

Introduction:

LEA: Cupertino Union Elementary School District **Contact (Name, Title, Email, Phone Number):** Dr. Wendy Gudalewicz, Superintendent, gudalewicz_wendy@cusdk8.org, (408) 252-3000 **LCAP Year:** 2015-16

Local Control and Accountability Plan and Annual Update Template

The Cupertino Union School District (CUSD) serves approximately 19,000 Transitional Kindergarten through 8th grade students in 25 schools (one K-8, 19 elementary schools and five middle schools). The District's student demographics are as follows:

- *Latino 5%*
- *African American less than 1%*
- *Filipino 1%*
- *Asian 73%*
- *White 17%*
- *Multi Racial 3%*
- *English Learners 13%*
- *Low SES 5%*
- *Students with Disabilities 7%*

The District's English Learner population is very diverse representing 46 languages. 20014-15 was the first year of the California Assessment of Student Performance and Progress (CAASPP). 30% of CUSD's English Learner population met or exceeded standards in ELA (749 tested) and 47% met or exceeded standards in math (752 tested). 45% of the District's Low SES students met or exceeded standards in ELA and 38% in math. We found that both subgroups showed a much lower rate of "proficiency" on the CAASPP than on the prior state assessment or CST. Both subgroups are showing a need for an improvement in math, but English Language Arts remains our biggest challenge and, therefore, we have chosen to place more resources in this area district wide to better meet the needs identified in the new ELA/ ELD standards. We have chosen to implement Writer's Workshop (Lucy Calkins Units of Study supported by Teacher's College) as our first district wide ELA initiative TK-8th. Calkins's approach to literacy grows out of a pedagogical theory that prides itself on being in step with the natural development of both writers and children. Her earliest mentor was the progressive educator Donald Graves, who observed in the 1970s that while American children were taught reading and math, they were only rarely taught how to write beyond grammar and spelling. Graves argued that in being deprived of lessons that would develop the skills and habits that most good writers have, children were relegated to the status of "receivers," never "senders," of information. The foundation of the Units of Study for Teaching Writing series lies in the understanding that writing is a lifelong process during which we continually lift the level of our writing skills and outgrow ourselves as writers. Students learn that all writing has essential traits to which they must attend when developing a piece (Spandel 2001). Writers learn various ways to find topics they wish to write about. They learn to make purposeful decisions about the structure and organization of a piece. They learn a repertoire of methods for elaborating. They learn to craft their pieces using literary language and devices and to employ the conventions of written language (Anderson 2005; Calkins 1994; Elbow 1989; Graves 1994; WoodRay 1999). In 2014-15, we began Writer's Workshop professional development with four schools, Meyerholz Elementary, Blue Hills Elementary, Sedgwick Elementary and McAuliffe Elementary. In 2015-16 we continued year two professional development with the four elementary sites and each of our five middle schools implemented one genre unit of study. In 2016-17, we had planned to provide professional development in Units of Study to our remaining 16 elementary sites, but after attending staff meetings realized that some sites were not ready. We decided to allow each site to determine if they would complete the PD in 2016-17 or 2017-18. Ten schools have chosen to complete the PD in 2016-17 and the remaining six elementary schools will complete the PD in 2017-18. All five middle school sites will be engaged with Units of Study in 2016-17.

We have also adopted Systematic ELD and in 2014-15 we provided 10 schools with the materials and professional development on all five modules. We continued Systematic ELD PD in 2015-16 and will have all sites complete the PD by the end of the 2016-17 school year. Critical Research-based Features of Systematic ELD Instruction are as follows:

- Places language learning and exploration squarely in the foreground.*
- Groups students by assessed proficiency level as determined by multiple sources, such as state language assessments, analysis of writing samples for vocabulary and grammatical knowledge (using the ELD Matrix of Linguistic Knowledge or language-focused writing rubric), the Express Placement Assessment, and recorded observations of oral production.*
- Uses a functional language approach organized around essential purposes for communication. Language tasks are highly applicable to real world and academic interactions that students must adroitly navigate. Instruction draws students' attention to a variety of aspects of English (e.g., rhythm and cadence, pronunciation, colloquial expressions, formal and informal registers).*
- Provides an organized method of language instruction to prevent gaps and fill existing gaps in language knowledge that can hinder students' achievement of full English proficiency.*
- Follows a developmental scope and sequence of language skills identified in ELD standards and the Systematic ELD handbook.*
- Is explicitly taught and emphasizes oral language development through structured, purposeful interaction, with substantive written practice to ensure that students develop in-depth understanding of how English works and acquire fluency and an accurate command of all modes of communication.*

In 2016-17, we will provide the remaining six schools with Systematic ELD materials and professional development.

In 2013-14 Inquiry By Design was chosen to assist students with close reading and the use of text based evidence in the middle grades. Inquiry By Design is fully implemented at all five middle schools.

Finally, in three of our highest needs schools (highest numbers of EIs and Low SES students), Nimitz, De Vargas and Eisenhower Elementary instituted Seminars in Critical Literacy in 2014-15 and continued with year two professional development in 2015-16. All three staffs have asked to continue with PD in the 2016-17 school year. The curricular portion of the Seminars system, a carefully engineered progression of thinking and content understanding, spans Kindergarten through sixth grade. The curriculum was created using Grant Wiggins and Jay McTighe's backwards design model, so that its interim goals for each of the grade-levels are carefully derived from two distinct sources: the expectations the California state standards for of middle-school and high school and the definitions of elite literacy offered by renowned scholars in the field, like Isabel Beck, Sheridan Blau, Seymour Sarason, Ken Robinson, and Louise Rosenblatt. The study and synthesis of these two distinct sources results in a highly ambitious set of expectations and thinking objectives—one that meets and even exceeds Common Core Standards. The interim goals, as they are carefully engineered from Kindergarten to fifth grade, ensure that students make constant and measurable progress toward an overarching objective: the ability and inclination to agilely use both content expertise and productive thinking-dispositions to interpret fiction and masterfully manage informational text in the abstract and conceptual manner that characterizes the highly literate citizen. The curriculum enables children to begin making substantial progress towards this goal in kindergarten through a rational and realistic set of gradual progressions: Young children move naturally from the solid-ground of understandings that they, regardless of socioeconomic status, invariably bring to their first day of school toward abstract and complex understanding. Right from the beginning of Kindergarten goals appear extremely ambitious, but the carefully mapped progress of the curriculum from one strategically constructed understanding to the next places all young children on a trajectory towards truly advanced literacy.

The CUSD community is highly educated and enjoys a parent population that is extremely supportive of all aspects of their children's education. The District's 25 schools serve varying populations, ranging from schools containing fewer than five unduplicated students and schools having over 200 unduplicated students. In the schools with unduplicated populations that are not numerically significant, the District is addressing the children's and families' needs through a district wide approach by providing professional development and materials to all teachers to ensure they can provide targeted services to the students (Writer's Workshops, Systematic ELD, PEBC Math Strategies, ELD Coaching). In order to target service to all students, CUSD has also identified a need and purchased a data management system. In 2014-15 we identified and contracted with Synergy to provide an new student information system and Versifit to provide a data management system. Both systems are in place as of the fall of 2015-16. All site leadership received professional development in the summer of 2015 that focused on the use of data to improve instructional practice. All sites developed plans to meet the needs of all learners scoring not proficient on the CAASPP and for all English Learners not making progress on CELDT. We will continue to ask all sites to develop targeted plans based on the 2015-16 CAASPP data. We are also meeting the needs of newcomer families by offering a transitional program to all EL parents in 2016-17.

There are several District schools serving the majority of the unduplicated students and their families, therefore, resources have been concentrated at the following sites: Nimitz Elementary (Title I), De Vargas Elementary (Title I), Eisenhower Elementary, Cupertino Middle School and Hyde Middle. Some of the enhanced services and resources being provided are: Licensed Vocation Nurses (3 FTE), Instructional Support Teachers Nimitz and De Vargas (2 FTE), Intervention Specialists (2 FTE), specialized reading professional development (Critical Literacy), summer programs for unduplicated students, paid parent liaisons, and parent education programs.

The total 2016-17 supplemental funding is \$3,815,950. In addition to the 2016-17 funding level we also have a supplemental carry over from the 2015-16 school year of \$648,987. The 2016-17 base funding is \$136,028,919 and a minimum proportionality percentage of 2.8% is being met in the following targeted ways:

Instructional coaches provided to all schools with support for English Language Development (Title I schools will receive dedicated site coaches)
\$807,950

Provide professional development in Critical Literacy to three high needs elementary schools (De Vargas, Eisenhower, Nimitz)
\$195,000

Maintain three Licensed Vocational nurses to enhance health services at four high needs elementary (De Vargas, Eisenhower, Nimitz, Sedgwick) and two high needs middle schools(Cupertino and Hyde)
\$165,536

Maintain the two Intervention Specialists for out two Title I Schools, De Vargas and Nimitz
\$243,259

Hire two additional teachers to minimize combination classes at our two Title one sites, Nimitz and De Vargas
\$180,000

Contracts for two parent Liaisons at our Title One schools, De Vargas and Nimitz and Cupertino and Hyde Middle MS to increase family engagement
\$40,000

Stipends/Contracts for Foster Youth Liaisons

\$2,000

Summer Program for English Learners- Staff and materials

\$141,000

Newcomer Family Institute-Materials and stipends

\$5,000

Fund Parent Education at our four highest needs schools, De Vargas, Nimitz, Cupertino MS and Hyde MS

\$10,000

Provide translation services to English Learner families beyond those required by the State

\$25,000

Purchase Rosetta Stone to provide supplemental services to English Learners

\$80,000

Provide additional social, emotional and character development programs for Nimitz, De Vargas and Hyde (Soul Shoppe)

\$30,000

Provide support to continue to reduce disciplinary infractions at Nimitz by funding Recess 101

\$26,000

Provide additional support for special needs students by adding 1 FTE Behavioral Specialist

\$120,000

Increase after school support services for English Learners and high needs students

\$62,000

Our identified unduplicated students will be receiving extended instructional time, intervention services, enhanced health services, additional materials and their teachers will receive specific support through dedicated ELD/instructional coaching and professional development beyond the district wide services being provided. The District is providing services that exceed the required supplemental expenditures.

