		<div>Scope of Service</div> <div>Title I Schools</div>	
<div><input type="checkbox"/> All</div> <div>OR:</div> <div> <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) </div>		<div><input type="checkbox"/> All</div> <div>OR:</div> <div> <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) </div>	
<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>Estimated Cost Level 2 stipend-Resource 0000 1000-1999: Certificated Personnel Salaries General Fund \$23,320</p> <p>Estimated Cost Level 2 stipend-Resource 0000 3000-3999: Employee Benefits General Fund</p>	<p>All K-2 teachers attended a publisher training on the new Math Adoption (Math Expressions).</p> <p>For K-2 Math Adoption we held 2 half day release meetings/ per grade level to support implementation. We looked at the different components of Math</p>	<p>Grade Level Trainings: three 1/2 day release per grade level (1 representative per site): K= Fiala, Tran, Knowles, Dwelley, Ruthnaswamy, Felch, Noyes, Betz; 1 = Hanson, Lindsey, Poulsen, D'Alessandro, Rodriguez, Zbasnik,</p>

<p>The focus areas for this year include:</p> <p>a. Provide PD for teachers on use of New Math Adoption for grades K-2</p> <p>b. Support for teachers on the implementation of new adoption</p> <p>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</p> <p>d. Develop teacher awareness of best practices on mathematical fluency and how to best support students in their classrooms-District Grade Level Meeting</p> <p>e. Math Performance Assessments: Create and implement new performance assessments aligned with new adoption and grade level focus standards (K-2)</p> <p>Implement new performance assessments created in 2014-2015 (3-5)</p> <p>f. Continue development of a Balanced Math Program in all classrooms</p> <p>g. MLT book study of Five Easy Steps to a Balanced Math Pro</p>	<p>\$3,236</p>	<p>Expressions and how to effectively implement them at each grade level. Kinder: 12-4-15, 12-14-15, 4-5-16 First: 12-3-15, 1-19-16, 4-7-16 Second: 12-8-15, 1-14-16, 4-26-16</p> <p>District Grade Level Meeting on 10-7-15 focused on mathematical academic vocabulary and the shift in mathematical fluency. We looked at what vocabulary should be focused on at each grade level, how to encourage use of academic vocabulary and ways to practice mathematical fluency.</p> <p>Math Performance Assessments for K-2 were created with a small group of teachers and Math Leadership team. We looked at the Common Core Critical Areas and aligned our topics with them for each trimester. 10-1-15, 12-3-15</p> <p>We revised and aligned with Common Core Critical Areas the 3-5 Performance Assessments, that were created last year, during Math Leadership. 12-3-15</p> <p>During the September Staff Development day, the Middle School Math Leadership Team co-presented with district instructional coach on how to implement structured student talk in math.</p> <p>During the October Staff Development day, a San Jose State professor provided professional development for middle school math teachers and district instructional coaches and mentors on how to incorporate social emotional learning in mathematics.</p> <p>In October and November, the district math coach modeled a unit in one of the</p>	<p>Chiarella, Segal; 2 = Schultz, Strand, Patel, K. Moorehead, Woodall, Abrahams, Cabel, Alvarado 1000-1999: Certificated Personnel Salaries General Fund \$3,480</p> <p>Grade Level Trainings: three 1/2 day release per grade level (1 representative per site): K= Fiala, Tran, Knowles, Dwelley, Ruthnaswamy, Felch, Noyes, Betz; 1 = Hanson, Lindsey, Poulsen, D'Alessandro, Rodriguez, Zbasnik, Chiarella, Segal; 2 = Schultz, Strand, Patel, K. Moorehead, Woodall, Abrahams, Cabel, Alvarado 3000-3999: Employee Benefits General Fund \$110</p> <p>Estimated Cost-Level 2 Stipend K-8 Math Leadership Team-Cost Center 709000 Estimated Level 3 Stipend for Math Leadership Facilitator-Cost Center 709000 1000-1999: Certificated Personnel Salaries General Fund \$21,606</p> <p>Estimated Cost-Level 2 Stipend K-8 Math Leadership Team-Cost Center 709000 Estimated Level 3 Stipend for Math Leadership Facilitator-Cost Center 709000 3000-3999: Employee Benefits General Fund \$3,003</p> <p>Reach and Teach the Whole Child PD with Nancy Markowitz-Cost Center 709000 5800: Professional/Consulting Services And Operating Expenditures General Fund \$3,400</p> <p>Marcy Cook Math Workshop-Teacher Sub Cost-Resource 3010 1000-1999: Certificated Personnel Salaries Title I \$420</p>
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		<p>middle school Power Math classes on how to have students create an estimation problem using Google Slides.</p> <p>In January, district math coach modeled lessons on how to conduct problem solving using Balanced Math's Poster Method in Math 7.</p> <p>Middle School Math Leadership Team revised and aligned district Math Performance Tasks to CA Common Core's Critical Areas of Focus.</p> <p>Three teachers attended a Marcy Cook math workshop at the County Office on March 18 to further deepen implementation of hands on math learning.</p> <p>Teachers attended MidSchool Math Conference and learned how to help students transition from the everyday math of elementary school into the more complex realms of algebra, geometry and beyond.</p> <p>Six teachers trained in Trainer of Trainers model of Balanced Math.</p>	<p>Marcy Cook Math Workshop-Teacher Sub Cost-Resource 3010 3000-3999: Employee Benefits Title I \$14</p> <p>MidSchool Math Conference - Cost Center 709000 5000-5999: Services And Other Operating Expenditures General Fund \$9,226</p> <p>Balanced Math on January 28, 29 and March 31 - Cost Center 709000 5800: Professional/Consulting Services And Operating Expenditures General Fund \$18,000</p>
<div>Scope of Service</div> <div>LEA-wide</div>		<div>Scope of Service</div> <div>LEA-wide</div>	
<div><input checked="" type="checkbox"/> 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>		<div><input checked="" type="checkbox"/> 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>	
5. Data based decision making is done	One release day per Elementary	Release time was provided for teachers	One release day per Elementary

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 is monitored at the district level 4x year.		teacher per year (Sub Cost)-Cost Center 018100 1000-1999: Certificated Personnel Salaries General Fund \$26,918 Estimated statutory deductions-Cost Center 018100 3000-3999: Employee Benefits General Fund \$3,735	to work in grade level or department teams to analyze data and plan for differentiation.	teacher per year (Sub Cost)-Cost Center 018100 1000-1999: Certificated Personnel Salaries General Fund \$31,080 Estimated statutory deductions-Cost Center 018100 3000-3999: Employee Benefits General Fund \$985
Scope of Service	LEA-wide		Scope of Service	LEA-wide
<u>X</u> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)			<u>X</u> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
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. 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.		One release day per Elementary teacher per year (Sub Cost)-Cost Center 018100 1000-1999: Certificated Personnel Salaries General Fund \$26,918 Estimated statutory deductions-Cost Center 018100 3000-3999: Employee Benefits General Fund \$3,735	Release time was provided for teachers to work in grade level or department teams to analyze data and plan RTI services.	One release day per Elementary teacher per year (Sub Cost)-Cost Center 018100 1000-1999: Certificated Personnel Salaries General Fund \$31,080 Estimated statutory deductions-Cost Center 018100 3000-3999: Employee Benefits General Fund \$985

Scope of Service	LEA wide		Scope of Service	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)			<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. 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.		Estimated average teacher cost for one class (20%)-Cost Center 018100 1000-1999: Certificated Personnel Salaries General Fund \$29,573 Estimated employee benefits-Cost Center 018100 3000-3999: Employee Benefits General Fund \$8,552	Lakewood and Vargas elementary schools provided the pre-algebra math classes.		Dennis Vaughn and Tara Lubrano from Vargas; Allyson Guida, Karen Currie and Jennifer Concepcion from Lakewood(10%) 1000-1999: Certificated Personnel Salaries General Fund \$38,839 Vargas & Lakewood-5 classes. Estimated Employee Benefits-Cost Center 018100 3000-3999: Employee Benefits General Fund \$13,330
Scope of Service	Title I Schools		Scope of Service	Title I 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)			<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)		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		After focusing on general understanding of NGSS this year, we will provide more focused PD around implementing NGSS in the classroom for 2016-2017. We also determined that having specific guidelines around keyboarding expectations is important to ensure students are able to utilize technology efficiently. Those guidelines are incorporated into our 2016-2017 plan. Finally, we determined we need to develop a common understanding around standards-based grading in all content areas, which will be incorporated into multiple goals for 2016-2017.			

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:	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	
Goal Applies to:		Schools:	All		
		Applicable Pupil Subgroups:	All		
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 		Actual Annual Measurable Outcomes:	<ul style="list-style-type: none"> --Summary of student performance on CAASPP 2015: ELA proficient and above 3rd grade: 50% 4th grade: 52% 5th grade: 56% 6th grade: 53% 7th grade: 52% 8th grade: 55% Math proficient and above: 3rd grade: 60% 4th grade: 56% 5th grade: 55% 6th grade: 48% 7th grade: 41% 8th grade: 43% English Learners: 20% proficient in ELA Low SES: 27% proficient in ELA English Learners: 29% proficient in Math Low SES: 24% proficient in Math Enterprise adaptive online assessment year-end results: STAR Reading % proficient or above 2nd grade: 67% EL: 41% Low SES: 44% 3rd grade: 67% EL: 30% Low SES: 43% 4th grade: 68% EL: 18% Low SES: 46% 5th grade: 66% EL: 7% Low SES: 43% 	

		6th grade: 39% EL: 3% Low SES: 61% 7th grade: 44% EL: 3% Low SES: 66% 8th grade: 45% EL: 1% Low SES: 69% STAR Math % proficient or above 1st grade: 83% EL: 81% Low SES: 70% 2nd grade: 78% EL: 85% Low SES: 60% 3rd grade: 74% EL: 61% Low SES: 52% 4th grade: 79% EL: 73% Low SES: 65% 5th grade: 90% EL: 63% Low SES: 67% 6th grade: 75% EL: 22% Low SES: 57% 7th grade: 66% EL: 13% Low SES: 53% 8th grade: 66% EL: 20% Low SES: 56% We received a reading of "good" or "fair" in all systems inspected.
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LCAP Year: 2015-2016

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual 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.	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	We provided training focused on the social emotional dimensions of teaching and learning to teachers, instructional coaches, curricular leadership teams, and the Instructional Leadership Team.	Cooperating Teacher PD Sub Salary and Benefits Cost-Cost Center 018100 1000-1999: Certificated Personnel Salaries General Fund \$2,320 Cooperating Teacher PD Sub Salary and Benefits Cost-Cost Center 018100 3000-3999: Employee Benefits General Fund \$74 MOU with San Jose State to provide training for cooperating teachers, coaches, teacher leaders, and ILT (Estimated Cost)-Cost Center 071300 5000-5999: Services And Other Operating Expenditures General Fund \$10,000
Scope of Service	LEA-wide	Scope of Service	LEA-wide
<input checked="" type="checkbox"/> All		<input checked="" type="checkbox"/> All	
OR:		OR:	

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<div><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>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>2.Continue to implement restorative justice practices to reduce suspension and expulsion rates. Restorative practices are achieved through the District Positive Behavior and Intervention System (PBIS). 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.</div>	<div><div><div>Clinical Behavior Mgr (50%) & 2 Behavior Specialist Supervisor salary & benefits (estimated)-Cost Center 650000, 064000 2000-2999: Classified Personnel Salaries General Fund \$213,394</div><div>Clinical Behavior Mgr (50%) & 2 Behavior Specialist Supervisor salary & benefits (estimated)-Cost Center 650000, 064000 3000-3999: Employee Benefits General Fund \$52,110</div><div>This also funds goals 2.3, 2.4, 2.6 and 2.7</div></div></div>	<div><div><div>During the 2015-2016 school year the District Student Review Team (SRT) has reviewed 8 cases. The team developed behavior support plans and has provided targeted individualized case management for these students. The case management has included monitoring students' behavior, attendance, and academic supports. All but one student has made significant improvements, but the students continue to need behavior and academic support. Students all receive counseling services.</div></div></div>	<div><div><div>Clinical Behavior Mgr (50%) & 2 Behavior Specialist Supervisor salary & benefits (estimated)-Cost Center 650000, 064000 2000-2999: Classified Personnel Salaries General Fund \$177,695</div><div>Clinical Behavior Mgr (50%) & 2 Behavior Specialist Supervisor salary & benefits (estimated)-Cost Center 650000, 064000 3000-3999: Employee Benefits General Fund \$52,156</div><div>This also funds goals 2.3, 2.4, 2.6 and 2.7</div></div></div>
<div><div><div>Scope of Service</div><div>LEA-wide</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>Minority Males</div></div></div></div>		<div><div><div>Scope of Service</div><div>LEA-wide</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>Minority Males</div></div></div></div>	

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 School Attendance Review Board (SARB). Having a model SARB will provide the foundation for establishing long-range goals for improving school attendance and behavior.		Details provided in Goal 2.2- Cost Center 650000, 064000	District has established a coordinated plan to address attendance at each school site and students who are truant or attending less than 90% of the time have attendance plans monitored at the site. Students with continued attendance challenges are referred to SRT and are then taken to the SARB if plans to improve attendance are not successful. To date only one student has been referred to the District Attorney as plans are resulting in improvements in student attendance.	Details provided in Goal 2.2- Cost Center 650000, 064000
Scope of Service	LEA-wide		Scope of Service	LEA-wide
<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 <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Minority Males</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 <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Minority Males</u>	
4. Include social skills classes, curriculum implementation and stress management classes for students and teachers.		Details provided in Goal 2.2-Cost Center 650000, 064000	Curriculum is available at all sites. Behaviorist, teachers, counselors & psychologists use the curriculum to design Tier 1-4 supports for students. District is currently running a Second Step group at Bishop School, Lakewood and Vargas.	Details provided in Goal 2.2-Cost Center 650000, 064000
Scope of Service	LEA-wide		Scope of Service	LEA-wide
<input checked="" type="checkbox"/> All			<input checked="" type="checkbox"/> All	