In addition to services and actions for all students identified above, the following services and actions for low income, foster youth and English Lerner youth will be provided district wide:

Maintain our Chief of Family and Community engagement in response to parent feedback to increase services to families
\$181,065

Maintain communication analyst to enhance communication to all families and address the need for translated communications
\$89,889

Continue to contract with equity consultant, Enid Lee, to provide professional development in cultural awareness and ELD strategies
\$180,000

Contract with Hanover Research to continue to develop parent and staff surveys to better identify needs across the system
\$42,000

Purchase additional reading materials with an emphasis on leveled texts(News ELA, RAZ Kids, Overdrive Library \$101,880

Continue to provide NWEA assessments \$60,000

The designated and District-wide services listed above are the most effective use of funds to meet the District goals for our unduplicated students.

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
In the 2012-13 school year, Cupertino Union School District began a planning process. The Executive Cabinet members met with school staff at all 25 schools and engaged them in a conversation focusing on the implementation of the Common Core State Standards. The staff members were asked to identify challenges, needs and priorities. In addition, the staff members were given a survey to collect additional information. Our parent community was also given an opportunity to share their concerns and needs as parents. This information was collected at our five townhall meetings (approximately 2,000 parents attended). Our parents were also given a survey to collect additional information.	<p>The CUSD Board members used the information gathered from our staff meetings, townhall meetings and surveys to develop CUSD's eight District Priorities. Our eight priorities align with the State's eight priority areas. CUSD Board Priorities are as follows:</p> <ul style="list-style-type: none"> • Students will master Algebra in their first attempt • Students will use written language to express themselves creatively, effectively and efficiently • Students will use technology in their individual and group learning everyday • Environment supports learning, creativity, safety, and engagement • All hiring, evaluation and support are designed to develop staff who have

In 2013-14, beginning in September, the Executive Cabinet returned to all school sites to collect up-to-date information from our school staffs. Again, the Executive Cabinet met with 25 schools and asked the staffs to reflect on the new District Priorities and provide feedback, identify challenges, needs and priorities for the implementation of the Common Core State Standards, and to identify the support they need to meet the needs of the English Learners in their classrooms.

The LCAP Planning Process began in late January, 2014. A Powerpoint was created. The presentation gave an overview of the LCAP Planning Process, a review of data (including CELDT, API/AYP, course enrollment, discipline and attendance), a timeline and questions for input and feedback. The presentation was then adjusted to include data specific to each school in the District (26 presentations). The Superintendent presented the District Powerpoint presentation to all managers in the system on February 13. At this meeting managers broke into small workgroups and provided written feedback on the following questions:

What does the data tell us? What questions do we have? What are the implications of the data? Now what actions should we take to shift the data? And, what are our priorities? An additional meeting was held with school site principals and assistant principals to give them talking points and to answer any questions they had about the presentation so they could then present their school specific presentations to their School Site Councils (SSCs) and their staffs. Written feedback was received from all 25 SSCs and all school staffs. The District level presentation was also shown to District English Language Advisory Council, District Advisory Council, the Superintendent's Teacher Advisory Group (comprised from representatives from all 25 sites), Parent Advisory (comprised of PTA/PTO and foundation members from all 25 sites), the Cupertino Education Association (CEA) Executive Board, Service Employees International Union (SEIU) and California School Employees Association (CSEA), and the District Vision Team comprised of the Executive Cabinet, Employee Association

the expertise to ensure all students master the CCSS

- We will actively engage parents and community members in supporting the implementation of the CCSS instruction as a vehicle for student achievement
- Our balanced budget will reflect our values and priorities
- Our bond dollars will be used effectively to meet District priorities and the facilities master plan

The information gathered from the staff meetings was populated into a spreadsheet and used to identify patterns of need and support in the system. This information was combined with the information received from the LCAP presentation meetings to inform the final plan.

The meetings served as a way to inform, educate, and gather input and feedback from critical stakeholders. The feedback received from all groups was reviewed by the vision team and necessary adjustments were made to the LCAP. The additions that were made as a result of parent and staff feedback included additional funding for translation services, parent liaisons, personnel to support parent engagement, a need for cultural awareness and summer and afterschool learning opportunities for all targeted students.

The Draft LCAP was posted on the District website for review and comment in late May. The public hearing was held at our regularly scheduled Board Meeting on May 2, 2014 and was approved by the CUSD Board at our regularly scheduled meeting on June 17, 2014.

Presidents, Directors and principal representatives.

In 2014-15, beginning in September, the Executive Cabinet returned to all school sites to collect up-to-date information from our school staffs. Executive Cabinet met with 25 schools and asked the staffs to reflect on the District Priorities and provide feedback, identify challenges, needs and priorities for the implementation of the new California State Standards, to identify the support they needed to meet the needs of the English Learners in their classrooms, additional support for parents and to identify technology needs.

We had been asked to use data to develop a new plan, yet everyone understands we were asked to complete an impossible feat. How were we to determine progress on a plan being implemented in 2014-15 without any real data from 2014-15? We have no student performance data, no final grade information, no final disciplinary data, etc. Due to this lack of data and the poor timeline set by the State, we decided to use survey data from parents and staff and focus group feedback from our students in grades 4th-8th rather than take the same data back out to our parent community and ask them to think about whether or not our students have improved. We worked with our Vision Team (Association Presidents, site leaders and District management, Teacher Advisory (one rep from each site), Parent Advisory (one rep from each site), DELAC and DAC to craft the surveys. We contracted with Hanover Research to assist us with the design as well. The surveys were conducted in April and Hanover Research provided a complete analysis of the data.

In 2015-16, beginning in September, the Executive Cabinet Once again returned to all school sites to collect up-to-date information from our school staffs.

The information gathered from the staff meetings was populated into a spreadsheet and used to identify patterns of need and support in the system. This information was combined with the information received from the LCAP surveys to inform the final plan. Specific areas addressed in the plan due to staff feedback were additional materials and resources for English Learners: Rosetta Stone, NewsELA, Raz-Kids.

The survey results were very positive and reinforced the actions steps we had written in our LCAP last year for the 2015-16 school year. It was clear that our staff felt we needed to continue with professional development and highly valued Writer's Workshop and Critical Literacy (over 80%). The one area we did add to the plan for 2015-16 based on the survey results was time for teacher collaboration. Our staff stated this need at both staff meetings and again in the survey. They felt with the focus on English Learners, and the shifts in math (new adoption for 2015-16), as well as the need to differentiate instruction, they needed time to learn and plan with their colleagues.

Our students feel safe, both physically and emotionally at school (Healthy Kids Survey as well as student focus group feedback). The one area that needs slight improvement is the expectations the staff has for them; the expectations should be higher. We are addressing this need through the use of data, instructional coaching and professional development. The feedback from the student focus groups also centered around the need for collaborative learning. The students felt they learn best when working with groups. This is also being addressed through professional development (example, all schools focusing on problems of the month in math) and coaching.

The feedback we received from both our staff meetings and the feedback from DELAC led us to add a newcomer institute to the 2015-16 LCAP.

The meetings held in 2015-16 served two purposes, one was to collaboratively develop a survey for staff and parents and the other was to review the actions

Executive Cabinet met with 25 schools and asked the staffs to reflect on the District Priorities and provide feedback, identify challenges, needs and priorities for the implementation of the new math adoption, to identify the support they needed to meet the needs of the English Learners in their classrooms, and to identify technology needs specifically related to our new student information and data management system. In addition to staff meetings, we also conducted a staff survey. 977 staff members responded to the survey.

In addition to the staff survey, we also gave a survey to our parents and conducted student focus groups at all 25 schools. This year we saw an increase in the number of parents responding to the survey. In 2015-16 we had 6,085 responses. We worked with representatives from our associations, Teacher Advisory (one rep from each site), Parent Advisory (one rep from each site), DELAC and DAC to revise the 2014-15 survey to gather more useful information in 2015-16. For our year two survey we contracted with Hanover Research to assist us with the design and analysis of the data. The surveys were conducted in April and Hanover Research provided a complete analysis of the data.

This year we also held meetings with our parent communities. The Superintendent and two Board Members met with parent organizations at each of the 25 sites (in the evening) and then held coffees at each of the school sites in the morning. We also held two community meetings. The community meetings were held at our two Title One sites, Nimitz Elementary and De Vargas Elementary.

and goals for the 2014-15 school year and make necessary adjustments for the 2015-16 school year.