<p>OR:</p> <ul style="list-style-type: none"> _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) 		<p>OR:</p> <ul style="list-style-type: none"> _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) 	
<p>5. Continue with Community Health Awareness Council (CHAC) and local partnerships: Playworks, Project Cornerstone, San Jose State University Center for Reaching and Teaching the Whole Child, Acknowledge Alliance</p>	<p>Estimated Contract Costs 10% increase over 14-15-Cost Center 564000,071300, 709099 5800: Professional/Consulting Services And Operating Expenditures General Fund \$157,960</p>	<p>District has 26 CHAC interns that are spread across all ten sites. They provide primarily individual counseling services. Some also provide Teen Talk groups at the middle schools and either Tween Talk or Just for Kids groups at the elementary sites. Five of the interns work 1 day a week, the others 2 days a week.</p> <p>At this time we have the following 5 district interns:</p> <p>2 Marriage Family Therapist trainees- These interns are all in their second year of graduate school, providing services at the Columbia Neighborhood Center (CNC) to Columbia Middle School (CMS) students. One trainee is also supporting at Vargas. These interns provide case management, individual, group, crisis intervention and parent/family counseling services.</p> <p>1 Master of Social Work/Pupil Personnel Services Credential Intern at CMS- intern provides case management, individual counseling, group counseling, parent/family sessions. The social work intern also helps with walk-in students, crisis intervention and with the Check in, Check out (CICO) program.</p> <p>2 post masters Marriage Family Therapist interns working 2 days per week for a district stipend. Providing</p>	<p>Contracted Services CHAC, Acknowledge Alliance-Cost Centers 564000, 709099, 071300 5800: Professional/Consulting Services And Operating Expenditures General Fund \$63,762</p> <p>Social Worker Intern Hourly Salary and Benefits-Cost Center 064000 2000-2999: Classified Personnel Salaries General Fund \$19,040</p> <p>Social Worker Intern Hourly Salary and Benefits-Cost Center 064000 3000-3999: Employee Benefits General Fund \$1,784</p>

		<p>individual, group and family therapy. Both specifically support with providing Educationally Related Mental Health Services.</p> <p>There are also 4 partner agency interns from YWCA and Family & Children's Services that work strictly at the CNC and serve specific CMS clients (Family violence and MediCal cases). They have supervisors from their own agencies, but I orient them to the CNC, train them on procedures and assign their caseloads.</p> <p>So far this year CNC/CMS interns served more than 150 students (not including case management & walk-ins) provided more than 800 counseling hours/sessions this year. They also ran 2 groups at CNC and 3 Why Try groups at SMS/CMS. Other student groups have included BAM (Boys Advocacy and Mentoring) group and a Young Women's Positivity Group.</p> <p>Successes this year have been the increased compliance with Educationally Related Mental Health assessments and services, implementation of Why Try curriculum at both middle schools, with multiple groups running at CMS. Both middle schools are also still running student CICO programs, Club Live lunch groups at both sites</p>		
Scope of Service	LEA-wide		Scope of Service	LEA-wide
<u>X All</u> OR:			<u>X All</u> OR:	

<ul style="list-style-type: none"> _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) 		<ul style="list-style-type: none"> _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) 	
<p>6. District has effectively planned Positive Behavior Intervention and Support (PBIS), 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>Details provided in Goal 2.2-Cost Center 650000, 064000</p>	<p>Behavior Intervention and Support (BIS) Supervisors are attending the monthly PBIS meetings led by the Manager. Supervisors are getting more familiar with PBIS site teams and have provided additional resources. In the Spring, Supervisors have provided direct support to students requiring Tier 3 & 4 interventions. Supervisors continue to attend monthly meetings. In addition, supervisors are working with school/classroom teams to provide consult/direct support for students requiring Tier 3/4 interventions (ex. observing classrooms, providing behavioral strategies to support individual students or classroom-wide strategies, etc.).</p> <p>The Clinical Manager of Behavior Intervention Services has provided training to PBIS leads on how to write behavior support plans and taught them strategies to assist in supervising student plans. Initial training on identifying functions of behavior and planning related interventions has provided additional tools for PBIS leads. Two training sessions have been conducted for PBIS leads on functions of behavior and investigating behavior through interview/checklists and ABC observation data.</p> <p>The SET results evaluated school regarding: Expectations Defined</p>	<p>Details provided in Goal 2.2-Cost Center 650000, 064000</p>

		<p>Expectations Taught</p> <p>Reward System</p> <p>Violations System</p> <p>Decision Making</p> <p>Management</p> <p>District Support</p> <p>District exceeded 80% expectation by scoring 84.8, a 6% improvement since last year.</p>	
<p>Scope of Service</p> <p>LEA-wide</p>		<p>Scope of Service</p> <p>LEA-wide</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><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>7. Provide a clear, well defined system of district support for students requiring Tier 3-4 behavior interventions.</p>	<p>Details provided in Goal 2.2-Cost Center 650000, 064000</p>	<p>District SRT team is in place with clear steps for referral of students. Process to review and develop a plan with a case manager assigned to each referral made to the team. Follow up meetings are held to mark students' success and understand their behavior.</p>	<p>Details provided in Goal 2.2-Cost Center 650000, 064000</p>
<p>Scope of Service</p> <p>LEA-wide</p>		<p>Scope of Service</p> <p>LEA-wide</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><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>	

8. Continue to maintain and upkeep school facilities to provide for a positive physical learning environment		Custodial/Operations Manager Salary & Benefits-Cost Center 07500, 0810000 2000-2999: Classified Personnel Salaries General Fund \$1,600,461	Maintain and upkeep school facilities to provide for a positive physical learning environment	Custodial/Operations Manager Salary & Benefits-Cost Center 075000, 810000 2000-2999: Classified Personnel Salaries General Fund \$1,661,648	
		Custodial/Operations Manager Salary & Benefits-Cost Center 07500, 0810000 3000-3999: Employee Benefits General Fund \$742,585		Custodial/Operations Manager Salary & Benefits-Cost Center 075000, 810000 3000-3999: Employee Benefits General Fund \$755,366	
Scope of Service	LEA-wide		Scope of Service	LEA-wide	
<input checked="" type="checkbox"/> All			<input checked="" type="checkbox"/> All		
OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)			OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		
Scope of Service			Scope of Service		
<input type="checkbox"/> All			<input type="checkbox"/> All		
OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)			OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		We have a robust social emotional learning component, and based on the very positive feedback from our stakeholder groups, plan to continue providing those services to our students across the district. This year we added a position - Clinical Manager of Behavior Intervention Services -and this has proved to be very beneficial in providing training and support to the Positive Behavior and Intervention Services across our sites.			

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:	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	
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All		
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 		Actual Annual Measurable Outcomes:	58% of students met AMAO 1 for the 2014-2015 school year. 26% of students classified as English learners for less than 5 years met AMAO 2 for the 2014-2015 school year. 40% of students classified as English learners for more than 5 years met AMAO 2 for the 2014-2015 school year. District-wide, 12% of EL students were reclassified during the 2014-2015 school year.
LCAP Year: 2015-2016				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual 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.	Coordinator - Literacy & English Learner Support-Cost Center 709000 1000-1999: Certificated Personnel Salaries General Fund \$134,138	The EL Coordinator has held monthly meetings with instructional coaches to provide professional development and foster collaborative discussions around ELD and Common Core Implementations. Meetings took place on 9/11/15, 10/9/15, 11/13/15, 12/11/15, 1/20/16, 2/12/16, 3/4/16, 4/8/16, 5/13/16 and 6/3/16. Principals received training at Instructional Leadership Team meetings on 10/6/15, 11/3/15, 1/5/16 and 2/2/16. The EL Coordinator has met on a regular basis with principals to discuss ELD implementation and observe ELD classes.	Coordinator - Literacy & English Learner Support-Cost Center 709000 1000-1999: Certificated Personnel Salaries General Fund \$134,211	
	Coordinator - Literacy & English Learner Support-Cost Center 709000 3000-3999: Employee Benefits General Fund \$32,181		Coordinator - Literacy & English Learner Support-Cost Center 709000 3000-3999: Employee Benefits General Fund \$32,267	
			MOU with Mathew Espinosa-Cost Center 709000 5800: Professional/Consulting Services And Operating Expenditures General Fund \$1,500	

		Mathew Espinosa, Coordinator for Multi-lingual Services for the County Office provided training on the ELA/ELD Framework for administrators on 10/5/15, Instructional Coaches on 11/17/15, for Elementary ELAT on 12/17/15, and for Middle School ELAT on 3/11/16. He provided a full-day inservice at San Miguel School on 1/25/16	
Scope of Service	LEA-wide	Scope of Service	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)		<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)	
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.	<p>ELAT Stipend with statutory deductions(4 level one & 8 level 2)- Resource 3010 1000-1999: Certificated Personnel Salaries Title I \$10,600</p> <p>ELAT Stipend with statutory deductions(4 level one & 8 level 2)- Resource 3010 3000-3999: Employee Benefits Title I \$1,470</p>	Elementary ELAT members received training on the ELD standards presentation on 09/10/15 and presentations took place in September and October. Our EL Coach presented the training to the middle school staffs on 9/16/15 and 10/15/15. Elementary ELAT members received training on using ELD standards to assess student learning on 10/01/15, with site presentations during the month of October. Training on Part II of the ELD standards took place on 01/14/16 with site trainings taking place during January and February. Middle School ELAT members received training on the ELA/ELD Framework and Part II of the ELD standards on 01/15/16.	<p>ELAT Stipend with statutory deductions(6 level one, 5 level 2, 1 level 3)- 1000-1999: Certificated Personnel Salaries General Fund \$10,526</p> <p>ELAT Stipend with statutory deductions(6 level one, 5 level 2, 1 level 3)- 3000-3999: Employee Benefits General Fund \$1,463</p> <p>Literacy Leadership Team Stipends with statutory deductions (13 Level 2 & 1 Level 3)-Cost Center 709000 1000-1999: Certificated Personnel Salaries General Fund \$16,066</p> <p>Literacy Leadership Team Stipends with statutory deductions (13 Level 2 & 1 Level 3)-Cost Center 709000 3000-3999: Employee Benefits General</p>

		<p>Elementary Literacy Leadership Team received training on writing language and learning goals on 9/29/15. This training was then presented to site staff members in October.</p> <p>Teams of teachers, assistant principals and instructional coaches, along with the EL Coordinator attended 3-day trainings at the Santa Clara County Office of Education on the ELA/ELD Framework. Cohort dates: Cohort 1: 9/30/15, 10/8/15, 10/14/15 Cohort 2: 10/13/15, 11/4/15, 11/2/15 Cohort 3: 1/7/16, 1/27/16, 2/4/16</p> <p>Principals, instructional coaches and the EL Coordinator attended training by Kate Kinsella on 9/22/15 and 10/6/15</p> <p>The EL Coordinator and Instructional coaches attended a webinar entitled Supporting English Learners in the Reading Workshop</p> <p>Teachers, administrators and instructional coaches attended the "How Language Works Bootcamp" at the Santa Clara County Office of Education on 11/5/15 and 2/11/16.</p> <p>The district EL coach and elementary literacy coach attended the "Learning Circle Network for Teachers and Coaches" which focused on deepening their understanding of the ELA/ELD</p>	<p>Fund \$2,233</p> <p>SCCOE-ELA/ELD Framework: Understanding the ELA/ELD Framework for Guiding Classroom Instruction for All Learners Tellez, C. Davis, Fischer, Schmidt, Corella</p> <p>SCCOE: Tools to Prepare English Learners for Common Core Informational Text Reading and Response Demands and Preparing Reticent Writers to Construct Competent CCSS-Aligned Responses Tellez, Lee, Carlson, Armstrong 5800: Professional/Consulting Services And Operating Expenditures General Fund \$1,000</p> <p>Instructional Coach Salary & Benefits-Average Cost-Cost Center 048300/018100/709000 1000-1999: Certificated Personnel Salaries General Fund \$28,458</p> <p>Instructional Coach Salary & Benefits-Average Cost-Cost Center 048300/018100/709000 3000-3999: Employee Benefits General Fund \$7,690</p> <p>Heinemann Supporting English Learners in the Reading Workshop (September and October 2015) C. Davis, Tellez, Votran, Currie, Hernandez, Fischer-Cost Center 709000/048300/018100. See 3.1 and 3.2 for EL Coordinator and Instructional Coach Cost 5000-5999: Services And Other Operating Expenditures General Fund \$1,194</p> <p>How Language Works Boot Camp: Understanding the ELD and CCSS ELA Language Standards - Tellez,</p>
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		Framework and ELD unit planning .	<p>Votran, C. Davis-Cost Center 709000 5000-5999: Services And Other Operating Expenditures General Fund \$543</p> <p>Caitlin Davis, Mary Grace Votran: Learning Circle Network for Teachers and Coaches-Cost Center 709000 5000-5999: Services And Other Operating Expenditures General Fund \$500</p>
<div>Scope of Service</div> <div>LEA-wide</div>		<div>Scope of Service</div> <div>LEA-wide</div>	
<div><input type="checkbox"/> All</div> <div>OR:</div> <div><input checked="" type="checkbox"/> Low Income pupils</div> <div><input checked="" type="checkbox"/> English Learners</div> <div><input type="checkbox"/> Foster Youth</div> <div><input checked="" type="checkbox"/> Redesignated fluent English proficient</div> <div><input type="checkbox"/> Other Subgroups: (Specify)</div>		<div><input type="checkbox"/> All</div> <div>OR:</div> <div><input checked="" type="checkbox"/> Low Income pupils</div> <div><input checked="" type="checkbox"/> English Learners</div> <div><input type="checkbox"/> Foster Youth</div> <div><input checked="" type="checkbox"/> Redesignated fluent English proficient</div> <div><input type="checkbox"/> Other Subgroups: (Specify)</div>	
<p>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.</p>	<p>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</p> <p>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</p>	<p>Data teams meet monthly or bi-weekly to analyze data. Data on English learners was presented to the Instructional Leadership Team on 7/30/15, 10/6/15, 12/6/15, 1/5/16, 3/29/16 and 6/16/16. This information was then shared with data teams at the sites to enable further analysis and action.</p> <p>Work was done during after school PLC meetings. No subs required.</p>	<p>PLC Team Lead Stipends Level 1; One per site salary and benefits-Cost Center 709000 1000-1999: Certificated Personnel Salaries General Fund \$5,540</p> <p>PLC Team Lead Stipends Level 1; One per site salary and benefits-Cost Center 709000 3000-3999: Employee Benefits General Fund \$770</p>
<div>Scope of Service</div> <div>LEA-wide</div>		<div>Scope of Service</div> <div>LEA-wide</div>	
<div><input checked="" type="checkbox"/> All</div> <div>OR:</div> <div><input type="checkbox"/> Low Income pupils</div> <div><input type="checkbox"/> English Learners</div>		<div><input checked="" type="checkbox"/> All</div> <div>OR:</div> <div><input type="checkbox"/> Low Income pupils</div> <div><input type="checkbox"/> English Learners</div>	

<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>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>	
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.		<div>Reading Partners Contract (estimated 5% increase over 14-15)- Cost Center 709000 5000-5999: Services And Other Operating Expenditures General Fund \$131,250</div>	<div>Approximately 75 students were served at San Miguel, 60 at Ellis, 60 at Vargas, 65 at Bishop and 52 at Lakewood.</div>	<div>Reading Partners Contract-Cost Center 709000 5000-5999: Services And Other Operating Expenditures General Fund \$125,000</div>
<div><div>Scope of Service</div><div>San Miguel, Vargas, Bishop, Ellis, Lakewood</div></div>		<div><div>Scope of Service</div><div>San Miguel, Vargas, Bishop, Ellis, Lakewood</div></div>		
<div><div><div>All</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>All</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>	
5. Para professionals will support English learners in making progress towards English proficiency by providing small group instruction.		<div>Para-Regular Salary and benefits-Cost Center 709099, 739599, 012900 2000-2999: Classified Personnel Salaries General Fund \$96,590</div> <div>Para-Regular Salary and benefits-Cost Center 709099, 739599, 012900 3000-3999: Employee Benefits General Fund \$29,541</div> <div>Para-Regular Salary and benefits-Resource 3010 2000-2999: Classified Personnel Salaries Title I \$62,357</div> <div>Para-Regular Salary and benefits-</div>	<div>Para professionals at all sites support English learners in small group or one on one support.</div>	<div>Para-Regular Salary and benefits-Cost Center 709099, 739599, 012900, 018199 2000-2999: Classified Personnel Salaries General Fund \$116,989</div> <div>Para-Regular Salary and benefits-Cost Center 709099, 739599, 012900, 018199 3000-3999: Employee Benefits General Fund \$38,140</div> <div>Para-Regular Salary and benefits-Resource 3010 2000-2999: Classified Personnel Salaries Title I \$64,837</div> <div>Para-Regular Salary and benefits-Resource 3010 3000-3999: Employee</div>

		Resource 3010 3000-3999: Employee Benefits Title I \$12,457		Benefits Title I \$16,946	
Scope of Service	LEA-wide		Scope of Service	LEA-wide	
<div><div>All</div><div>OR:<div><div>X</div>Low Income pupils</div><div><div>X</div>English Learners</div><div><div>_</div>Foster Youth</div><div><div>_</div>Redesignated fluent English proficient</div><div><div>_</div>Other Subgroups: (Specify)</div></div></div>			<div><div>All</div><div>OR:<div><div>X</div>Low Income pupils</div><div><div>X</div>English Learners</div><div><div>_</div>Foster Youth</div><div><div>_</div>Redesignated fluent English proficient</div><div><div>_</div>Other Subgroups: (Specify)</div></div></div>		
<div>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:<div>a.Writing across the content :Interactive, shared, guided, independent writing</div><div>b.Oral language development - exploring multiple opportunities for student discourse (pair shares, presentations)</div><div>c.Academic discourse</div><div>d.Best practices aligned with Units of Study</div><div>e.PD:Deepening awareness of ELA/ELD integration spread to sites/ teachers</div><div>Model lessons</div><div>f.Language objectives with every lesson</div></div>		<div>Level 2 stipend (22) and statutory benefits-Resource 0000 1000-1999: Certificated Personnel Salaries General Fund \$23,320</div> <div>Level 2 stipend (22) and statutory benefits-Resource 0000 3000-3999: Employee Benefits General Fund \$3,236</div>	<div>a. All elementary teachers participated in professional development focused on narrative writing at the district-wide grade level meeting on 11/4/15. MS Literacy Leads developed cross-curricular, common core ELA units for grades 6-8</div> <div>b & c. MS Literacy Leadership discussed best practices around vocabulary and student talk and structure on 11/5/15.</div> <div>d. Writing rubrics were aligned with Units of Study. Professional Development on Units of Study best practices was presented to 6th grade on 9/21/15. 6th grade worked to align their curriculum with the Units of Study on 1/7/16.</div> <div>e. Due to scheduling restraints, the Trainer of Trainer PD around ELA/ELD integration was conducted at Elementary ELAT on 1/14/16 and Middle School ELAT on 1/15/16. The training was presented to site staff in January and February</div> <div>f.The elementary literacy leadership team received training on DOK and language and learning goals on 9/29/15. This training was presented at sites in</div>		<div>Literacy Leadership Team Stipends with statutory deductions (13 Level 2 & 1 Level 3)-Cost Center 709000. See Costs in Goal 3, Action 1</div>

		October. Training for middle schools was conducted by the district EL coach on 9/2/15 and 9/16/15.	
Scope of Service	LEA-wide	Scope of Service	LEA-wide
<input checked="" type="checkbox"/> All		<input checked="" 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. We will align our elementary standards based reporting with the ELD standards to ensure English learner's progress is monitored.	See 15-16 Goal 3.1 Above; Cost Center 709000	Report cards were redesigned in October and were sent home starting in the first reporting period. ELD progress reports are sent home 3 times a year. Parents received information on the ELD standards and proficiency level in English and Spanish during parent/teacher conferences in November. This goal has been met and will not carry forward to 2016-2017	This goal has been met and will not carry forward to 2016-2017
Scope of Service	LEA-wide	Scope of Service	LEA-wide
<input type="checkbox"/> All		<input type="checkbox"/> All	
OR:		OR:	
<input type="checkbox"/> Low Income pupils		<input type="checkbox"/> Low Income pupils	
<input checked="" type="checkbox"/> English Learners		<input checked="" type="checkbox"/> English Learners	
<input type="checkbox"/> Foster Youth		<input type="checkbox"/> Foster Youth	
<input checked="" type="checkbox"/> Redesignated fluent English proficient		<input checked="" type="checkbox"/> Redesignated fluent English proficient	
<input type="checkbox"/> Other Subgroups: (Specify)		<input type="checkbox"/> Other Subgroups: (Specify)	
8. Language Review Teams, Professional Learning Communities and principals will utilize the district's Online Assessment and Reporting	OARS Contract-Cost Center 062100 5000-5999: Services And Other Operating Expenditures General Fund \$31,645	Fall Language Review Team meetings took place at all sites between 1/20/16 and 2/9/16. Spring LRTs took place between 1/16/16 and 1/27/16. All sites	OARS Contract-Cost Center 062100 5800: Professional/Consulting Services And Operating Expenditures General Fund \$31,475

System (OARS) to access EL students' local and state assessment results (e.g., CELDT, District Writing Assessments) while determining student progress towards English proficiency.				utilized CELDT and local assessment to determine students' eligibility for reclassification and to evaluate student progress towards English proficiency.			
Scope of Service	LEA-wide			Scope of Service	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)				<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)			
9. 25 elementary teachers will be trained in the Guided Language Acquisition model (GLAD)		Consultant contract for GLAD training-Cost Center 709000 5800: Professional/Consulting Services And Operating Expenditures General Fund 30,000		GLAD training was postponed until the 2016-2017 school year. However, 17 middle school teachers received Constructing Meaning training. Instructional coaches received training of trainers certification and led a 5-day institute: 10/13, 10/14, 10/29, 12/10, 2/4. Refreshers have presented at middle school sites: 9/2, 9/16, 9/21, 12/9, 1/27 Middle school teachers participated in CM coaching cycles with Instructional Coaches. 22 Elementary teachers visited schools implementing the Sobrato Early Academic Language program to observe best practices in ELD instruction.		CM attendees: Ammons, Autsen, Byun, Clark, Di Grazia, Frecceri, Gever, Huang, Kiel-Mercado, Messner, Moorehead, Navarro-Kelley, Owens, Persinger, Rice, Slattery, Weller-Sub Salary and Benefit Cost-Resource 4203 1000-1999: Certificated Personnel Salaries Title III \$10,643 CM attendees: Ammons, Autsen, Byun, Clark, Di Grazia, Frecceri, Gever, Huang, Kiel-Mercado, Messner, Moorehead, Navarro-Kelley, Owens, Persinger, Rice, Slattery, Weller-Sub Salary and Benefit Cost-Resource 4203 3000-3999: Employee Benefits Title III \$338 Full day sub Salary & Benefits Cost for SEAL attendees: Sanico, Lynch, Noyes, Chiarella, Choate, Cabaal, Wiseth, Kramer, Murthy, Gresback, Zbasnik, Abrahams, Chiang, Tsai, Guida, Anthony, Fiala, Liew, Prettol, Ballin, Brink-Cost Center 301000 1000-1999: Certificated Personnel	

				Salaries Title I \$1,980 Full day sub Salary & Benefits Cost for SEAL attendees: Sanico, Lynch, Noyes, Chiarella, Choate, Cabael, Wiseth, Kramer, Murthy, Gresback, Zbasnik, Abrahams, Chiang, Tsai, Guida, Anthony, Fiala, Liew, Prettol, Ballin, Brink-Cost Center 301000 3000-3999: Employee Benefits Title I \$63
Scope of Service	Elementary teachers		Scope of Service	
<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)			<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)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		After our focus on Designated ELD, we will focus in 2016-2017 on Integrated ELD. Since we were unable to provide it this year, the GLAD training will take place during the 2016-2017 school year. We will increase our focus on early literacy to ensure all English learners reach proficiency.		

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:	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	
Goal Applies to: Schools: All Applicable Pupil Subgroups: All					
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 			Actual Annual Measurable Outcomes:	<ul style="list-style-type: none"> • -Baseline statewide assessment results CAASPP 2015 Results: English Learners: 20% proficient in ELA Low SES: 27% proficient in ELA English Learners: 29% proficient in Math Low SES: 24% proficient in Math • Academic Performance Index is currently suspended. • Content areas are aligned to the Common Core Standards. ELA, math, and science professional development are all aligned to Common Core best practices. • Summary of student performance on CAASPP 2015: ELA proficient and above 3rd grade: 50% 4th grade: 52% 5th grade: 56% 6th grade: 53% 7th grade: 52% 8th grade: 55% Math proficient and above: 3rd grade: 60% 4th grade: 56% 5th grade: 55% 6th grade: 48% 7th grade: 41%

		<p>8th grade: 43%</p> <p>English Learners: 20% proficient in ELA Low SES: 27% proficient in ELA</p> <p>English Learners: 29% proficient in Math Low SES: 24% proficient in Math</p> <ul style="list-style-type: none"> Enterprise adaptive online assessment year-end results: STAR Reading % proficient or above 2nd grade: 67% EL: 41% Low SES: 44% 3rd grade: 67% EL: 30% Low SES: 43% 4th grade: 68% EL: 18% Low SES: 46% 5th grade: 66% EL: 7% Low SES: 43% 6th grade: 39% EL: 3% Low SES: 61% 7th grade: 44% EL: 3% Low SES: 66% 8th grade: 45% EL: 1% Low SES: 69% <p>STAR Math % proficient or above 1st grade: 83% EL: 81% Low SES: 70% 2nd grade: 78% EL: 85% Low SES: 60% 3rd grade: 74% EL: 61% Low SES: 52% 4th grade: 79% EL: 73% Low SES: 65% 5th grade: 90% EL: 63% Low SES: 67% 6th grade: 75% EL: 22% Low SES: 57% 7th grade: 66% EL: 13% Low SES: 53% 8th grade: 66% EL: 20% Low SES: 56%</p> <ul style="list-style-type: none"> Professional Development that has targeted ELA/ELD: Constructing Meaning, Rigorous Curriculum Design, Mathew Espinosa, Coordinator for Multi-lingual Services for the County Office training, ELD Standards and Framework trainings, Kate Kinsella training, Rhonda Beasley literacy trainings, "How Language Works Bootcamp" and language goals trainings.
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LCAP Year: 2015-2016

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. Our foundation for deepening instructional practices in all classrooms is via a distributive leadership model	Instructional Coach-TSA Salary and benefits-Cost Center 709099 1000-1999: Certificated Personnel	The focus for the middle school instructional coaches has been implementing integrated ELD through	Instructional Coach-TSA Salary and Benefits-Cost Center 709099 1000-1999: Certificated Personnel Salaries

<p>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.</p>	<p>Salaries General Fund \$329,121</p> <p>Instructional Coach-TSA Salary and benefits-Cost Center 709099 3000-3999: Employee Benefits General Fund \$104,185</p> <p>Instructional Coach-TSA Salary and benefits-Resource 3010 1000-1999: Certificated Personnel Salaries Title I \$61,291</p> <p>Instructional Coach-TSA Salary and benefits-Resource 3010 3000-3999: Employee Benefits Title I \$23,755</p> <p>Instructional Coach-TSA Salary and benefits-Resource 4203 1000-1999: Certificated Personnel Salaries Title III \$113,229</p> <p>Instructional Coach-TSA Salary and benefits-Resource 4203 3000-3999: Employee Benefits Title III \$40,070</p>	<p>the Construction Meaning framework. At San Miguel, the focus has been literacy, implementing Designated and Integrated ELD and supporting teachers in writing language and learning goals. At Lakewood the focus has been supporting Professional Learning Communities, writing language and learning goals, designated ELD and academic language. At two of our Title 1 schools (Bishop and Vargas) assistant principals were hired, and they provided coaching support around designated ELD and learning and language goals.</p>	<p>General Fund \$102,226</p> <p>Instructional Coach-TSA Salary and Benefits-Cost Center 709099 3000-3999: Employee Benefits General Fund \$31,855</p> <p>Instructional Coach-TSA Salary and Benefits-Resource 3010 1000-1999: Certificated Personnel Salaries Title I \$89,209</p> <p>Instructional Coach-TSA Salary and Benefits-Resource 3010 3000-3999: Employee Benefits Title I \$30,561</p> <p>Instructional Coach-TSA Salary and Benefits-Resource 4203 1000-1999: Certificated Personnel Salaries Title III \$124,397</p> <p>Instructional Coach-TSA Salary and Benefits-Resource 4203 3000-3999: Employee Benefits Title III \$40,377</p>
<p>Scope of Service LEA-wide</p> <hr/> <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>Scope of Service LEA-wide</p> <hr/> <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>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>	<p>Instructional Coach-TSA Salary and benefits-Cost Center 727100, 709000 1000-1999: Certificated Personnel Salaries General Fund \$413,079</p> <p>Instructional Coach-TSA Salary and benefits-Cost Center 727100, 709000 3000-3999: Employee Benefits General Fund \$111,352</p>	<p>Teachers on special assignment led district leadership teams, comprising two teachers from each site, which met on a regular basis to plan professional development and discuss best practices. The K-5 literacy leadership team met on 9-10-15, 10-22-15, 12-3-15, 4-7-16 and 5-12-16. The K-5 math leadership team met on 9-10-15, 10-22-15, 12-3-15, 4-7-16, and 5-12-16. The middle school math leadership team</p>	<p>Instructional Coach-TSA Salary and Benefits-Cost Center 727100, 709000 1000-1999: Certificated Personnel Salaries General Fund \$644,473</p> <p>Instructional Coach-TSA Salary and benefits-Cost Center 727100, 709000 3000-3999: Employee Benefits General Fund \$204,020</p> <p>Leadership Meeting Sub Salary and Benefits-Cost Center 709000/709099</p>