Several adjustments were made based on staff feedback. The staff at Nimitz and De Vargas asked for assistance with their after school programs, including after school buses at De Vargas. Nimitz also asked for assistance with their social emotional support program, Recess 101. After reviewing their discipline data it was clear the program was having a positive impact on campus. We also added an FTE at each of the two sites to reduce the possibility of running combination classes. Both Nimitz and De Vargas have the highest percentage of English Learners and Low Income students in the District and provide intervention services throughout the day. We have also added two primary assessment release days to allow our primary teachers time to assess every child using the Rigby. Combination classes, especially in the primary grades, would disrupt services to students. We will also continue teacher collaboration time for all staff in grades TK-8 as this was the most frequently identified need by staff in the surveys, at Teacher Advisory Meetings and during staff meetings.

The parent feedback from the surveys as well as the meetings was very positive and only minor adjustments were needed to the 2016-17 LCAP actions overall. In response to parent and teacher feedback. We added a Newcomer Transition Program for all families new to the United States and CUSD in 2015-16. Our parents have stated that we need to slightly modify the program by running the sessions at school sites rather than the District Office. We are making this adjustment of the 2016-17 school year. The program will assist families with understanding our educational system and help them to better access the services and supports we provide.

The meetings held with Parent Advisory, DAC, DELAC, Teacher Advisory and the District Collaboration Team (fifteen members from all three employee associations) also focused on survey development. We felt it essential to allow stakeholders to assist with the revision and draft reviews of the survey to ensure we were able to capture the thinking and concerns of all stakeholders. Each survey, parent and staff had several revisions. Feedback from all groups was incorporated in the the final drafts for 2016-17. One of our parent representatives shared the following: "Today at our SSC meeting, we shared information/updates from the recent DAC, DELAC, and PAC meetings. It was great to see feedback from the DAC and DELAC meetings

incorporated into the May 20th draft that was shared at the PAC meeting."

We have also worked with the Cupertino Rotary for the past two years. Beginning in March of 2013, we began co-planning a community event, the Fall Festival. In 2013-14, the focus of the festival was to communicate the new CUSD Board Priorities and to provide information on the Common Core State Standards. The event was open to the entire community and we had over 800 families attend (some were from outside our district). In March 2015, we began planning for the 2015-16 Fall Festival. This year the focus was on sharing the LCAP progress including CAASPP data, our Technology Plan and on literacy (expressing and defending claims). We have already begun the planning process for the 2016 Fall Festival.

In addition to the Rotary, we have been working with the Santa Clara County District Attorney's Office to address attendance concerns. While our attendance rate disclose to 98%, we still feel the need to address long term absences due to family vacations. The conversations regarding truancy began in the Spring of 2015 and will continue throughout next year. We will continue to host a series of meetings for families with truant children.

In addition to the staff meetings and the survey data collected, meetings with stakeholder groups to update/revise the 2016-17 LCAP began in February.

Meeting dates 2014-15:

Data Review and Planning

January 26, February 23, March 2, 9, April 25, May 2, 16 Executive Cabinet

February 4, June 4 All Management

September 19 Cupertino Rotary

Data Review and Consult

April 23 Certificated Administrators
 April 20, May 19 Employee Associations
 March 23, May 25 Parent Advisory

<p>February, April, May April, May March 23 March 30</p> <p>Plan review and advisement February 4, April 21 September-May May 27 June 3</p> <p>Review Planning to Date April 28</p> <p>Public Hearing and Discussion May 24</p> <p>Adoption June 7</p>	<p>DELAC DAC Community Meeting at Nimitz Community Meeting at De Vargas</p> <p>Teacher Advisory Student Focus Groups Meeting with District Attorney's Office Cupertino Rotary Presentation</p> <p>Board Advance</p> <p>Board Meeting</p> <p>Board Meeting</p>	
<p>Annual Update: Reviewed progress on implementation of the LCAP for 2015-16. Attending members were able to validate that we had met all timelines related to the actions set forth in the 2015-16 LCAP.</p> <p>Teacher Advisory Meetings September 17, November 19</p> <p>Parent Advisory Meetings September 30, January 5</p> <p>Board Meetings October 22, January 21</p>		<p>Annual Update: No questions or concerns were raised at this time.</p> <p>After thorough review of all data and evidence the Board agreed to make no adjustments to the current District priorities. No questions or concerns were raised during the second review. All data was consistent with the goals of the plan.</p>

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 school sites 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.

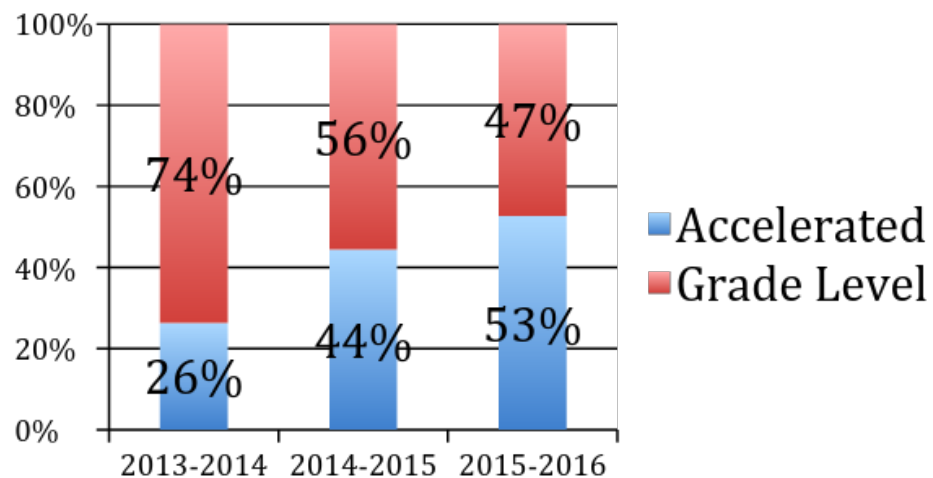
Budgeted Expenditures: For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified 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:	Students will master Algebra in their first attempt	Related State and/or Local Priorities: 1 _ 2 X 3 _ 4 X 5 _ 6 _ 7 X 8 X COE only: 9 _ 10 _ Local : Specify																		
Identified Need :	<p>1. There is a 56 percentage point gap in proficiency between our highest performing subgroup (Asian) and our lowest performing subgroup (Latino) as measured by CAASPP 2014-15.</p> <table><tr><th>Percent Proficient Math CAASPP 2014-15 (last data set available)</th><th>Expected CAASPP 2016-17 Gap Closure</th></tr><tr><td>Asian 90% proficient</td><td>Asian students will continue to score above 90% proficient*.</td></tr><tr><td>African Am. 41% proficient</td><td>Increase percent proficient to 45%</td></tr><tr><td>Latino 34% proficient</td><td>Increase percent proficient to 39%</td></tr><tr><td>Two or more Races 78% proficient</td><td>Increase percent proficient to 81%</td></tr><tr><td>White 73% proficient</td><td>Increase percent proficient to 76%</td></tr><tr><td>ELLs 49% proficient</td><td>Increase percent proficient to 53%</td></tr><tr><td>Low SES 38% proficient</td><td>Increase percent proficient to 42%.</td></tr><tr><td>Students with Disabilities 41% proficient</td><td>Increase percent proficient to 45%.</td></tr></table> <p>The 2014-15 CAASPP data listed above is our baseline data. Targeted Learning Plans will continue to be developed for all students scoring not proficient on the Math CAASPP to ensure closure of the gaps identified above.</p> <p>2. In order to ensure access and enrollment in all required areas of study, we began exclusively using assessment data in 2013-14 to place students in the appropriate middle school math course due to an underrepresentation of English Learners in our accelerated math courses. As a result of using a nationally normed assessment, NWEA, and two mathematical tasks, we discovered more students were ready for the accelerated pathway than had been identified in the past. The number of students on a path to complete Geometry in 8th grade is increasing overall.</p>		Percent Proficient Math CAASPP 2014-15 (last data set available)	Expected CAASPP 2016-17 Gap Closure	Asian 90% proficient	Asian students will continue to score above 90% proficient*.	African Am. 41% proficient	Increase percent proficient to 45%	Latino 34% proficient	Increase percent proficient to 39%	Two or more Races 78% proficient	Increase percent proficient to 81%	White 73% proficient	Increase percent proficient to 76%	ELLs 49% proficient	Increase percent proficient to 53%	Low SES 38% proficient	Increase percent proficient to 42%.	Students with Disabilities 41% proficient	Increase percent proficient to 45%.
Percent Proficient Math CAASPP 2014-15 (last data set available)	Expected CAASPP 2016-17 Gap Closure																			
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White 73% proficient	Increase percent proficient to 76%																			
ELLs 49% proficient	Increase percent proficient to 53%																			
Low SES 38% proficient	Increase percent proficient to 42%.																			
Students with Disabilities 41% proficient	Increase percent proficient to 45%.																			

Comparison of Percent of Students in 6th Grade Math Courses



We were also able to identify Limited English Proficient ready for acceleration, which was not happening in previous years. Note that in 2012-13, we only had one Limited English Proficient student placed in the path for Geometry in 8th grade and that number increased to 21 in 2015-16. In 2012-13, we only had 35 Limited English Proficient students placed in Algebra in the eighth grade and in 2015-16 we had 43.

EL Classification	Complete Algebra by 8th			Complete Geometry in 8th		
	2012-2013	2014-15	2015-16	2012-13	2014-15	2015-16
Limited	35 Students	32 Students	43 Students	1 Student	16 Students	21 Students
Redesignated	255 Students	430 Students	471 Students	90 Students	210 Students	492 Students

3. All students have access to the Board Adopted new California Standards aligned instructional materials in math, GoMath grades K-5 and CPM grades 6-8. The materials were adopted in 2014-15 and implementation occurred in 2015-16. We are continuing to gather supplemental materials to enhance the adoptions.

Goal Applies to: Schools: All

	Applicable Pupil Subgroups:	All	
LCAP Year 1: 2016-17			
Expected Annual Measurable Outcomes:	Close the proficiency gap in math by 3%-5% in 2016-17 as measured by CAASPP.		
	Percent Proficient Math CAASPP 2014-15 (last data set available)	Expected CAASPP 2016-17 Gap Closure	
	Asian 90% proficient African Am. 41% proficient Latino 34% proficient Two or more Races 78% proficient White 73% proficient ELLs 49% proficient Low SES 38% proficient Students with Disabilities 41% proficient	Asian students will continue to score above 90% proficient*. Increase percent proficient to 45% Increase percent proficient to 39% Increase percent proficient to 81% Increase percent proficient to 76% Increase percent proficient to 53% Increase percent proficient to 42%. Increase percent proficient to 45%.	
	Percent of ELL and low SES students in advanced math classes will reflect the percent of ELL and low SES in CUSD (Approximately 14%)		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide Full Day Kinder, 24:1, at all schools sites to ensure students leave kindergarten proficient in math.	LEA-Wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	No additional costs
Continue Transitional Kindergarten (TK) at De Vargas and continue to support TK added in 2014-15 at Nimitz (both Title I elementary schools) to ensure low income students have access. Previous to placing TK at Nimitz we found that students in the Nimitz attendance area were not attending TK due to transportation issues.	De Vargas Elementary and Nimitz	X All OR: X Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	No additional costs
Continue to provide NWEA assessments and explore the	LEA-Wide	X All	NWEA Contract 5000-5999: Services And Other Operating

use of other computer-based assessments to inform instruction (Versifit)		OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Expenditures Supplemental \$60,000
Continue utilizing Student Information System, Synergy and data management system, Versifit, to monitor student progress, including the progress of all English Learners and Redesignated students and inform instruction	LEA -wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	No additional costs
All sites will develop plans to provide targeted interventions for all students not proficient as measured by the 2015-16 CAASPP.	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 <input checked="" type="checkbox"/> Other Subgroups: (Specify) students scoring not proficient on CAASPP	No additional costs
Provide teacher collaboration time to develop units and assessments aligned with the new math adoption and develop targeted plans for students scoring not proficient.	LEA-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Adjunct Duty Pay 1000-1999: Certificated Personnel Salaries Supplemental \$631,142
Provide professional development to all site leadership. Focus on coaching to use formative assessments and data to design and adjust curriculum and instruction to	LEA-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils	Administrative Consultants 5800: Professional/Consulting Services And Operating Expenditures Other \$140,000

meet the needs of all learners. Leadership coaching will be provided to all site administrators. The coaching will be one to one or in small groups. Activities will focus on data review, classroom walk-throughs and coaching teachers.		<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Other <hr/> Other
Provide elementary and middles school teachers as well as all teachers at our elementary with professional development focused on instructional practices. Contract with PEBC , Minds on Math, CPM and Go-Math.	LEA-Wide	<input checked="" type="checkbox"/> All <hr/> 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)	Contract with PEBC 5800: Professional/Consulting Services And Operating Expenditures Other \$25,600 <hr/> Substitutes for teacher release 1000-1999: Certificated Personnel Salaries Other \$62,400 <hr/> Adjunct Duty 1000-1999: Certificated Personnel Salaries Other \$11,310 <hr/> Materials 4000-4999: Books And Supplies Other \$18,500
Continue to work with Equity Consultant, Enid Lee, (contracted in 2014-15) to assess and address the needs of English Learners and Students with Special Needs.	LEA-Wide	<input type="checkbox"/> All <hr/> 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 checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with special ne</u>	Consultant fees for Enid Lee 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$180,000
Foster Youth Site Liaisons have been identified and trained at all school sites. This will continue in 2016-2017. Sites are monitoring Foster Youth through the Student Study Team and IEP processes. Pupil Services monitors the CDE's list of Foster Youth and notifies sites regularly of any changes. We currently service 14 Foster Youth.	LEA-wide	<input type="checkbox"/> All <hr/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Teacher Stipends 1000-1999: Certificated Personnel Salaries Supplemental \$2,000
Continue to provide coaching to teachers. In 2016-17, Instructional Support Teachers were hired (nine) to provide coaching to teachers of English Language Learners, professional development and to assist	LEA wide	<input checked="" type="checkbox"/> All <hr/> OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners	3 FTE Coaches - Title III 1000-1999: Certificated Personnel Salaries Title III \$309,000 <hr/> 6.5 FTE Coaches 1000-1999: Certificated Personnel Salaries

teachers with planning. We are planning to provide more direct services to our highest needs sites by placing several ISTs/TOSAs on site.		<input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Supplemental \$807,950
Identified students with special needs will be provided appropriate services through the County Office of Education as needed.	LEA-wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with special needs</u>	<p>Deaf/Hard of Hearing: Total communication approach that allows for all forms of communication in an instructional program.</p> <p>Orthopedic Impairments: Instructional programs with instructors specializing in assistive technology, integration strategies to enhance the instructional program.</p> <p>Autism Spectrum Disorders: Classroom programs are based on structured teaching with use of visual schedules, work systems and partner assisted visually aided systems of communication.</p> <p>Emotional Disturbance: Students receive individual and group mental health services as well as academic instruction.</p> <p>Severe Medical Needs and Cognitive delays: Instruction in modified curriculum based on Common Core, independent living skills and inclusion.</p> <p>Early Start Program: Provides support and resources to family members and care givers to enhance children's learning and development.</p> <p>Itinerant Services: Specialists provide services to district and county students in the following areas; Deaf and hard of hearing, Visual impairment, Orientation and mobility, Adapted Physical Education, Orthopedic impairments, Assistive Technology and home teaching.</p> <p>Disorders: Classroom programs are based on structured teaching with use of visual schedules, work systems and partner assisted visually aided systems of communication.</p> <p>Base TBD</p>
Provide afterschool late bus transportation for De Vargas Elementary students to ensure attendance in afterschool academic support programs.	De Vargas and Nimitz	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	Bus costs 5000-5999: Services And Other Operating Expenditures Supplemental \$12,000

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Hire assessment coordinator to support staff with effective use of formative and summative assessments to inform instruction (Versifit)	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)	Coordinator salary 1000-1999: Certificated Personnel Salaries Supplemental \$160,000
Provide afterschool academic support programs at Nimitz and De Vargas.	Nimitz and DeVargas	<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)	Teacher Salary 1000-1999: Certificated Personnel Salaries Supplemental \$50,000
Provide one additional teacher at both Nimitz and De Vargas as necessary to minimize combination classes.	Nimitz and De Vargas	<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)	Teacher salary 1000-1999: Certificated Personnel Salaries Supplemental \$180,000

LCAP Year 2: 2017-18			
Expected Annual Measurable Outcomes:	Close the proficiency gap in math by 3%-5% in 2017-18 as measured by CAASPP.		
	Percent of ELL and low SES students in advanced math classes will reflect the percent of ELL and low SES in CUSD (Approximately 14%)		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide Full Day Kinder, 24:1, at all schools sites to ensure students leave kindergarten proficient in math.	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	No additional costs
Continue Transitional Kindergarten (TK) at De Vargas and continue to support TK added in 2014-15 at Nimitz (both Title I elementary schools) to ensure low income students have access. Previous to placing TK at Nimitz we found that students in the Nimitz attendance area were not attending TK due to transportation issues.	De Vargas Elementary and Nimitz	<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	No additional costs
Continue to provide NWEA assessments and explore the use of other computer-based assessments to inform instruction (Versifit)	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)	NWEA Contract 5000-5999: Services And Other Operating Expenditures Supplemental \$60,000
Continue utilizing Student Information System, Synergy and data management system, Versifit, to monitor student progress, including the progress of all English	LEA -wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	No additional costs

Learners and Redesignated students and inform instruction		<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
All sites will develop plans to provide targeted interventions for all students not proficient as measured by the 2016-17 CAASPP.	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 checked="" type="checkbox"/> Other Subgroups: (Specify) <u>students scoring not proficient on CAASPP</u>	No additional costs
Provide teacher collaboration time to develop units and assessments aligned with the new math adoption and develop targeted plans for students scoring not proficient.	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)	Adjunct Duty Pay 1000-1999: Certificated Personnel Salaries Supplemental \$299,946
Provide professional development to all site leadership. Focus on coaching to use formative assessments and data to design and adjust curriculum and instruction to meet the needs of all learners. Leadership coaching will be provided to all site administrators. The coaching will be one to one or in small groups. Activities will focus on data review, classroom walk-throughs and coaching teachers.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Administrative Consultants 5800: Professional/Consulting Services And Operating Expenditures Other \$140,000 <hr/> Other <hr/> Other
Provide elementary and middles school teachers as well as all teachers at our elementary with professional development focused on instructional practices. Contract with PEBC , Minds on Math, CPM and Go-	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	Contract with PEBC 5800: Professional/Consulting Services And Operating Expenditures Other \$25,600 <hr/> Substitutes for teacher release 1000-1999: Certificated Personnel Salaries Other \$62,400