		<p>met on 9-18-15, 10-9-15, 12-11-15, 1-22-16, 3-18-16 and 5-20-16. The K-5 science leadership team met on 9-15-15, 10-6-15, 12-1-15, 2-2-16, 3-1-16 and 5-3-16. The middle school science leadership team met on 9-11-15, 10-2-15, 1-15-16, 3-11-16 and 5-13-16. The instructional technology leadership team met on 9-16-15, 1-20-16 and 5-18-16.</p> <p>In addition to leading these meetings and coordinating district-wide professional development in their areas of expertise, teachers on special assignment completed coaching cycles at the sites to deepen teachers' understanding and implementation of best practices.</p>	<p>1000-1999: Certificated Personnel Salaries General Fund \$15,878</p> <p>Leadership Meeting Sub Salary and Benefits-Cost Center 709000/709099 3000-3999: Employee Benefits General Fund \$504</p>				
<table><tr><td>Scope of Service</td><td>LEA-wide</td></tr></table> <div><div>X All</div><div>OR:<ul style="list-style-type: none">_ Low Income pupils_ English Learners_ Foster Youth_ Redesignated fluent English proficient_ Other Subgroups: (Specify)</div></div>	Scope of Service	LEA-wide		<table><tr><td>Scope of Service</td><td>LEA-wide</td></tr></table> <div><div>X All</div><div>OR:<ul style="list-style-type: none">_ Low Income pupils_ English Learners_ Foster Youth_ Redesignated fluent English proficient_ Other Subgroups: (Specify)</div></div>	Scope of Service	LEA-wide	
Scope of Service	LEA-wide						
Scope of Service	LEA-wide						
3. Instructional coaches and teachers will receive professional development to implement best instructional practices to maximize understanding for students.	<p>Estimated PD cost-Cost Center 709000 5000-5999: Services And Other Operating Expenditures General Fund \$10,000</p>	<p>Instructional coaches met monthly with the EL and Literacy Coordinator to receive professional development around best practices, share successes and strategies and analyze site data. Meetings took place on 9-11-15, 10-9-15, 11-13-15, 12-11-15, 1-20-16, 3-4-16, 4-8-16, 5-13-16 and 6-3-16. Concepts covered included writing learning and language goals, having coaching conversations, designated ELD implementation, language review team meetings and depth of knowledge.</p>	<p>Instructional Coach and EL and Literacy Coordinator Salary and Benefits-Cost Center 709000,727100, 709099, 420300, 3010-See 15-16 Goal 4 Actions 1&2 for costs. Also see 15-16 Goal 3, Action 1.</p>				

<div>Scope of Service</div> <div>LEA-wide</div>		<div>Scope of Service</div> <div>LEA-wide</div>	
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<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>	<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>Mentors provided support to 52 new teachers teachers through the Silicon Valley New Teacher Project.</p>	<p>Santa Cruz Silicon Valley New Teacher Contract (Mentors only) Cost Center 071300 5800: Professional/Consulting Services And Operating Expenditures General Fund \$19,980</p>
<div>Scope of Service</div> <div>LEA-wide</div>		<div>Scope of Service</div> <div>LEA-wide</div>	
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<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>	<p>Estimated New Teacher Center Contract-Cost Center 727100 5000-5999: Services And Other Operating Expenditures General Fund \$38,000</p>	<p>In addition to our support of new administrators, district and veteran administrators attended several conferences with these same focus areas of leadership development through the lens of equity and English Learners:</p> <p>ASCD Conference--October 29-</p>	<p>NTC contract for new administrator support-Cost Center 727100</p> <p>Attendees: ASCD - Ahuja, Tellez CERA - Tellez CISI - Abreu-Coito, Ahuja, Allmann, Dean, Gallagher, Selzler, Tellez</p>

		November 1, 2015 CERA Conference--December 2-4, 2015 CISI Training (Instructional Rounds)--January 13, 2016 CISC Symposium--February 24-26, 2016	CISC - Abreu-Coito, Ahuja, Tellez 5000-5999: Services And Other Operating Expenditures General Fund \$44,000
Scope of Service LEA-wide		Scope of Service LEA-wide	
X 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)	
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.	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	Ms. Math came and did 2 days of PD in August. 1 day for k-3 and another for 4-8. She came back in December for 3 days to provide PD for all of the fourth grade teachers. The DBQ Project (Data Based Questioning) provided professional development for middle school social studies teachers on 8-10-15 and 8-11-15. Mathew Espinosa from the Santa Clara County Office of Education provided professional development on the ELA/ELD Framework for the Instructional Leadership Team, Elementary and Middle School ELAT, Instructional coaches and San Miguel Elementary School on 10-6-15, 11-30-15 (ILT), 12-17-15, 1-25-16 3-11-16. Eduardo Munoz-Munoz provided support to teachers in our new Juntos Dual Immersion Program. Teacher leaders participated in a three day Balanced	MOUs: Ms. Math, Mathew Espinosa, Eduardo Munoz Munoz, Houghton Mifflin Harcourt, sub costs for balanced math and Ms. Math., Rhonda Beasley-Cost Center 709000 5800: Professional/Consulting Services And Operating Expenditures General Fund \$48,840

		Math training on 1-28-15, 1-29-16 and 3-31-16. Rhonda Beasley provided training on early literacy to ILT on 2-2-16	
Scope of Service	LEA-wide	Scope of Service	LEA-wide
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<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
7. Provide staff development on use of research-based instructional strategies to support English Learners Achievement.	See 15-16 Goal 4.6-Cost Center 709000/709099	<p>Staff Development on instructional strategies to support English learners was provided by instructional coaches, and also through a trainer of trainers model. Initial trainings took place 09/10/15, 9/16/15 9/29/15, 10/1/15 01/14/16, 01/15/16.</p> <p>17 middle school teachers received Constructing Meaning training. Instructional coaches received ToT certification and led a 5-day institute: 10/13, 10/14, 10/29, 12/10, 2/4. Refreshers have presented at middle school sites: 9/2, 9/16, 9/21, 12/9, 1/27</p>	<p>Trainer of Trainer Sub Salary and Benefits-Cost Center 709000 1000-1999: Certificated Personnel Salaries General Fund \$2,380</p> <p>Trainer of Trainer Sub Salary and Benefits-Cost Center 709000 3000-3999: Employee Benefits General Fund \$75</p> <p>Constructing Meaning Training. See Costs in 15-16 Annual Update Goal 3, Action 9-Resource 4203</p> <p>Instructional Coach and Benefits-Cost Center 709000,727100, 709099, 420300, 3010-See 15-16 Goal 4 Actions 1&2 for costs.</p>
Scope of Service	LEA-wide	Scope of Service	LEA-wide
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_ Other Subgroups: (Specify)				
8. Provide professional development to classified instructional staff to build their capacity to support implementation of the Common Core State Standards for target students.		Para Educator Classified In-Service Days. See 15-16 Goal 3.5-Cost Center 709099, 739599, 012900	Classified staff received training on 10-12-15 and 1-25-16.	Para Educator Classified In-Service Days. See 15-16 Annual Update Goal 3 Action 5-Cost Center 709099, 739599, 012900, 018199
Scope of Service	LEA-wide		Scope of Service	LEA-wide
<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)			<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
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 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	Through monthly release time and at monthly meetings throughout the 2015-2016 school year, the Middle School Literacy Leadership Team has designed six units of study using Rigorous Curriculum Design. Units are CCCSS-aligned and incorporate critical thinking skills, academic language and 21st Century skills. Units also have culminating common tasks which are designed to echo the Smarter Balanced Performance Tasks and also to further engage students in real-life, relevant problem-solving. In addition, regular check ins and feedback from Language Arts teachers at both schools allows for refinement and revision of the units to ensure quality, rigor and proper alignment. All 6th, 7th and 8th grade teachers taught the units.	Middle School Literacy Leadership Stipends (8 Level 2) Salary and Benefits-Cost Center 709000 1000-1999: Certificated Personnel Salaries General Fund \$8,864 Middle School Literacy Leadership Stipends Salary and Benefits-Cost Center 709000 3000-3999: Employee Benefits General Fund \$1,232 Middle School Literacy Leadership Release Time Salary and Benefits-Cost Center 709000 1000-1999: Certificated Personnel Salaries General Fund \$3,015 Middle School Literacy Leadership Release Time Salary and Benefits-Cost Center 709000 3000-3999: Employee Benefits General Fund \$96
Scope of Service	Middle Schools		Scope of Service	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><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>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>	<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>	<p>In the 2015-2016 school year, the Next Generation Science Standards Leadership Teams were established 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 included identifying entry points for NGSS instruction in the current curriculum and in the absence of NGSS materials. In addition, the middle school team supported science teachers in transitioning from a discipline specific approach to an integrated approach with an emphasis on inquiry-based teaching.</p>	<p>18 Level 2 stipends with statutory deductions-Cost Center 709000 1000-1999: Certificated Personnel Salaries General Fund \$19,944</p> <p>18 Level 2 stipends with statutory deductions-Cost Center 709000 3000-3999: Employee Benefits General Fund \$2,772</p> <p>One Level 3 Stipend with Statutory Deductions for Science Leadership Facilitator- Cost Center 709000 1000-1999: Certificated Personnel Salaries General Fund \$1,662</p> <p>One Level 3 Stipend with Statutory Deductions for Science Leadership Facilitator- Cost Center 709000 3000-3999: Employee Benefits General Fund \$231</p> <p>NGSS Release Time Salary and Benefits-Cost Center 709000 1000-1999: Certificated Personnel Salaries General Fund \$1,985</p> <p>NGSS Release Time Salary and Benefits-Cost Center 709000 3000-3999: Employee Benefits General Fund \$63</p>
<p>Scope of Service</p> <p>LEA-wide</p>		<p>Scope of Service</p> <p>LEA-wide</p>	
<p><input checked="" type="checkbox"/> All</p> <p>OR:</p>		<p><input checked="" type="checkbox"/> All</p> <p>OR:</p>	

<ul style="list-style-type: none"> _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) 		<ul style="list-style-type: none"> _ 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?	As we were completing our annual updates we found this goal to be redundant as we were filling in the same information in this update as we were in some of the other goals. Therefore we decided to consolidate this goal and incorporate the actions into the other goals. Our focus on rich professional development continues.		

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:	Promote collaboration,transparency,and communication with students, parents,staff,and the broader community.			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:	All		
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 			<p>Actual Annual Measurable Outcomes:</p> <p>Results from the California Healthy Kids Parent Survey Data: 92% of Parents felt welcome to participate in their child's school. 90% of Parents reported fthat schools encourage parents to be an active partner in their child's education. 93% of Parents felt that the school kept them informed regarding their child and school activities.</p> <p>A parent satisfaction communication survey will be sent at the end of school year via SchoolMessenger and Survey Monkey. Results will not be available until the end of the year, and will be reflected in next year's LCAP.</p> <ul style="list-style-type: none"> The new website launched on July 1, 2015. Since then, there have been an average of 129,915 total visits, 134,521 total page views and 93,143 targeted visits for the District webpage. Visits for individual school websites are as follows: Bishop: 9,362 total visits, 12,873 total page views, and 7,784 targeted visits. Cherry Chase: 23,180 total visits, 31,136 total page views, and 17,989 targeted visits. Cumberland: 20,354 total visits, 28,616 total page views, and 16,240 targeted visits. Ellis: 16,171 total visits, 23,521 total page views, and 13,520 targeted visits. Fairwood: 8,189 total visits, 11,946 total page views, and 6,794 targeted visits. Lakewood: 8,374 total visits, 11,093 total page views, and 6,721 targeted visits. San Miguel: 9,834 total visits, 10,516 total page views, and 7,108

		<p>targeted visits. Vargas: 12,159 total visits, 15,840 total page views, and 9,633 targeted visits. Columbia Middle: 12,984 total visits, 16,765 total page views, and 10,198 targeted visits. Sunnyvale Middle: 30,881 total visits, 35,009 total page views, and 22,293 targeted visits.</p> <ul style="list-style-type: none"> End user usage statistics from app usage The mobile app design is completed. A communications plan promoting the app and trainings to teach parents how to sign up is being planned for the Fall. School Messenger records and logs, including delivery receipts SchoolMessenger is used to share messages from our superintendent, general messages regarding district initiatives or events, attendance issues, and more via phone and email. Parents will be able to opt in to also receive messages via SchoolMessenger's SMS text option beginning in May 2016. <p>From April 1-22, 2016, 51,054 phone calls were made district-wide. 71.6% were delivered and 28.4% were undelivered. 72,811 emails were sent. 75.2% were delivered and 24.8% undelivered.</p>
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LCAP Year: 2015-2016

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. Launch newly designed website and communicate regularly through site and other district media.	Initial Schoolwires contract valid thru the end of 15-16. No additional license cost	The new website was officially launched July 1. Maintenance and training will be ongoing to ensure the website is fresh and up to date.	Initial Schoolwires contract valid through the end of 15-16. All expenses recognized in 14-15- Cost Center 07620
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 integrates a variety of online platforms including Facebook and Twitter feeds. Additionally, the platform performs language translations through the		The survey did not take place during the 2015-2016 school year. It will be done in 2016-2017.	