Math.		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Adjunct Duty 1000-1999: Certificated Personnel Salaries Other \$11,310 Materials 4000-4999: Books And Supplies Other \$18,500
Continue to work with Equity Consultant, Enid Lee, (contracted in 2014-15) to assess and address the needs of English Learners and Students with Special Needs.	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 checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with special ne</u>	Consultant fees for Enid Lee 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$180,000
Foster Youth Site Liaisons have been identified and trained at all school sites. This will continue in 2017-2018. Sites are monitoring Foster Youth through the Student Study Team and IEP processes. Pupil Services monitors the CDE's list of Foster Youth and notifies sites regularly of any changes. We currently service 14 Foster Youth.	LEA-wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Teacher Stipends 1000-1999: Certificated Personnel Salaries Supplemental \$2,000
Continue to provide coaching to teachers. Instructional Support Teachers were hired (nine) to provide coaching to teachers of English Language Learners, professional development and to assist teachers with planning. We are planning to provide more direct services to our highest needs sites by placing several ISTs/TOSAs on site.	LEA wide	<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	3 FTE Coaches - Title III 1000-1999: Certificated Personnel Salaries Title III \$309,000 6.5 FTE Coaches 1000-1999: Certificated Personnel Salaries Supplemental \$807,950
Identified students with special needs will be provided appropriate services through the County Office of Education as needed.	LEA-wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent	Deaf/Hard of Hearing: Total communication approach that allows for all forms of communication in an instructional program. Orthopedic Impairments: Instructional programs with instructors specializing in assistive technology, integration

		<p>English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with special needs</u></p>	<p>strategies to enhance the instructional program. Autism Spectrum Disorders: Classroom programs are based on structured teaching with use of visual schedules, work systems and partner assisted visually aided systems of communication.</p> <p>Emotional Disturbance: Students receive individual and group mental health services as well as academic instruction.</p> <p>Severe Medical Needs and Cognitive delays: Instruction in modified curriculum based on Common Core, independent living skills and inclusion. Early Start Program: Provides support and resources to family members and care givers to enhance children's learning and development.</p> <p>Itinerant Services: Specialists provide services to district and county students in the following areas; Deaf and hard of hearing, Visual impairment, Orientation and mobility, Adapted Physical Education, Orthopedic impairments, Assistive Technology and home teaching. Disorders: Classroom programs are based on structured teaching with use of visual schedules, work systems and partner assisted visually aided systems of communication.</p> <p>Base TBD</p>
Provide afterschool late bus transportation for De Vargas Elementary students to ensure attendance in afterschool academic support programs.	De Vargas and Nimitz	<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>Bus costs 5000-5999: Services And Other Operating Expenditures Supplemental \$12,000</p>
Continue to employ a coordinator to support staff with effective use of formative and summative assessments to inform instruction (Versifit)	LEA-Wide	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p>	<p>Coordinator salary 1000-1999: Certificated Personnel Salaries Supplemental \$160,000</p>

		<input type="checkbox"/> Other Subgroups: (Specify)	
Provide afterschool academic support programs at Nimitz and De Vargas.	Nimitz and DeVargas	<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)	Teacher Salary 1000-1999: Certificated Personnel Salaries Supplemental \$50,000
Provide one additional teacher at both Nimitz and De Vargas as necessary to minimize combination classes.	Nimitz and De Vargas	<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)	Teacher salary 1000-1999: Certificated Personnel Salaries Supplemental \$180,000
LCAP Year 3: 2018-19			
Expected Annual Measurable Outcomes:	Close the proficiency gap in math by 3%-5% in 2018-19 as measured by CAASPP. Percent of ELL and low SES students in advanced math classes will reflect the percent of ELL and low SES in CUSD (Approximately 14%)		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide Full Day Kinder, 24:1, at all schools sites to ensure students leave kindergarten proficient in math.	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	No additional costs

Continue Transitional Kindergarten (TK) at De Vargas and continue to support TK added in 2014-15 at Nimitz (both Title I elementary schools) to ensure low income students have access. Previous to placing TK at Nimitz we found that students in the Nimitz attendance area were not attending TK due to transportation issues.	De Vargas Elementary and Nimitz	<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	No additional costs
Continue to provide NWEA assessments and explore the use of other computer-based assessments to inform instruction (Versifit)	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)	NWEA Contract 5000-5999: Services And Other Operating Expenditures Supplemental \$60,000
Continue utilizing Student Information System, Synergy and data management system, Versifit, to monitor student progress, including the progress of all English Learners and Redesignated students and inform instruction	LEA -wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	No additional costs
All sites will develop plans to provide targeted interventions for all students not proficient as measured by the 2017-18 CAASPP.	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 checked="" type="checkbox"/> Other Subgroups: (Specify) <u>students scoring not proficient on CAASPP</u>	No additional costs

Provide teacher collaboration time to develop units and assessments aligned with the new math adoption and develop targeted plans for students scoring not proficient.	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)	Adjunct Duty Pay 1000-1999: Certificated Personnel Salaries Supplemental \$429,711
Provide professional development to all site leadership. Focus on coaching to use formative assessments and data to design and adjust curriculum and instruction to meet the needs of all learners. Leadership coaching will be provided to all site administrators. The coaching will be one to one or in small groups. Activities will focus on data review, classroom walk-throughs and coaching teachers.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Administrative Consultants 5800: Professional/Consulting Services And Operating Expenditures Other \$140,000 <hr/> Other <hr/> Other
Provide elementary and middle school teachers as well as all teachers at our elementary with professional development focused on instructional practices. Contract with PEBC , Minds on Math, CPM and Go-Math.	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)	Contract with PEBC 5800: Professional/Consulting Services And Operating Expenditures Other \$25,600 <hr/> Substitutes for teacher release 1000-1999: Certificated Personnel Salaries Other \$62,400 <hr/> Adjunct Duty 1000-1999: Certificated Personnel Salaries Other \$11,310 <hr/> Materials 4000-4999: Books And Supplies Other \$18,500
Continue to work with Equity Consultant, Enid Lee, (contracted in 2014-15) to assess and address the needs of English Learners and Students with Special Needs.	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 checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with special ne</u>	Consultant fees for Enid Lee 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$180,000
Foster Youth Site Liaisons have been identified and trained at all school sites. This will continue in 2016-	LEA-wide	<input type="checkbox"/> All OR:	Teacher Stipends 1000-1999: Certificated Personnel Salaries

2017. Sites are monitoring Foster Youth through the Student Study Team and IEP processes. Pupil Services monitors the CDE's list of Foster Youth and notifies sites regularly of any changes. We currently service 14 Foster Youth.		<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Supplemental \$2,000
Continue to provide coaching to teachers. Instructional Support Teachers were hired (nine) to provide coaching to teachers of English Language Learners, professional development and to assist teachers with planning. We are planning to provide more direct services to our highest needs sites by placing several ISTs/TOSAs on site.	LEA wide	<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	3 FTE Coaches - Title III 1000-1999: Certificated Personnel Salaries Title III \$309,000 6.5 FTE Coaches 1000-1999: Certificated Personnel Salaries Supplemental \$807,950
Identified students with special needs will be provided appropriate services through the County Office of Education as needed.	LEA-wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with special needs</u>	<p>Deaf/Hard of Hearing: Total communication approach that allows for all forms of communication in an instructional program.</p> <p>Orthopedic Impairments: Instructional programs with instructors specializing in assistive technology, integration strategies to enhance the instructional program.</p> <p>Autism Spectrum Disorders: Classroom programs are based on structured teaching with use of visual schedules, work systems and partner assisted visually aided systems of communication.</p> <p>Emotional Disturbance: Students receive individual and group mental health services as well as academic instruction.</p> <p>Severe Medical Needs and Cognitive delays: Instruction in modified curriculum based on Common Core, independent living skills and inclusion.</p> <p>Early Start Program: Provides support and resources to family members and care givers to enhance children's learning and development.</p> <p>Itinerant Services: Specialists provide services to district and county students in the following areas; Deaf and hard of hearing, Visual impairment, Orientation and mobility, Adapted</p>

			Physical Education, Orthopedic impairments, Assistive Technology and home teaching. Disorders: Classroom programs are based on structured teaching with use of visual schedules, work systems and partner assisted visually aided systems of communication. Base TBD
Provide afterschool late bus transportation for De Vargas Elementary students to ensure attendance in afterschool academic support programs.	De Vargas and Nimitz	X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Bus costs 5000-5999: Services And Other Operating Expenditures Supplemental \$12,000
Hire assessment coordinator to support staff with effective use of formative and summative assessments to inform instruction (Versifit)	LEA-Wide	X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Coordinator salary 1000-1999: Certificated Personnel Salaries Supplemental \$160,000
Provide afterschool academic support programs at Nimitz and De Vargas.	Nimitz and DeVargas	X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Teacher Salary 1000-1999: Certificated Personnel Salaries Supplemental \$50,000
Provide one additional teacher at both Nimitz and De Vargas as necessary to minimize combination classes.	Nimitz and De Vargas	X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth	Teacher salary 1000-1999: Certificated Personnel Salaries Supplemental \$180,000