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<p>Google Translation service.</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. It 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>							
<table><tr><td>Scope of Service</td><td>LEA-wide</td></tr></table> <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>	Scope of Service	LEA-wide		<table><tr><td>Scope of Service</td><td>LEA-wide</td></tr></table> <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>	Scope of Service	LEA-wide	
Scope of Service	LEA-wide						
Scope of Service	LEA-wide						
<p>2. Launch custom phone app to increase access for all families. 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.</p>	<p>Initial Schoolwires contract valid thru the end of 15-16. No additional license cost</p>	<p>Development of the Centricity2 Mobile Communications App was completed in September 2015. Promotion of the App will be ongoing. Official launch planned for Back to School in the Fall 2016.</p>	<p>Initial Schoolwires contract valid through the end of 15-16. All expenses recognized in 14-15- Cost Center 07620</p>				

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.					
Scope of Service	LEA-wide		Scope of Service	LEA-wide	
<div>X All</div> <div>OR:</div> <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>X All</div> <div>OR:</div> <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. Improve online kinder registration to support the process for new families. 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.		Network Systems Specialist Salary & Benefits-Cost Center 072300 2000-2999: Classified Personnel Salaries General Fund \$92,246 Network Systems Specialist Salary & Benefits-Cost Center 072300 3000-3999: Employee Benefits General Fund \$28,465	As of Feb. 12, 2016, 6411 InfoSnap accounts for 6669 enrolled students are completed, which translates to about 96 percent of our families using the InfoSnap service.	Network Systems Specialist Salary & Benefits-Cost Center 072300 2000-2999: Classified Personnel Salaries General Fund \$92,246 Network Systems Specialist Salary & Benefits-Cost Center 072300 3000-3999: Employee Benefits General Fund \$28,379	
Scope of Service	LEA-wide		Scope of Service	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><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>4. Place more emphasis on communicating positive messages regarding our school and school communities.</p> <p>Several communications and marketing projects are in progress, including branding guidelines, a community-wide annual mailer and the new websites.</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 newsletter is published via Wordpress, which tracks how many subscribers are reading the articles. We use this data to measure how many people we are reaching.</p> <p>An increased social media presence</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 development of branding and communication guidelines is ongoing. Messaging and “talking points” will be included in communication guidelines to be released in 2016. Communication Guidelines will reiterate district values, break down target audiences, include communication best practices and strategies/methods, and will explain what to do in a crisis. A communications checklist for staff to use as a reference will also be a part of the guidelines. New best practices will be shared internally as they develop on an ongoing basis.</p> <p>The first community-wide mailer was sent out in September 2015 to more than 13,500 families and registered voters. The Communications Coordinator also hand-delivered 20 copies (each) to 15 preschools, which feed into the District. The mailer was shared with 15 different District partners and corporations electronically and 220 were mailed a copy with a personalized letter of thanks for their continued support. A second mailer to go out in March 2016.</p> <p>In 2015, press releases included topics on Gold Ribbon Schools, Stanford University Partnership Program, IISME Summer Fellowships, Release of CAASPP results, 49ers and Reading Partners, an SSD alumnus starting a free wrestling program and the new</p>	<p>Communications Coordinator salary & benefits-Cost Center 071200 2000-2999: Classified Personnel Salaries General Fund \$77,193</p> <p>Communications Coordinator salary & benefits-Cost Center 071200 3000-3999: Employee Benefits General Fund \$27,075</p>

<p>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>		<p>board of education officers. Fourteen stories have been posted on the District website since it was launched in July 2015.</p> <p>Articles around PBL, collaboration, literacy, STEM, partnerships, and construction progress included in December 2015 District Digest. In the June 2015 Digest some stories included: Literacy Lab donates classroom library to Vargas Elementary kindergartners, Sunnyvale police chief shares love of reading with Bishop Bobcats and Cumberland third grade teacher co-authors book with her sister.</p> <p>Established a Sunnyvale School District Twitter account November 2015: @SunnyvaleSD. Working on District Social Media Guidelines to be included with the communication guidelines to be released in 2016. The promotion of social media will be ongoing but is planned to be promoted at Open Houses and again at Back to School. A District Facebook page was created March 17, 2016. A district social media directory will be posted on the website for staff, parents and prospective families to easily find their school's pages.</p>					
<table><tr><td>Scope of Service</td><td>LEA wide</td></tr></table>	Scope of Service	LEA wide		<table><tr><td>Scope of Service</td><td>LEA wide</td></tr></table>	Scope of Service	LEA wide	
Scope of Service	LEA wide						
Scope of Service	LEA wide						
<table><tr><td><div>X All</div><div>OR:</div><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></td></tr></table>	<div>X All</div> <div>OR:</div> <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>		<table><tr><td><div>X All</div><div>OR:</div><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></td></tr></table>	<div>X All</div> <div>OR:</div> <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>			
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<div>X All</div> <div>OR:</div> <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>							

5. Develop a coordinated approach to parent workshops, parent training, and parent education in the district.		\$1,000/site for Targeted Parent Engagement/classes/Involvement-Cost Center 041500 5000-5999: Services And Other Operating Expenditures General Fund \$10,000	The district offered targeted parent education based on feedback from parent surveys in 2014-2015. Examples of parent workshops offered this year, include: District Wide: Ms. Math The Talk Understanding Behavior Developing Nurturing Families Building School Success Site Specific: PIQE Community Supported Columbia Neighborhood Center Collaboration with Fremont Union High School District Assets project cornerstone workshop Currently a Spanish Positive Parenting Program run by CHAC at CMS and a Spanish Strengthening Families group for the entire family is running at CMS. A parent seminar was offered and provided hands on workshop for parents to learn more about student social media lives.	Contracted Services for Parent Education-Cost Center 709000 5800: Professional/Consulting Services And Operating Expenditures General Fund \$12,900 Contracted Services for Parent Education-Cost Center 301000 5800: Professional/Consulting Services And Operating Expenditures Title I \$11,750
Scope of Service	LEA wide		Scope of Service	LEA wide
<input checked="" type="checkbox"/> All			<input checked="" 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)	
Scope of Service		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)	
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 refine our process for coordinating parent education activities to ensure maximum access to parent trainings across the district.		

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:	Expanded learning opportunities will continue and expand to meet the needs of students at all levels.			Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 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		
Goal Applies to:		Schools:	All			
		Applicable Pupil Subgroups:	Low Income pupils and English Learners			
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 			Actual Annual Measurable Outcomes:	<ul style="list-style-type: none"> EL and low socio-economic students in the following grade levels who participated in the Stanford Summer Explorations program showed growth at the end of the program on Renaissance Learning STAR Enterprise reading assessments: Rising 1st Grade: 9% growth Rising 3rd Grade: 8% growth Rising 6th Grade: 3% growth Rising 8th Grade: 2% growth Rising grades 2, 4, 5 and 7 did not show growth on STAR Reading at the end of the summer. 58% of students met AMAO 1 for the 2014-2015 school year. 26% of students classified as English learners for less than 5 years met AMAO 2 for the 2014-2015 school year. 40% of students classified as English learners for more than 5 years met AMAO 2 for the 2014-2015 school year. District-wide, 12% of EL students were reclassified during the 2014-2015 school year. Baseline statewide assessment results Summary of student performance on CAASPP 2015: ELA proficient and above 3rd grade: 50% 4th grade: 52% 5th grade: 56% 6th grade: 53% 7th grade: 52% 8th grade: 55% 	

			<p>Math proficient and above:</p> <p>3rd grade: 60%</p> <p>4th grade: 56%</p> <p>5th grade: 55%</p> <p>6th grade: 48%</p> <p>7th grade: 41%</p> <p>8th grade: 43%</p> <p>CAASPP 2015 Results:</p> <p>English Learners: 20% proficient in ELA</p> <p>Low SES: 27% proficient in ELA</p> <p>English Learners: 29% proficient in Math</p> <p>Low SES: 24% proficient in Math</p> <ul style="list-style-type: none"> In Stretch to Kindergarten, 75% of parents (58 students enrolled) took part in classroom participation and family meeting opportunities. 100% of parents attended the parent-teacher conferences.
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LCAP Year: 2015-2016

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual 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.	Summer School Costs-Cost Center 018700 1000-1999: Certificated Personnel Salaries General Fund \$169,000	The Stanford Summer Explorations program was held between June 29 and July 24, 2015. Low socioeconomic and EL students were targeted, with 321 students enrolled in grades 1-5 and 400 students enrolled in grades 6-8. At the elementary level, GLAD strategies were used to support academic and oral language and language functions. At the middle school level, Design Thinking, "Thinking Like a Historian" and other engaging and interactive approaches were utilized to enhance academic literacy and language to prevent summer learning loss. At both the elementary and middle school levels, students showed growth on post unit benchmark assessments in math and ELA.	Summer School Teacher Salaries-Cost Center 018700 1000-1999: Certificated Personnel Salaries General Fund \$190,595
	Summer School Costs-Cost Center 018700 2000-2999: Classified Personnel Salaries General Fund \$15,925		Summer School Classified Support Salaries-Cost Center 018700 2000-2999: Classified Personnel Salaries General Fund \$22,798
	Summer School Costs-Cost Center 018700 3000-3999: Employee Benefits General Fund \$26,825		Summer School Employee Benefit Cost-Cost Center 018700 3000-3999: Employee Benefits General Fund \$30,897
	Summer School Costs-Cost Center 018700 4000-4999: Books And Supplies General Fund \$1,500		Summer School Supplies-Cost Center 018700 4000-4999: Books And Supplies General Fund \$621
	Summer School Costs-Cost Center 018700 5700-5799: Transfers Of Direct Costs General Fund \$25,000		Summer School Contracted Services-Cost Center 018700 5000-5999:

		Summer School Costs-Cost Center 018700 5000-5999: Services And Other Operating Expenditures General Fund \$150		Services And Other Operating Expenditures General Fund \$25,128
Scope of Service	LEA wide		Scope of Service	LEA-wide
_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)				
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		Family Engagment Institute contract for Stretch to Kindergarten-Cost Center 709000 5000-5999: Services And Other Operating Expenditures General Fund \$25,600 Stretch to Kinder Stipend with statutory deductions-Cost Center 709000 1000-1999: Certificated Personnel Salaries General Fund \$6,500 Stretch to Kinder Stipend with statutory deductions-Cost Center 709000 3000-3999: Employee Benefits General Fund \$902 3 certificated teachers - Average Teacher Cost with benefits-Cost Center 018100, 650000 1000-1999: Certificated Personnel Salaries General Fund \$221,796 3 certificated teachers - Average Teacher Cost with benefits-Cost Center 018100, 650000 3000-3999: Employee Benefits General Fund \$64,139	In partnership with the Family Engagement Institute, Stretch to Kindergarten was held June 17 to July 24, 2015. 64 students participated in the program, with three sections overall. 96% of the students spoke a language other than English at home and 89% were from families with "some college" or less. By conclusion of the program, one-half to two-thirds of students showed good readiness in English language development and one-third to one-half of students showed math readiness. 55% moved up at least one level in English and 28% moved up at least one level in Spanish (based on the Idea Proficiency pre and post tests).	Family Engagement Institute contract for Stretch to Kindergarten-Cost Center 709000 5800: Professional/Consulting Services And Operating Expenditures General Fund \$10,150 3 Teachers-See Goal 6, Action 1 for Cost Detail-Cost Center 018700

assessments and a higher API for these subgroups.			
Scope of Service	LEA wide	Scope of Service	LEA-wide
_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
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. 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		Estimated KLAS expense with General Fund Encroachment-Resource 6010 2000-2999: Classified Personnel Salaries ACES Grant \$447,889 Estimated KLAS expense with General Fund Encroachment-Resource 6010 3000-3999: Employee Benefits ACES Grant \$187,567 Estimated KLAS expense with General Fund Encroachment-Resource 6010 4000-4999: Books And Supplies ACES Grant \$11,083 Estimated KLAS expense with General Fund Encroachment-Resource 6010 5000-5999: Services And Other Operating Expenditures ACES Grant \$208,190	KLAS continues to be a robust after school program that currently serves 436 students at six elementary schools and one middle school. KLAS Leads have completed an improvement action plan based on the eleven program quality elements and are tracking progress throughout the school year. This year, an effort to align KLAS with the regular school day continues, as well as a focus on supporting EL learners and to provide intervention for below grade level students. The following professional development has been provided to KLAS leads and staff by district and site coaches at monthly KLAS site coordinator/lead meetings: <ul style="list-style-type: none"> Strategies to communicate to teaching staff to better support student progress Common Core math overview and strategies to support students with homework
		KLAS site lead salaries Bishop: Lindsey Simon, Ellis: Joe Artigas, Fairwood:Kaleo Ahyo , Lakewood: AnnaTorres, San Miguel: Caterina Pezzaniti, Vargas: Shamala Jayaraman, CMS: Melissa Guzman- Cost Centers: 601000 & 601001 2000-2999: Classified Personnel Salaries General Fund \$305,600 KLAS site lead salaries Bishop: Lindsey Simon, Ellis: Joe Artigas, Fairwood:Kaleo Ahyo , Lakewood: AnnaTorres, San Miguel: Caterina Pezzaniti, Vargas: Shamala Jayaraman, CMS: Melissa Guzman- Cost Centers: 601000 & 601001 3000-3999: Employee Benefits General Fund \$118,136 Estimated KLAS expense with General Fund Encroachment-Cost Center 601000 & 601001 4000-4999: Books And Supplies General Fund \$15,598 Estimated KLAS expense with General Fund Encroachment-Cost Center 601000 & 601001 5000-5999: Services	

toward English proficiency leading to higher statewide assessment results and API.		<ul style="list-style-type: none"> • Study and discussion of CAASPP math and ELA results by site to help inform setting program goals • Supporting EL students with academic language. 	And Other Operating Expenditures General Fund \$183,811
<div>Scope of Service</div> <div>Schools that qualify for the ASES grant</div> <div> <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) </div>		<div>Scope of Service</div> <div>Schools that qualify for the ASES grant</div> <div> <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) </div>	
<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>	<div>Average Teacher Cost-Salaries & Benefits(20%)-Cost Center 018100 1000-1999: Certificated Personnel Salaries General Fund \$14,786</div> <div>Average Teacher Cost-Salaries & Benefits(20%)-Cost Center 018100 3000-3999: Employee Benefits General Fund \$4,275</div>	<p>Columbia and Sunnyvale Middle Schools offered an advanced math pathway for students in the 2015-2016 school year: Math 6/7, Math7/8, Algebra I and Geometry Enriched. Approximately 450 students take an advanced math course in the district, with 67 of those students also taking Geometry in their 8th grade year in addition to Algebra I. A summer bridge program was also offered in June/July 2015 to allow an additional entry point for students interested in the advanced math pathway. The middle school program continued to offer Mandarin, Spanish, art, music and computers.</p>	<p>Teacher costs: CMS: Denis Franke and Alexi Badaoui; SMS: Myra Kwong, Becky Kim, Melissa Hall, Christy Austin, Aaron Schomer, Britney Leknes, SMS Bridge teachers: Dewey Huang, Melissa Hall, Aaron Schomer-Salary and Benefits for one period per day (20%)-Cost Center 018100 1000-1999: Certificated Personnel Salaries General Fund \$118,840</p> <p>Teacher costs: CMS: Denis Franke and Alexi Badaoui; SMS: Myra Kwong, Becky Kim, Melissa Hall, Christy Austin, Aaron Schomer, Britney Leknes, SMS Bridge teachers: Dewey Huang, Melissa Hall, Aaron Schomer-Salary and Benefits for one period per day (20%)-Cost Center 018100 3000-3999: Employee Benefits General Fund \$35,656</p>