		<div><div><div></div></div><div>Redesignated fluent English proficient</div><div>Other Subgroups: (Specify)</div></div>	
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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 2:	Students will use written language to express themselves creatively, effectively and proficiently		Related State and/or Local Priorities: 1 _ 2 <u>X</u> 3 _ 4 <u>X</u> 5 _ 6 _ 7 <u>X</u> 8 <u>X</u> COE only: 9 _ 10 _ Local : Specify																																		
	Identified Need :																																				
	<p>1. There is a 59 percentage point gap in proficiency between our highest performing subgroup (Asian) and our lowest performing subgroup (English Learners) as measured by CAASPP 2014-15.</p> <table border="0"> <tr> <td>Percent Proficient Math CAASPP 2014-15 (last data set available)</td> <td>Expected CAASPP 2016-17 Gap Closure</td> </tr> <tr> <td>Asian 89% proficient</td> <td>Asian students will continue to score above 91% proficient*.</td> </tr> <tr> <td>African Am. 53% proficient</td> <td>Increase percent proficient to 57%</td> </tr> <tr> <td>Latino 33% proficient</td> <td>Increase percent proficient to 38%</td> </tr> <tr> <td>Two or more Races 82% proficient</td> <td>Increase percent proficient to 85%</td> </tr> <tr> <td>White 77% proficient</td> <td>Increase percent proficient to 80%</td> </tr> <tr> <td>ELLs 30% proficient</td> <td>Increase percent proficient to 35%</td> </tr> <tr> <td>Low SES 35% proficient</td> <td>Increase percent proficient to 40%.</td> </tr> <tr> <td>Students with Disabilities 39% proficient</td> <td>Increase percent proficient to 44%.</td> </tr> </table> <p>2. As noted in the data below, CUSD's English Learner redesignation rate is nearly three times that of the State and two times the redesignation rate of Santa Clara County. In addition, in 2014-15 76% of our English Learners made progress in learning English as measured by CELDT (State average was 58%).</p> <p>Based on our revised English Learner (EL) reclassification process and criteria, CAASPP and CELDT data will be used in 2015-16 for creating baseline data in order to ensure EL students make adequate progress towards reclassification in the future. Below is a comparison of redesignation rates in Cupertino Union School District, Santa Clara County and the State.</p> <table border="0"> <tr> <td>District Students</td> <td>Enrollment</td> <td>English Learners</td> <td>Redesignated Fluent-English-Proficient</td> </tr> <tr> <td>Cupertino Union</td> <td>18,948</td> <td>2,028 (11%)</td> <td>619 (26%)</td> </tr> <tr> <td>County Total:</td> <td>274,948</td> <td>64,143(23%)</td> <td>8,705 (13%)</td> </tr> <tr> <td>State Totals:</td> <td>6,133,182</td> <td>1,373,724 (22%)</td> <td>155,774(11%)</td> </tr> </table>				Percent Proficient Math CAASPP 2014-15 (last data set available)	Expected CAASPP 2016-17 Gap Closure	Asian 89% proficient	Asian students will continue to score above 91% proficient*.	African Am. 53% proficient	Increase percent proficient to 57%	Latino 33% proficient	Increase percent proficient to 38%	Two or more Races 82% proficient	Increase percent proficient to 85%	White 77% proficient	Increase percent proficient to 80%	ELLs 30% proficient	Increase percent proficient to 35%	Low SES 35% proficient	Increase percent proficient to 40%.	Students with Disabilities 39% proficient	Increase percent proficient to 44%.	District Students	Enrollment	English Learners	Redesignated Fluent-English-Proficient	Cupertino Union	18,948	2,028 (11%)	619 (26%)	County Total:	274,948	64,143(23%)	8,705 (13%)	State Totals:	6,133,182	1,373,724 (22%)
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Goal Applies to:	Schools: All																																				
	Applicable Pupil Subgroups:	All																																			

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	<p>Close the proficiency gap between Asian students and all other subgroups in English/Language Arts by 3-5% (CAASPP 2015-16) in 2016-17</p> <p>Percent Proficient Math CAASPP 2014-15 (last data set available)</p> <p>Asian 89% proficient African Am. 53% proficient Latino 33% proficient Two or more Races 82% proficient White 77% proficient ELLs 30% proficient Low SES 35% proficient Students with Disabilities 39% proficient</p> <p>Expected CAASPP 2016-17 Gap Closure</p> <p>Asian students will continue to score above 91% proficient*. Increase percent proficient to 57% Increase percent proficient to 38% Increase percent proficient to 85% Increase percent proficient to 80% Increase percent proficient to 35% Increase percent proficient to 40%. Increase percent proficient to 44%.</p> <p>Based on our revised English Learner (EL) reclassification process and criteria, CAASPP and CELDT data will be used in 2015-16 for creating baseline data in order to ensure EL students make adequate progress towards reclassification in the future</p> <p>All middle school students have access to the Board Adopted new California Standards aligned instructional materials and access to all required areas of study</p> <p>Implement ELA/ELD new California Standards aligned adoption</p> <p>All ELL have access to Systematic ELD oral language development materials and instruction</p> <p>Targeted Learning Plans for all students scoring not proficient on the ELA CAASPP to ensure closure of the gaps identified above</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Pilot and Adopt English Language Arts (ELA) and English Language Development (ELD) Materials.	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)	Adoption implementation - One Time Funding 4000-4999: Books And Supplies Other \$2,600,000
Provide Full Day Kinder at all schools sites to ensure all students leave kindergarten proficient in English	LEA - wide	<input checked="" type="checkbox"/> All OR:	No additional costs

Language Arts.		<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)	
Continue Transitional Kindergarten (TK) at De Vargas and continue to support TK added in 2014-15 at Nimitz (both Title I elementary schools) to ensure low income students have access. Previous to placing TK at Nimitz we found that students in the Nimitz attendance area were not attending TK due to transportation issues.	Nimitz and DeVargas	<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)	No additional costs
Continue to provide an Intervention Specialist at De Vargas Elementary and Nimitz Elementary to provide targeted services for English Learners and students not scoring proficient on CAASPP.	Nimitz and DeVargas	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	2 FTE Intervention Specialists 1000-1999: Certificated Personnel Salaries Supplemental \$243,259
Provide access to reading materials beyond the school day and year to all students. o Open District Overdrive Library to all students o Purchase additional reading materials for District Overdrive digital library	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)	Materials - One Time Funding 4000-4999: Books And Supplies Other \$15,000
Provide leveled reading materials to all elementary and middle schools sites to address the needs of English Learners and students not reading at grade level. o NewsELA, RAZ Kids-Learning A-Z, Rosetta Stone	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners	Materials: NewsELA 4000-4999: Books And Supplies Supplemental \$46,656 Materials: Rosetta Stone 4000-4999: Books And Supplies

		<input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Student with special needs</u>	Supplemental \$80,000 <hr/> Materials: Raz-Kids 4000-4999: Books And Supplies Supplemental \$40,224
Provide summer school for English Learners in grades 1st-8th.	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)	Materials 4000-4999: Books And Supplies Supplemental \$25,000 <hr/> Staffing 1000-1999: Certificated Personnel Salaries Supplemental \$141,000
Monitor process for all EL students, Redesignated students and LTELs using the data management system.	LEA-wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	No additional costs
Work with ELA/ELD Cadre teachers to identify implementation plan for ELA/ELD Frameworks and adoption of new materials.	LEA-wide	<input checked="" 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)	Teacher release time 1000-1999: Certificated Personnel Salaries Supplemental \$41,000
Provide Writer's Workshop Units of Study professional development (including release days for scoring) and materials K - 8 * Continue year three professional development Blue Hills, McAuliffe, Meyerholz * Provide year one professional development in Units of	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	Teacher collobaration release time 1000-1999: Certificated Personnel Salaries Other \$131,000 <hr/> Materials 4000-4999: Books And Supplies Supplemental \$90,000 <hr/> Sub Costs MS and Year 3 1000-1999: Certificated Personnel

Study to 10 elementary schools * Provide Middle School Units of Study professional development to all five middle schools * Begin formative assessments in all ELA classrooms 6-8 * Purchase Units of Study materials K-8 * Provide release time for teachers K-8 to score student writing		English proficient _ Other Subgroups: (Specify)	Salaries Other \$79,560 Sub Costs K-5 Yr 1 1000-1999: Certificated Personnel Salaries Supplemental \$195,000 Adjunct Duty K - 5 Yr 1 1000-1999: Certificated Personnel Salaries Supplemental \$37,625 Consultant Fees for MS and Year 3 5800: Professional/Consulting Services And Operating Expenditures Other \$103,805 Consultant Fees for K-5 Year 1 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$174,085
Continue Inquiry By Design (IBD) reading support at all middle schools. o Purchase 6th-8th grade student text-IBD o Use formative assessments in all IBD classrooms 6th-8th	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	IBD Materials - Prop 20 4000-4999: Books And Supplies Other \$215,000 Teacher Sub Costs 1000-1999: Certificated Personnel Salaries Other \$3,900
Utilize Student Information System, Synergy, and data management system, Versifit, to monitor student progress and inform instruction o Provide professional development to all support staff and certificated staff	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	No additional cost
Provide teacher collaboration time to plan to meet the needs of English Language Learners and develop targeted plans for students scoring not proficient	LEA-wide	_ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient X Other Subgroups:	Cost accounted for in Goal #1 - LCFF Supplemental

		(Specify) Students scoring not proficient	
All sites will develop plans to provide targeted interventions for all students not proficient as measured by the 2015-16 CAASPP.	LEA-wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	No additional costs
Continue to provide coaching to teachers. In 2015-16, Instructional Support Teachers were hired (nine) to provide coaching to teachers of English Language Learners and assist sites with professional development.	LEA -wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Cost for 9 FTE accounted for in Goal #1
Provide staff professional development on the use of formative and summative assessment to inform instruction.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Costs accounted of run Goal #1
Continue to work with Equity Consultant, Enid Lee, (contracted in 2014-15) to assess and address the needs of English Learners and Students with Special Needs.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Cost accounted for in Goal #1

<p>Foster Youth Site Liaisons have been identified and trained at all school sites. Sites are monitoring Foster Youth through the Student Study Team and IEP processes. Pupil Services monitors the CDE's list of Foster Youth and notifies sites regularly of any changes. We currently service 14 Foster Youth.</p>	<p>LEA-wide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Cost accounted for in Goal #1</p>
<p>Identified students with special needs will be provided appropriate services through the County Office of Education as needed.</p>	<p>LEA-wide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Deaf/Hard of Hearing: Total communication approach that allows for all forms of communication in an instructional program.</p> <p>Orthopedic Impairments: Instructional programs with instructors specializing in assistive technology, integration strategies to enhance the instructional program.</p> <p>Autism Spectrum Disorders: Classroom programs are based on structured teaching with use of visual schedules, work systems and partner assisted visually aided systems of communication.</p> <p>Emotional Disturbance: Students receive individual and group mental health services as well as academic instruction.</p> <p>Severe Medical Needs and Cognitive delays: Instruction in modified curriculum based on Common Core, independent living skills and inclusion.</p> <p>Early Start Program: Provides support and resources to family members and care givers to enhance children's learning and development.</p> <p>Itinerant Services: Specialists provide services to district and county students in the following areas; Deaf and hard of hearing, Visual impairment, Orientation and mobility, Adapted Physical Education, Orthopedic impairments, Assistive Technology and home teaching.</p> <p>Disorders: Classroom programs are based on structured teaching with use of visual schedules, work systems and partner assisted visually aided systems of communication.</p>

			Base TBD
Provide Systematic English Language Development PD	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)	Teacher Sub Costs 1000-1999: Certificated Personnel Salaries Other \$258,000
Continue with Critical Literacy year three professional development at DeVargas, Eisenhower, and Nimitz Elementary Schools.	DeVargas, Nimitz, Eisenhower	<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)	Contractor Fees with Just Think Literacy 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$152,000 Release Day 4 half days per teacher 1000-1999: Certificated Personnel Salaries Supplemental \$43,000
Provide Transitional Kindergarten, Kindergarten and K- 1 Combo teachers with an additional release day for pre-assessment to ensure proper placement of students. Provide first through third grade teachers with two release days to assess students to their instructional reading level using Rigby.	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)	Teacher release time 1000-1999: Certificated Personnel Salaries Supplemental \$181,000
Provide TK classrooms with Instructional Aid time to allow for differentiation.	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)	Classified hourly positions 2000-2999: Classified Personnel Salaries Supplemental \$75,000
Provide afterschool academic support programs at	Nimitz and	<input type="checkbox"/> All	Cost accounted for in Goal #1

Nimitz and DeVargas.	DeVargas	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)	
Provide professional development to all site leadership. Focus on coaching to use formative assessments and data to design and adjust curriculum and instructions. Leadership coaching will be provide to all site administrators. The coaching will be one to one or in small groups. Activities will focus on data review, classroom walk-throughs and coaching teachers.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Cost accounted for in Goal #1
Continue to provide NWEA assessments and explore the use of other computer-based assessment systems for ELD Redesignation.	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)	Cost accounted for in Goal #1

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	Close the proficiency gap in English/Language Arts by 3-5% in 2017-18 as measured by CAASPP			
	All middle school students have access to the Board Adopted new California Standards aligned instructional materials and access to all required areas of study			
	Implement ELA/ELD new California Standards aligned adoption			
	All ELL have access to Systematic ELD oral language development materials and instruction			
	Targeted Learning Plans for all students scoring not proficient on the ELA CAASPP to ensure closure of the gaps identified above			
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Adopt English Language Arts (ELA) and English Language Development (ELD) Materials.		LEA-Wide	<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> 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)	Adoption implementation - One Time Funding 4000-4999: Books And Supplies Other \$2,600,000
Provide Full Day Kinder at all schools sites to ensure all students leave kindergarten proficient in English Language Arts.		LEA - wide	<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	No additional costs
ContinueTransitional Kindergarten (TK) at De Vargas and continue to support TK added in 2014-15 at Nimitz (both Title I elementary schools) to ensure low income students have access. Previous to placing TK at Nimitz we found that students in the Nimitz attendance area were not attending TK due to transportation issues.		Nimitz and DeVargas	<input type="checkbox"/> All ----- <input checked="" type="checkbox"/> 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	No additional costs

		English proficient _ Other Subgroups: (Specify)	
Continue to provide an Intervention Specialist at De Vargas Elementary and Nimitz Elementary to provide targeted services for English Learners and students not scoring proficient on CAASPP.	Nimitz and DeVargas	<u>_ All</u> 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)	2 FTE Intervention Specialists 1000-1999: Certificated Personnel Salaries Supplemental \$243,259
Provide access to reading materials beyond the school day and year to all students. o Open District Overdrive Library to all students o Purchase additional reading materials for District Overdrive digital library	LEA-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Materials - One Time Funding 4000-4999: Books And Supplies Other \$15,000
Provide leveled reading materials to all elementary and middle schools sites to address the needs of English Learners and students not reading at grade level. o NewsELA, RAZ Kids-Learning A-Z, Rosetta Stone	LEA-Wide	<input checked="" type="checkbox"/> 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 <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Student with special needs</u>	Materials: NewsELA 4000-4999: Books And Supplies Supplemental \$46,656 Materials: Rosetta Stone 4000-4999: Books And Supplies Supplemental \$80,000 Materials: Raz-Kids 4000-4999: Books And Supplies Supplemental \$40,224
Provide summer school for English Learners in grades 1st-8th.	LEA-wide	<u>_ All</u> OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient	Materials 4000-4999: Books And Supplies Supplemental \$25,000 Staffing 1000-1999: Certificated Personnel Salaries Supplemental \$141,000

		Other Subgroups: (Specify)	
Monitor process for all EL students, Redesignated students and LTELs using the data management system.	LEA-wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	No additional costs
Work with ELA/ELD Cadre teachers to implement plan for ELA/ELD Frameworks and adoption of new materials.	LEA-wide	<input checked="" 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)	Teacher release time 1000-1999: Certificated Personnel Salaries Supplemental \$41,000
Provide Writer's Workshop Units of Study professional development (including release days for scoring) and materials K - 8 <ul style="list-style-type: none"> • Provide year one professional development in Units of Study to 5 elementary schools. • Provide year two professional development in Units of Study to 10 elementary schools • Provide Middle School Units of Study professional development to all five middle schools • Begin formative assessments in all ELA classrooms 6-8 • Purchase Units of Study materials K-8 • Provide release time for teachers K-8 to score student writing 	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)	Teacher collobaration release time 1000-1999: Certificated Personnel Salaries Other \$131,000 <hr/> Materials 4000-4999: Books And Supplies Supplemental \$90,000 <hr/> Sub Costs MS and Year 3 1000-1999: Certificated Personnel Salaries Other \$79,560 <hr/> Sub Costs K-5 Yr 1 1000-1999: Certificated Personnel Salaries Supplemental \$195,000 <hr/> Adjunct Duty K - 5 Yr 1 1000-1999: Certificated Personnel Salaries Supplemental \$37,625 <hr/> Consultant Fees for MS and Year 3 5800: Professional/Consulting Services And Operating Expenditures Other \$103,805 <hr/> Consultant Fees for K-5 Year 1 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$174,085
Continue Inquiry By Design (IBD) reading support at all middle schools. o Purchase 6th-8th grade student text-IBD	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	IBD Materials - Prop 20 4000-4999: Books And Supplies Other \$215,000

o Use formative assessments in all IBD classrooms 6th-8th		<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Teacher Sub Costs 1000-1999: Certificated Personnel Salaries Other \$3,900
Utilize Student Information System, Synergy, and data management system, Versifit, to monitor student progress and inform instruction o Provide professional development to all support staff and certificated staff	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	No additional cost
Provide teacher collaboration time to plan to meet the needs of English Language Learners and develop targeted plans for students scoring not proficient	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 checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students scoring not proficient</u>	Cost accounted for in Goal #1 - LCFF Supplemental
All sites will develop plans to provide targeted interventions for all students not proficient as measured by CAASPP.	LEA-wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	No additional costs
Continue to provide coaching to teachers. Instructional Support Teachers were hired (nine) to provide coaching to teachers of English Language Learners and assist sites with professional development.	LEA -wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient	Cost for 9 FTE accounted for in Goal #1

		Other Subgroups: (Specify)	
Provide staff professional development on the use of formative and summative assessment to inform instruction.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Costs accounted of run Goal #1
Continue to work with Equity Consultant, Enid Lee, (contracted in 2014-15) to assess and address the needs of English Learners and Students with Special Needs.	LEA-wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify)	Cost accounted for in Goal #1
Foster Youth Site Liaisons have been identified and trained at all school sites. Sites are monitoring Foster Youth through the Student Study Team and IEP processes. Pupil Services monitors the CDE's list of Foster Youth and notifies sites regularly of any changes. We currently service 14 Foster Youth.	LEA-wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Cost accounted for in Goal #1
Identified students with special needs will be provided appropriate services through the County Office of Education as needed.	LEA-wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify)	Deaf/Hard of Hearing: Total communication approach that allows for all forms of communication in an instructional program. Orthopedic Impairments: Instructional programs with instructors specializing in assistive technology, integration strategies to enhance the instructional program. Autism Spectrum Disorders: Classroom programs are based on structured teaching with use of visual schedules, work systems and partner assisted visually aided systems of