Scope of Service	Middle Schools		Scope of Service	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)			<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>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 under-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>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>In the 15-16 school year, 111 students were enrolled in AVID in the 7th and 8th grades at Columbia and Sunnyvale Middle Schools. Each school offered two AVID sections, and the majority of these students enrolled were identified as economically disadvantaged.</p>	<p>Teachers Alexa Watrous, Katie DiVincenzo, Kevin Schieberl and JoAnna Gistand; Salary and Benefits-Cost Center 018100 1000-1999: Certificated Personnel Salaries General Fund \$59,280</p> <p>Teachers Alexa Watrous, Katie DiVincenzo, Kevin Schieberl and JoAnna Gistand; Salary and Benefits-Cost Center 018100 2000-2999: Classified Personnel Salaries General Fund \$18,337</p> <p>AVID Coordinator Stipend Level 2 with statutory deductions-Cost Center 709000 1000-1999: Certificated Personnel Salaries General Fund \$1,108</p> <p>AVID Coordinator Stipend Level 2 with statutory deductions-Cost Center 709000 3000-3999: Employee Benefits General Fund \$154</p>		

		Sub cost for 3 release days for site visits, conference attendance-Cost Center 709000 3000-3999: Employee Benefits General Fund \$117		
Scope of Service	Middle Schools		Scope of Service	Middle Schools
<input type="checkbox"/> All			<input type="checkbox"/> All	
OR:			OR:	
<input checked="" type="checkbox"/> Low Income pupils			<input checked="" 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. 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>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>	5th grade Algebra readiness programs are now offered at two Title I schools: Vargas and Lakewood and serve approximately 43 students. Both target socioeconomically disadvantaged Hispanic/Latino students who are often English Learners. Both programs have provided an entry point for these students to enter the advanced math pathways at Columbia and Sunnyvale Middle Schools.	<p>Teacher Salaries and Benefits: Jennifer Concepcion, Karen Currie, Allyson Guida, Dennis Vaughn, Joe Segal, Jeremy Wong-Average Cost (20%)Cost Center 018100 1000-1999: Certificated Personnel Salaries General Fund \$14,357</p> <p>Teacher Salaries and Benefits: Jennifer Concepcion, Karen Currie, Allyson Guida, Dennis Vaughn, Joe Segal, Jeremy Wong-Average Cost (20%)Cost Center 018100 3000-3999: Employee Benefits General Fund \$4,623</p>
Scope of Service	Elementary Schools		Scope of Service	Elementary Schools
<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	

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.		709000 1000-1999: Certificated Personnel Salaries General Fund \$13,989 90 hours x 3 sites \$51.81/hour plus statutory deductions-Cost Center 709000 3000-3999: Employee Benefits General Fund \$1,941	school year and provided support for students below grade level and those whose parents do not have the academic or language background to effectively support their children with homework. Based on specific academic and homework completion needs, different students were either referred into or voluntarily attended these programs.	Certificated Personnel Salaries General Fund \$34,381 Homework Salary & Benefits Cost-Cost Center 709099 3000-3999: Employee Benefits General Fund \$4,785							
<table border="1"> <tr> <th>Scope of Service</th> <th>Sites that do not qualify for ASES grant</th> </tr> <tr> <td colspan="2"> _ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) </td> </tr> </table>	Scope of Service	Sites that do not qualify for ASES grant	_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)			<table border="1"> <tr> <th>Scope of Service</th> <th>Sites that do not qualify for ASES grant</th> </tr> <tr> <td colspan="2"> _ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) </td> </tr> </table>	Scope of Service	Sites that do not qualify for ASES grant	_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		
Scope of Service	Sites that do not qualify for ASES grant										
_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)											
Scope of Service	Sites that do not qualify for ASES grant										
_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)											
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		We will expand the Algebra readiness program in the elementary schools to include all 4 Title 1 schools in order to ensure equity of opportunity and access to our accelerated math classes for all students									

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:	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	
Goal Applies to:	Schools:	All			
	Applicable Pupil Subgroups:	All			
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. 			Actual Annual Measurable Outcomes:	This year the district had 106 tier 3/4 students. 80.2% of students met the 95% attendance goal and while all students did not meet the goal the majority of students improved their attendance. This year the parent survey was administered to parents and 1094 parents responded. In addition, parents provided input on all parent education and parent symposiums. The goal is to reach a 60% response rate.
LCAP Year: 2015-2016					
Planned Actions/Services		Actual Actions/Services			
	Budgeted Expenditures		Estimated Actual Annual 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,	Wellness Coordinator Salary and benefits-Cost Center 045500 2000-2999: Classified Personnel Salaries General Fund \$54,762	SSD's Health and Wellness initiative continues to strengthen its community partnerships and continues to target Title I sites. This focus on health and nutrition, physical activity, mindfulness and social emotional well being resulted in stronger Physical Fitness test scores (students meeting at least 5 out of 6 physical fitness standards in comparison to 13-14 scores):	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		Wellness Coordinator Salary and Benefits-Cost Center 045500 3000-3999: Employee Benefits General Fund \$20,696		
			<ul style="list-style-type: none"> • Bishop: 2.6% growth • Lakewood: 19.7% growth • San Miguel: 18.7% growth • Vargas: 5% growth 		

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.																					
<table><tr><td>Scope of Service</td><td>LEA wide</td></tr></table> <table><tr><td><input checked="" type="checkbox"/> All</td></tr><tr><td>OR:</td></tr><tr><td><input type="checkbox"/> Low Income pupils</td></tr><tr><td><input type="checkbox"/> English Learners</td></tr><tr><td><input type="checkbox"/> Foster Youth</td></tr><tr><td><input type="checkbox"/> Redesignated fluent English proficient</td></tr><tr><td><input type="checkbox"/> Other Subgroups: (Specify)</td></tr></table>	Scope of Service	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)		<table><tr><td>Scope of Service</td><td>LEA wide</td></tr></table> <table><tr><td><input checked="" type="checkbox"/> All</td></tr><tr><td>OR:</td></tr><tr><td><input type="checkbox"/> Low Income pupils</td></tr><tr><td><input type="checkbox"/> English Learners</td></tr><tr><td><input type="checkbox"/> Foster Youth</td></tr><tr><td><input type="checkbox"/> Redesignated fluent English proficient</td></tr><tr><td><input type="checkbox"/> Other Subgroups: (Specify)</td></tr></table>	Scope of Service	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)	
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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.	<table><tr><td>Estimated miscellaneous refreshments and supplies-Cost Center 071200 4000-4999: Books And Supplies General Fund \$1,500</td></tr><tr><td></td></tr></table>	Estimated miscellaneous refreshments and supplies-Cost Center 071200 4000-4999: Books And Supplies General Fund \$1,500		The stakeholders' Lyceum took place on 2-3-16.	<table><tr><td>Estimated miscellaneous refreshments and supplies-Cost Center 071200 4000-4999: Books And Supplies General Fund \$1,181</td></tr><tr><td>Estimated contract cost for keynote speaker-Cost Center 071200 5800: Professional/Consulting Services And Operating Expenditures General Fund \$3,500</td></tr></table>	Estimated miscellaneous refreshments and supplies-Cost Center 071200 4000-4999: Books And Supplies General Fund \$1,181	Estimated contract cost for keynote speaker-Cost Center 071200 5800: Professional/Consulting Services And Operating Expenditures General Fund \$3,500														
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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.	<div>Site Parent Ed Allocation-Resource 3010 4000-4999: Books And Supplies Title I \$4,533</div>	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.	<div>Site Parent Ed Allocation-Resource 3010 4000-4999: Books And Supplies Title I \$5,912</div>
<div><div><div>Scope of Service</div><div>LEA wide</div></div></div>		<div><div><div>Scope of Service</div><div>LEA wide</div></div></div>	
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4. Bilingual paraprofessional staff provides outreach to increase school/home interaction.	<div>Bilingual Para & Outreach Assistant Salary and benefits-Cost Center 709099 2000-2999: Classified Personnel Salaries General Fund \$66,745</div> <div>Bilingual Para & Outreach Assistant Salary and benefits-Cost Center 709099 3000-3999: Employee Benefits General Fund \$24,508</div> <div>Bilingual Para & Outreach Assistant Salary and benefits-Resource 3010 2000-2999: Classified Personnel Salaries Title I \$26,970</div> <div>Bilingual Para & Outreach Assistant Salary and benefits-Resource 3010 3000-3999: Employee Benefits Title I \$6,587</div> <div>Bilingual Para & Outreach Assistant</div>	4. Bilingual paraprofessional staff provides outreach to increase school/home interaction.	<div>Bilingual Para & Outreach Assistant Salary and benefits-Cost Center 709099 & 709000 2000-2999: Classified Personnel Salaries General Fund \$162,919</div> <div>Bilingual Para & Outreach Assistant Salary and benefits-Cost Center 709099 & 709000 3000-3999: Employee Benefits General Fund \$65,026</div> <div>Bilingual Para & Outreach Assistant Salary and benefits-Resource 3010 2000-2999: Classified Personnel Salaries Title I 15,559</div> <div>Bilingual Para & Outreach Assistant Salary and benefits-Resource 3010 3000-3999: Employee Benefits Title I \$6,066</div>

		Salary and benefits-Resource 4203 2000-2999: Classified Personnel Salaries Title III \$56,685		Bilingual Para & Outreach Assistant Salary and benefits-Resource 4203 2000-2999: Classified Personnel Salaries Title III \$23,575	
		Bilingual Para & Outreach Assistant Salary and benefits-Resource 4203 3000-3999: Employee Benefits Title III \$19,338		Bilingual Para & Outreach Assistant Salary and benefits-Resource 4203 3000-3999: Employee Benefits Title III \$11,810	
Scope of Service	Schools with over 50% English Learner students		Scope of Service	Schools with over 50% English learners	
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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)		Director of Instructional Services Salary & Benefits(5%)Estimated- Cost Center 041500, 062100 1000- 1999: Certificated Personnel Salaries General Fund \$8,200	Discussions were held at Instructional Coaches and ELAT meetings. Parents will be surveyed to determine best times. Meetings will possibly be held at school sites for the 2016-2017 school year.		Coordinator of Early Literacy & EL Services. For cost see 15-16 Annual Update Goal 3, Action 1-Cost Center 709000
		Director of Instructional Services Salary & Benefits(5%)Estimated- Cost Center 041500, 062100 3000- 3999: Employee Benefits General Fund \$1,716			
Scope of Service	LEA wide		Scope of Service	LEA wide	
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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.	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	Parent education, parent training, and parent workshops were provided at the sites and at the district level. These workshops were open to all parents and offerings reflected topics requested by parents. Child Sexual Abuse Prevention Night Social Media Awareness for Caregivers Conflict: What to do when you are mad at you kids..and vice versa Pre-K Parent Workshop Building Nurturing Families Strengthening Families program in Spanish Spanish Positive Parenting group Project Cornerstone Bullying Prevention Night Parenting in the age of Technology PIQE - 35 parent graduates	Social Worker Salary and benefits- Cost Center 064000 1000-1999: Certificated Personnel Salaries General Fund \$72,480 Social Worker Salary and benefits- Cost Center 064000 3000-3999: Employee Benefits General Fund \$16,260				
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Scope of Service	LEA wide						
Scope of Service	LEA wide						
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	This goal will be moved to goal 4 in the 2016-2017 plan. We have seen the value of the bilingual paraprofessional staff in increasing parent engagement, so we will be adding positions for the 2016-2017 school year. In addition, we the EL and Literacy Coordinator will provide professional development to the bilingual paraprofessional staff to ensure they have the skills and training necessary to engage our families.						

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>\$3,745,796</u>
<p>Based on CalPADS data our unduplicated count is 52.20%.</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; Goal 3, Action 8) + 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 (Goal 6, Action 8) + 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 40% English Learners have a bilingual outreach staff to increase and deepen home/school interaction (Goal 4, 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 + Continue to offer additional after school enrichment programs at our Title I schools via our partnership with Starting Arts (Goal 1, Action 3) + Added a staff to provide targeted support for our EL student to ensure progress toward English proficiency (Goal 3, Action 1) + Provide additional support to build literacy for our EL students through our partnership with Reading Partners (Goal 3, Action 4) 	

+ Deepen instructional practices for targeted student groups via a distributive leadership model led by Instructional Coaches and Teachers on Special Assignment (Goal 4, Action 1 & 2)
The total amount of anticipated expenditures on services for unduplicated youth is \$3,065,844.

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.

7.80	%
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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 \$ 3,065,844 for Actions And Services for Unduplicated youth in 2016-17 LCAP as compared to a projected \$ 2,114,947 for Actions And Services for Unduplicated youth in 2015-16 LCAP. This represents a 68.98% 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	2015-2016 Annual Update Budgeted	2015-2016 Annual Update Actual	2016-2017	2017-2018	2018-19	2016-2017- 2018-19 Total
All Funding Sources	7,505,379.00	7,379,170.51	7,432,611.00	7,679,618.00	7,972,742.23	23,084,971.23
	0.00	0.00	0.00	0.00	0.00	0.00
ACES Grant	854,729.00	0.00	0.00	0.00	0.00	0.00
Base	0.00	0.00	0.00	0.00	0.00	0.00
Common Core	0.00	0.00	0.00	0.00	0.00	0.00
General Fund	6,196,008.00	6,821,713.51	7,125,640.00	7,362,175.00	7,644,310.23	22,132,125.23
Other	0.00	0.00	500.00	0.00	0.00	500.00
State Preschool General Fund	0.00	0.00	0.00	0.00	0.00	0.00
Title I	225,320.00	346,317.00	165,447.00	170,756.00	174,922.00	511,125.00
Title II	0.00	0.00	0.00	0.00	0.00	0.00
Title III	229,322.00	211,140.00	141,024.00	146,687.00	153,510.00	441,221.00

Total Expenditures by Object Type						
Object Type	2015-2016 Annual Update Budgeted	2015-2016 Annual Update Actual	2016-2017	2017-2018	2018-19	2016-2017- 2018-19 Total
All Expenditure Types	7,505,379.00	7,379,170.51	7,432,611.00	7,679,618.00	7,972,742.23	23,084,971.23
	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	2,014,010.00	1,928,135.65	1,787,375.00	1,797,460.00	1,893,671.00	5,478,506.00
2000-2999: Classified Personnel Salaries	2,807,897.00	2,813,198.00	2,786,811.00	2,843,002.00	2,876,975.00	8,506,788.00
3000-3999: Employee Benefits	1,677,223.00	1,608,609.86	1,726,191.00	1,848,639.00	1,950,262.00	5,525,092.00
4000-4999: Books And Supplies	18,616.00	23,312.00	23,597.00	19,999.00	21,499.00	65,095.00
5000-5999: Services And Other Operating Expenditures	496,833.00	546,448.00	545,168.00	556,422.00	561,855.23	1,663,445.23
5700-5799: Transfers Of Direct Costs	25,000.00	0.00	25,000.00	27,000.00	28,000.00	80,000.00
5800: Professional/Consulting Services And Operating Expenditures	465,800.00	459,467.00	538,469.00	587,096.00	640,480.00	1,766,045.00
7000-7439: Other Outgo	0.00	0.00	0.00	0.00	0.00	0.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2015-2016 Annual Update Budgeted	2015-2016 Annual Update Actual	2016-2017	2017-2018	2018-19	2016-2017- 2018-19 Total
All Expenditure Types	All Funding Sources	7,505,379.00	7,379,170.51	7,432,611.00	7,679,618.00	7,972,742.23	23,084,971.23

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2015-2016 Annual Update Budgeted	2015-2016 Annual Update Actual	2016-2017	2017-2018	2018-19	2016-2017- 2018-19 Total
		0.00	0.00	0.00	0.00	0.00	0.00
	ACES Grant	0.00	0.00	0.00	0.00	0.00	0.00
	Base	0.00	0.00	0.00	0.00	0.00	0.00
	Common Core	0.00	0.00	0.00	0.00	0.00	0.00
	General Fund	0.00	0.00	0.00	0.00	0.00	0.00
	Title I	0.00	0.00	0.00	0.00	0.00	0.00
	Title II	0.00	0.00	0.00	0.00	0.00	0.00
	Title III	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Common Core	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	General Fund	1,828,890.0 0	1,701,486.6 5	1,701,800.0 0	1,711,885.0 0	1,807,209.0 0	5,220,894.0 0
1000-1999: Certificated Personnel Salaries	State Preschool General Fund	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Title I	71,891.00	91,609.00	26,350.00	26,350.00	26,351.00	79,051.00
1000-1999: Certificated Personnel Salaries	Title II	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Title III	113,229.00	135,040.00	59,225.00	59,225.00	60,111.00	178,561.00
2000-2999: Classified Personnel Salaries	ACES Grant	447,889.00	0.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	General Fund	2,213,996.0 0	2,709,227.0 0	2,670,509.0 0	2,723,708.0 0	2,754,980.0 0	8,149,197.0 0
2000-2999: Classified Personnel Salaries	Other	0.00	0.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	State Preschool General Fund	0.00	0.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Title I	89,327.00	80,396.00	91,579.00	93,286.00	94,521.00	279,386.00
2000-2999: Classified Personnel Salaries	Title III	56,685.00	23,575.00	24,723.00	26,008.00	27,474.00	78,205.00
3000-3999: Employee Benefits	ACES Grant	187,567.00	0.00	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits	Common Core	0.00	0.00	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits	General Fund	1,385,979.0 0	1,502,434.8 6	1,646,216.0 0	1,761,650.0 0	1,856,886.0 0	5,264,752.0 0
3000-3999: Employee Benefits	Other	0.00	0.00	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits	State Preschool General Fund	0.00	0.00	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits	Title I	44,269.00	53,650.00	42,219.00	45,821.00	48,751.00	136,791.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2015-2016 Annual Update Budgeted	2015-2016 Annual Update Actual	2016-2017	2017-2018	2018-19	2016-2017- 2018-19 Total
3000-3999: Employee Benefits	Title II	0.00	0.00	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits	Title III	59,408.00	52,525.00	37,756.00	41,168.00	44,625.00	123,549.00
4000-4999: Books And Supplies	ACES Grant	11,083.00	0.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Common Core	0.00	0.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	General Fund	3,000.00	17,400.00	18,298.00	14,700.00	16,200.00	49,198.00
4000-4999: Books And Supplies	Other	0.00	0.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	State Preschool General Fund	0.00	0.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Title I	4,533.00	5,912.00	5,299.00	5,299.00	5,299.00	15,897.00
5000-5999: Services And Other Operating Expenditures	ACES Grant	208,190.00	0.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Common Core	0.00	0.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	General Fund	288,643.00	443,448.00	525,348.00	536,136.00	540,555.23	1,602,039.23
5000-5999: Services And Other Operating Expenditures	Other	0.00	0.00	500.00	0.00	0.00	500.00
5000-5999: Services And Other Operating Expenditures	State Preschool General Fund	0.00	0.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Title I	0.00	103,000.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Title III	0.00	0.00	19,320.00	20,286.00	21,300.00	60,906.00
5700-5799: Transfers Of Direct Costs	General Fund	25,000.00	0.00	25,000.00	27,000.00	28,000.00	80,000.00
5800: Professional/Consulting Services And Operating Expenditures	General Fund	450,500.00	447,717.00	538,469.00	587,096.00	640,480.00	1,766,045.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2015-2016 Annual Update Budgeted	2015-2016 Annual Update Actual	2016-2017	2017-2018	2018-19	2016-2017- 2018-19 Total
5800: Professional/Consulting Services And Operating Expenditures	Title I	15,300.00	11,750.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Title III	0.00	0.00	0.00	0.00	0.00	0.00
7000-7439: Other Outgo	Other	0.00	0.00	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).

**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
2015-16	592	852	745	778	411	439	388	545	714	1,173	6,637

Total Enrollment data is pulled from Dataquest (CDE)

* 2015/16 Census date changed to October 7th (2015/16 data not available until 03/18/16)

**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
2015-16	369	203	190	381	96	222	271	284	197	192	2,405

Total English Learner data is pulled from Dataquest (CDE)

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%
2015-16	62.3%	23.8%	25.5%	49.0%	23.4%	50.6%	69.8%	52.1%	27.6%	16.4%	36.2%

TOTAL # AND % OF STUDENTS ELIGIBLE RECLASS - WINTER & SPRING LRT

OF ELIGIBLE STUDENTS FOR RECLASSIFICATION

	Bishop	Cherry Chase	Cumberland	Ellis	Fairwood	Lakewood	San Miguel	Vargas	Columbia Middle	Sunnyvale Middle	District
2010-11											
2011-12											
2012-13	47	30	26	69	21	47	51	30	76	82	479
2013-14	59	21	62	64	18	47	38	30	46	40	425
2014-15	34	57	31	59	11	29	17	25	97	92	452
2015-16	67	60	45	55	17	19	24	47	74	65	473

*2015-16 Data is Winter LRT Only.

Number of students eligible available after Spring LRT

% OF ELIGIBLE STUDENTS FOR RECLASSIFICATION

	Bishop	Cherry Chase	Cumberland	Ellis	Fairwood	Lakewood	San Miguel	Vargas	Columbia Middle	Sunnyvale Middle	District
2010-11											
2011-12											
2012-13	12.6%	15.6%	18.6%	17.1%	22.6%	18.6%	19.5%	9.3%	31.3%	50.6%	19.6%
2013-14	16.0%	10.9%	36.5%	16.1%	19.4%	19.3%	14.3%	9.9%	21.6%	23.4%	17.6%
2014-15	9.4%	27.4%	16.3%	13.9%	10.2%	12.8%	6.2%	8.0%	47.1%	56.1%	18.3%
2015-16	18.2%	29.6%	23.7%	14.4%	17.7%	8.6%	8.9%	16.5%	37.6%	33.9%	19.7%

Formula for calculation of percentages: # of Eligible Students for Reclassification divided by total number of English Learners

**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
end of 2010-11											
end of 2011-12											
end of 2012-13	24	32	19	19	14	9	24	18	23	31	213
end of 2013-14	35	42	18	15	9	19	11	24	26	17	216
end of 2014-15	3	27	16	22	6	7	3	23	16	6	129
end of 2015-16	3	27	29	20	5	2	6	18	19	10	139

	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	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	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	0.8%	13.0%	8.4%	5.2%	5.5%	3.1%	1.1%	7.4%	7.8%	3.7%	5.2%
end of 2015-16	0.8%	13.3%	15.3%	5.2%	5.2%	0.9%	2.2%	6.3%	9.6%	5.2%	5.8%

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
end of 2010-11											
end of 2011-12											
end of 2012-13	26	7	11	48	2	12	10	17	43	6	182
end of 2013-14	20	31	17	39	14	22	15	21	6	7	192
end of 2014-15	18	21	18	31	10	17	22	25	17	6	165
end of 2015-16											

	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	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	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	5.0%	10.1%	9.5%	7.3%	9.3%	7.5%	8.0%	8.0%	8.3%	3.7%	7.5%
end of 2015-16											

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

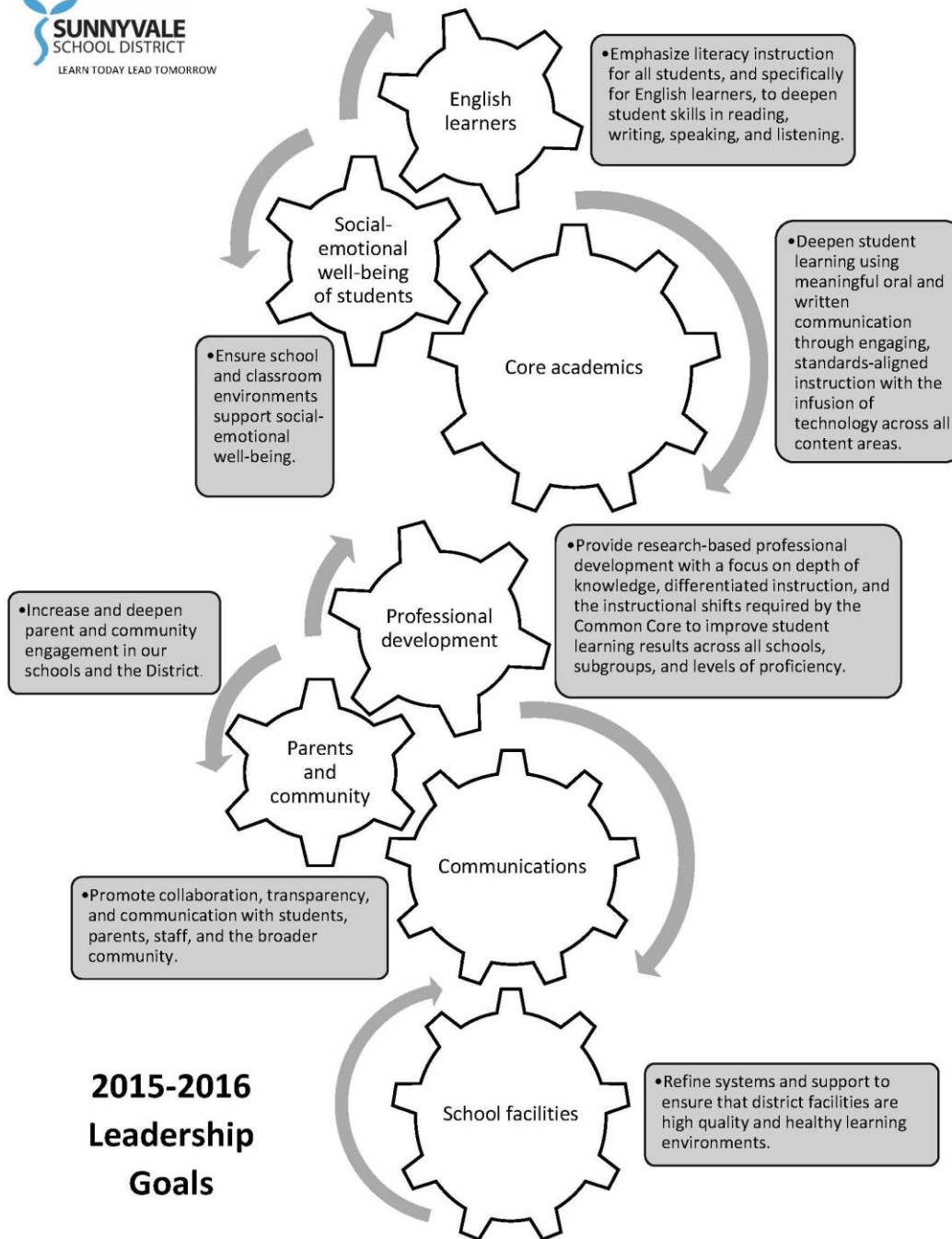
TOTAL # AND % OF STUDENTS RECLASS - END OF YEAR

	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
end of 2011-12	37	43	24	40	19	17	23	27	31	26	287
end of 2012-13	37	38	21	33	17	16	28	26	23	46	266
end of 2013-14	52	48	27	61	19	24	29	40	63	38	401
end of 2014-15	21	48	34	53	16	24	25	48	33	12	314
end of 2015-16	3	27	29	20	5	2	6	18	19	10	139

	Bishop	Cherry Chase	Cumberland	Ellis	Fairwood	Lakewood	San Miguel	Vargas	Columbia Middle	Sunnyvale Middle	District
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%
end of 2014-15	5.7%	24.6%	20.0%	13.3%	17.2%	9.8%	9.4%	15.9%	15.5%	7.0%	13.0%
end of 2015-16	0.8%	13.0%	15.3%	4.7%	4.6%	0.9%	2.2%	5.8%	9.2%	6.1%	5.6%

**Current Data is as of Winter Reclassification only -- 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)



District Advisory Council (DAC) Meeting
March 30, 2016
6:30 p.m.
District Office Boardroom

Topic	Notes
Welcome and review agenda	
After school activities	Participants share list of what is offered at their school sites.
Consultation on draft LCAP goals	<p>Consulted with stakeholders on priority areas to support LCAP funding allocation. The input was as follows:</p> <p>Goal 1 - Seems fine as is</p> <p>Goal 2 - Super happy about this being a priority in the district. Go Noodle is a great program.</p> <p>Goal 3 - Looks good</p> <p>Goal 4 - Great that it's a goal</p> <p>Encourage cross- site attendance at meetings</p> <p>Goal 5 - Class news sharing process could be consistent across sites even though the platform may be different</p> <p>Goal 6 - Looks good</p>

District English Learner Advisory Committee Meeting

March 2, 2016

6:30-8:00

Topic	Outcome
Welcome, Updates	Share one highlight of site <i>Comparte la parte más memorable del sitio</i>
Minutes	Review and approve minutes for December meeting <i>Revisar y aprobar las minutas de la junta de diciembre</i>
Language Review Team Results	Discuss results of recent Language Review Team meetings. <i>Analizar los resultados de las últimas reuniones del Equipo de Revisión de Idiomas</i>
Smarter Balanced	Review upcoming Smarter Balanced tests and reporting. <i>Revisar los próximos exámenes y reportes de Smarter Balanced</i> English Parent Guide/ <i>Guía para Padres en Inglés</i> 3- 5: http://www.cde.ca.gov/ta/tg/ca/documents/sbpar_entgde35.pdf 6- 8: http://www.cde.ca.gov/ta/tg/ca/documents/sbpar_entgde68.pdf Spanish Parent Guide/ <i>Guía para Padres en Español</i> 3- 5: http://www.cde.ca.gov/ta/tg/ca/documents/sbpar_entgde35spa.pdf 6- 8: http://www.cde.ca.gov/ta/tg/ca/documents/sbpar_entgde68spa.pdf
LCAP	Seek input on new LCAP goals <i>Compartir progreso y buscar aporte sobre LCAP</i>

Future DELAC Dates/Futuras Fechas DELAC: May/Mayo 25

District English Learner Advisory Committee Meeting
October 7, 2015
6:30-8:00

Topic	Outcome
Welcome, Introductions	Get to know team members <i>Conozca a los miembros del equipo</i> Share one highlight of site <i>Comparte la parte más memorable del sitio</i>
DELAC Purpose <i>Propósito</i>	Understand role and responsibility <i>Comprender el papel y la responsabilidad</i>
CAASPP Data <i>Datos CAASPP</i>	Share state assessment data <i>Compartir datos de la evaluación del estado</i>
Parent Notification <i>Notificación a los Padres</i>	Build awareness of district communication to parents of ELs <i>Crear conocimiento de la comunicación del distrito a los padres de los estudiantes EL</i>
Title III Update <i>Actualización del Título III</i>	Share Title III Plan <i>Compartir el Plan del Título III</i>
Leadership Goals/LCAP <i>Metas de Liderazgo/LCAP</i>	Share leadership goals and connection with LCAP. Seek feedback. <i>Compartir metas de liderazgo. Obtener retroalimentación</i>
Designated/Integrated ELD <i>Designado/ ELD Integrado</i>	Describe ELD program requirements and implementation <i>Describir los requisitos e implementación del programa ELD</i>
Elections <i>Elecciones</i>	Determine Chair/Vice Chair for 2015-16 DELAC <i>Determinar el Presidente y Vicepresidente DELAC 2015-16</i>
Parent Education <i>Educación para Padres</i>	Seek feedback regarding needed parent education <i>Obtener retroalimentación respecto a la necesidad de educación para padres</i>

Upcoming Dates/ *Fechas Futuras*

Bishop Parent Workshop/Taller para Padres de Bishop: November/ *Noviembre* 12, 6:30 pm

Lyceum/Liceo: February/ *Febrero* 3, 2015

Board meeting dates/ *Fechas Juntas de la Mesa Directiva*: Oct. 8, Oct. 22, Nov. 5, Dec. 10

Future DELAC Dates: Dec.9, March 2, May 25

District English Learner Advisory Committee Meeting
 December 9, 2015
 6:30-8:00

Topic	Outcome
Welcome, Updates	Share one highlight of site <i>Comparte la parte más memorable del sitio</i>
Minutes	Review and approve minutes for October meeting <i>Revisar y aprobar las minutas de la junta de octubre</i>
CELDT Data <i>Datos CELDT</i>	Share state English language assessment data <i>Compartir datos de la evaluación estatal del idioma Inglés</i>
LRT Process	Explain Language Review Team and reclassification process <i>Explicar sobre el Equipo de Revisión de Lenguaje y el proceso de reclasificación</i>
Benchmark Data	Share district benchmark Data <i>Compartir los Datos de referencia del distrito</i>
LCAP	Share progress and seek input on LCAP <i>Compartir progreso y buscar aporte sobre LCAP</i>

Lyceum/Liceo: February/Febrero 3, 2015

Future DELAC Dates/Futuras Fechas DELAC: March/Marzo 2, May/Mayo 25

District Advisory Committee

December 16, 2015

6:30-7:30 p.m.

Attendees: Sara Johnson, Darla McCann, Sharmila Gopinathan, Taria Arias,
Carmen Kirkpatrick, Ari Vogel

	Topic	Notes
Mala 10 mins.	Welcome and Introductions	The group members introduced themselves, and the site they represented. Mala shared the vision for the group as one that represents site leadership coming together to form a district level leadership team.
Mala 15 mins.	California Assessment of Student Performance and Progress (CAASPP) data	Student results from the Spring 2015 administration of the CAASPP assessment were shared. The data was analyzed by overall as well as demographic sub groups. We took a closer look, by grade level, at the performance of Hispanic/Latino, low socio-economic and English learners. The disparity in performance was very apparent.
Mala 15 mins.	Alignment of Leadership and Local Control Accountability Plan (LCAP) Goals	We looked at the alignment of the district leadership goals and the LCAP priority areas.
All 15 mins.	Share insights and provide input	Parents provided some information that may be helpful with literacy: -Buddy Reading - Reading Partners - Parent Education to stress the importance of reading with kids
Mala 5 mins.	Closure and Feedback	We shared ideas for the next meeting. The two topics of interest were: 1. Communication 2. Intervention Programs being offered at the various sites

Next Meeting: Wednesday, January 27, 2016
at 6:30 p.m.
Focus Topic: Communication

Sunnyvale School District
LCAP Planning Process and Timeline 2015-16

September -December	
ILT (July 30, November 3) ELAT (October 11) DELAC (October 7 & December 9) DAC (December 16)	Analyze results of CAASPP assessment by demographic subgroups and determine areas of greatest need and focus
November-December	Open window for Parent Feedback Survey
January - March	
January 5 (ILT)	Share timeline and process for stakeholder consultation in alignment with School Plan process <i>*Sites use template provided to consult with all stakeholder groups</i>
January 25	Consult with CSEA/SEA/SCAAMP on LCAP goals and actions.
February 3, 2016	Lyceum –consult with stakeholder groups and share results of parent feedback survey
By February 29	Create preliminary draft of LCAP
March 2 (DELAC) March 10 & 11 (ELAT) March 29 (ILT) March 30 (DAC)	Share draft with stakeholder groups for feedback
By March 30	Sites return information shared by the various stakeholder groups
April -June	
April 7	Board update on stakeholder input and process for LCAP
May 25 (DELAC) June 1 (DAC)	a. DELAC reviews LCAP b. DAC reviews LCAP
June 2, 2016 June 16, 2016	Submit LCAP to Board for public hearing Submit District budget to Board for approval

School _____ Administrator _____ Date _____

Sunnyvale School District
LCAP Planning Process and Timeline 2015-16

School Planning Leadership Team Members: Teacher Leadership: SSC Members: ELAC:

Teacher Leadership Meetings Dates & Times	Outcomes

Faculty/Grade Level Meetings Dates & Times	Outcomes

SSC & ELAC Meetings Dates & Times	Outcomes

Lyceum Agenda - 2/3/16

Time	Topic & Outcome	Facilitator
8:00	CONTINENTAL BREAKFAST	
8:30	Welcome <ul style="list-style-type: none"> • District Video • Purpose of the Lyceum • 2020 Vision for Sunnyvale School District 	Benjamin Picard
8:50	Review Agenda <ul style="list-style-type: none"> • Role of facilitator • Group Introductions 	Ruth Ann Costanzo
9:00	Local Control Accountability Plan (LCAP) Overview and Data Analysis	Mala Ahuja
9:20	Stakeholder Consultation on LCAP Goals <ul style="list-style-type: none"> • Student Achievement • Implementation of California Common Core State Standards (CCCSS) • Instructional Technology • Basic Services • Supplemental Services Access • Parent Involvement 	Ruth Ann Costanzo
10:15	BREAK	
10:30	Social-Emotional Learning Presentation and Stakeholder Input on LCAP Goals <ul style="list-style-type: none"> • Student Engagement • School Climate 	Nancy Lourié Markowitz
11:30	LUNCH	
12:15	Video: "Susan Cain on Introversion" Small Group Sharing (Like groups)	Ruth Ann Costanzo
12:45	Group Share-out <ul style="list-style-type: none"> • Strengths, Opportunities, Challenges 	Ruth Ann Costanzo
1:30	Key Learning Time	Ruth Ann Costanzo
1:50	Closure	Benjamin Picard



Reading Partners Sunnyvale School District Report

2014-15 Program Statistics

School Partners	Enrolled Students	Tutors	Midyear Progress	End of Year Progress	Total Sessions	Grade Levels
Bishop	54	51	75% Acc. 53% Narrow	81% Accel. 57% Narrow	1,759	2 nd – 5 th
Ellis	50	72	82% Accel. 53% Narrow	98% Accel. 90% Narrow	1135	3 rd – 5 th
Lakewood	61	27	67% Acc. 60% Narrow	92% Accel. 75% Narrow	1,335	1 st – 5 th
San Miguel	77	56	76% Accel. 56% Narrow	92% Accel. 74% Narrow	2737	2 nd – 5 th
Vargas	55	72	78% Accel. 61% Narrow	93% Accel. 73% Narrow	1189	2 nd – 5 th
Sunnyvale	296	293	73% Accel. 57% Narrow	91% Accel. 75% Narrow	8,210	1 st – 5 th
RP Silicon Valley	1,216	1,200	80% Accel. 60% Narrow	90% Accel. 73% Narrow	36,767	K – 5 th

2014-15 Program Statistics for Sunnyvale School District Students by Grade Level

Grade	Students Served	Average # Student Acceleration	Average # Student Narrowing
1 st Grade	14	93% Acceleration	50% Narrowing
2 nd Grade	62	90% Acceleration	55% Narrowing
3 rd Grade	113	94% Acceleration	78% Narrowing
4 th Grade	70	93% Acceleration	71% Narrowing
5 th Grade	34	92% Acceleration	88% 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 2015-16

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, the LEA Plan and the LCAP.

The required Goal areas are in bold:

Implementation of state standards:

Reading Language Arts

English Language Development

Mathematics

Professional Development

Parent Involvement

Parent engagement and parent education

School Climate

Safe & Orderly Environment

Student engagement

Checklist:

- ☐ Required: Budget for expenditures from SLIP, LCAP & Title I
- ☐ Optional (highly encouraged): Funding from Discretionary, Grants, PTA/O, PTSA
- ☐ Check: Signatures: Principal, SSC Parent Rep & ELAC Parent Rep
 - o NOTE: District employees 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 2015	<input type="checkbox"/> Maintain alignment between your current school plan and the Title III, LEA Plan and LCAP <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 2015-16 (district focus is on ELA/ELD) <input type="checkbox"/> Consult with Mala or Dorothy as needed
	ACTIONS
During May	<input type="checkbox"/> All Goals, Tasks, Measures & Budget revised in School Plan <input type="checkbox"/> Base budget on April projection
May 2015	<input type="checkbox"/> Reps bring complete ELD and ELA sections to ELAT
May 2015	<input type="checkbox"/> Review/share at DAC <input type="checkbox"/> Review/share at DELAC
May 2015	<input type="checkbox"/> SSC approves Plan & Parent Rep signs <input type="checkbox"/> ELAC approves Plan & Parent Rep signs
June 2015	<input type="checkbox"/> Include May benchmark data in goals <input type="checkbox"/> PROOF & EDIT Plan for format and accuracy <input type="checkbox"/> Submit printed, signed fully edited original to Ed Services
Aug-Sept, 2015	<input type="checkbox"/> Revise for alignment with LCAP and any data updates from SB <input type="checkbox"/> Ed. Services review for final edits
Oct, 2015	<input type="checkbox"/> Ed. Services submit for Board approval

Sunnyvale School District – Ed. Services
School Planning Process and Timeline 2015-16

School _____ Administrator _____ Date _____

School Planning Leadership Team Members:

Leadership Meetings Dates & Times	Outcomes

Faculty/Grade Level Meetings Dates & Times	Outcomes

SSC& ELAC Meetings Dates & Times	Outcomes