			<p>communication.</p> <p>Emotional Disturbance: Students receive individual and group mental health services as well as academic instruction.</p> <p>Severe Medical Needs and Cognitive delays: Instruction in modified curriculum based on Common Core, independent living skills and inclusion.</p> <p>Early Start Program: Provides support and resources to family members and care givers to enhance children's learning and development.</p> <p>Itinerant Services: Specialists provide services to district and county students in the following areas; Deaf and hard of hearing, Visual impairment, Orientation and mobility, Adapted Physical Education, Orthopedic impairments, Assistive Technology and home teaching.</p> <p>Disorders: Classroom programs are based on structured teaching with use of visual schedules, work systems and partner assisted visually aided systems of communication.</p> <p>Base TBD</p>
Provide Systematic English Language Development PD to new teachers.	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)	Teacher Sub Costs 1000-1999: Certificated Personnel Salaries Other \$258,000
<p>Provide Transitional Kindergarten, Kindergarten and K- 1 Combo teachers with an additional release day for pre-assessment to ensure proper placement of students.</p> <p>Provide first through third grade teachers with two release days to assess students to their instructional reading level using Rigby.</p>	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Teacher release time 1000-1999: Certificated Personnel Salaries Supplemental \$181,000

Provide TK classrooms with Instructional Aid time to allow for differentiation.	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)	Classified hourly positions 2000-2999: Classified Personnel Salaries Supplemental \$75,000
Provide afterschool academic support programs at Nimitz and DeVargas.	Nimitz and DeVargas	<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Cost accounted for in Goal #1
Provide professional development to all site leadership. Focus on coaching to use formative assessments and data to design and adjust curriculum and instructions. Leadership coaching will be provide to all site administrators. The coaching will be one to one or in small groups. Activities will focus on data review, classroom walk-throughs and coaching teachers.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Cost accounted for in Goal #1
Continue to provide NWEA assessments and explore the use of other computer-based assessment systems for ELD Redesignation.	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)	Cost accounted for in Goal #1

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	Close the proficiency gap in English/Language Arts by 3-5% in 2018-19 as measured by CAASPP			
	All middle school students have access to the Board Adopted new California Standards aligned instructional materials and access to all required areas of study			
	Implement ELA/ELD new California Standards aligned adoption			
	All ELL have access to Systematic ELD oral language development materials and instruction			
	Targeted Learning Plans for all students scoring not proficient on the ELA CAASPP to ensure closure of the gaps identified above			
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide Full Day Kinder at all schools sites to ensure all students leave kindergarten proficient in English Language Arts.		LEA - wide	<input checked="" type="checkbox"/> All <input type="checkbox"/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	No additional costs
ContinueTransitional Kindergarten (TK) at De Vargas and continue to support TK added in 2014-15 at Nimitz (both Title I elementary schools) to ensure low income students have access. Previous to placing TK at Nimitz we found that students in the Nimitz attendance area were not attending TK due to transportation issues.		Nimitz and DeVargas	<input type="checkbox"/> All <input type="checkbox"/> 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)	No additional costs
Continue to provide an Intervention Specialist at De Vargas Elementary and Nimitz Elementary to provide targeted services for English Learners and students not scoring proficient on CAASPP.		Nimitz and DeVargas	<input type="checkbox"/> All <input type="checkbox"/> OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	2 FTE Intervention Specialists 1000-1999: Certificated Personnel Salaries Supplemental \$243,259

		<input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Provide access to reading materials beyond the school day and year to all students. o Open District Overdrive Library to all students o Purchase additional reading materials for District Overdrive digital library	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)	Materials - One Time Funding 4000-4999: Books And Supplies Other \$15,000
Provide leveled reading materials to all elementary and middle schools sites to address the needs of English Learners and students not reading at grade level. o NewsELA, RAZ Kids-Learning A-Z, Rosetta Stone	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Student with special needs</u>	Materials: NewsELA 4000-4999: Books And Supplies Supplemental \$46,656 <hr/> Materials: Rosetta Stone 4000-4999: Books And Supplies Supplemental \$80,000 <hr/> Materials: Raz-Kids 4000-4999: Books And Supplies Supplemental \$40,224
Provide summer school for English Learners in grades 1st-8th.	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)	Materials 4000-4999: Books And Supplies Supplemental \$25,000 <hr/> Staffing 1000-1999: Certificated Personnel Salaries Supplemental \$141,000
Monitor process for all EL students, Redesignated students and LTELs using the data management system.	LEA-wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	No additional costs

		(Specify)	
Work with ELA/ELD Cadre teachers to implement plan for ELA/ELD Frameworks and adoption of new materials.	LEA-wide	<input checked="" 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)	Teacher release time 1000-1999: Certificated Personnel Salaries Supplemental \$41,000
Provide Writer's Workshop Units of Study professional development (including release days for scoring) and materials K - 8 <ul style="list-style-type: none"> • Provide year two professional development in Units of Study to 5 elementary schools • Provide Middle School Units of Study professional development to all five middle schools • Begin formative assessments in all ELA classrooms 6-8 • Purchase Units of Study materials K-8 • Provide release time for teachers K-8 to score student writing 	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)	Teacher collobaration release time 1000-1999: Certificated Personnel Salaries Other \$131,000 Materials 4000-4999: Books And Supplies Supplemental \$90,000 Sub Costs MS and Year 3 1000-1999: Certificated Personnel Salaries Other \$79,560 Sub Costs K-5 Yr 1 1000-1999: Certificated Personnel Salaries Supplemental \$195,000 Adjunct Duty K - 5 Yr 1 1000-1999: Certificated Personnel Salaries Supplemental \$37,625 Consultant Fees for MS and Year 3 5800: Professional/Consulting Services And Operating Expenditures Other \$103,805 Consultant Fees for K-5 Year 1 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$174,085
Continue Inquiry By Design (IBD) reading support at all middle schools. <ul style="list-style-type: none"> o Purchase 6th-8th grade student text-IBD o Use formative assessments in all IBD classrooms 6th-8th 	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)	IBD Materials - Prop 20 4000-4999: Books And Supplies Other \$215,000 Teacher Sub Costs 1000-1999: Certificated Personnel Salaries Other \$3,900
Utilize Student Information System, Synergy, and data management system, Versifit, to monitor student progress and inform instruction <ul style="list-style-type: none"> o Provide professional development to all support staff and certificated staff 	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	No additional cost

		English proficient _ Other Subgroups: (Specify)	
Provide teacher collaboration time to plan to meet the needs of English Language Learners and develop targeted plans for students scoring not proficient	LEA-wide	<u> </u> All OR: <u> </u> Low Income pupils <u>X</u> English Learners <u> </u> Foster Youth <u>X</u> Redesignated fluent English proficient <u>X</u> Other Subgroups: (Specify) <u>Students scoring not proficient</u>	Cost accounted for in Goal #1 - LCFF Supplemental
All sites will develop plans to provide targeted interventions for all students not proficient as measured by CAASPP.	LEA-wide	<u> </u> All OR: <u>X</u> Low Income pupils <u>X</u> English Learners <u> </u> Foster Youth <u>X</u> Redesignated fluent English proficient <u> </u> Other Subgroups: (Specify)	No additional costs
Continue to provide coaching to teachers. Instructional Support Teachers were hired (nine) to provide coaching to teachers of English Language Learners and assist sites with professional development.	LEA -wide	<u> </u> All OR: <u>X</u> Low Income pupils <u>X</u> English Learners <u> </u> Foster Youth <u>X</u> Redesignated fluent English proficient <u> </u> Other Subgroups: (Specify)	Cost for 9 FTE accounted for in Goal #1
Provide staff professional development on the use of formative and summative assessment to inform instruction.	LEA-wide	<u>X</u> All OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups: (Specify)	Costs accounted of run Goal #1

Continue to work with Equity Consultant, Enid Lee, (contracted in 2014-15) to assess and address the needs of English Learners and Students with Special Needs.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Cost accounted for in Goal #1
Foster Youth Site Liaisons have been identified and trained at all school sites. Sites are monitoring Foster Youth through the Student Study Team and IEP processes. Pupil Services monitors the CDE's list of Foster Youth and notifies sites regularly of any changes. We currently service 14 Foster Youth.	LEA-wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Cost accounted for in Goal #1
Identified students with special needs will be provided appropriate services through the County Office of Education as needed.	LEA-wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify)	<p>Deaf/Hard of Hearing: Total communication approach that allows for all forms of communication in an instructional program.</p> <p>Orthopedic Impairments: Instructional programs with instructors specializing in assistive technology, integration strategies to enhance the instructional program.</p> <p>Autism Spectrum Disorders: Classroom programs are based on structured teaching with use of visual schedules, work systems and partner assisted visually aided systems of communication.</p> <p>Emotional Disturbance: Students receive individual and group mental health services as well as academic instruction.</p> <p>Severe Medical Needs and Cognitive delays: Instruction in modified curriculum based on Common Core, independent living skills and inclusion.</p> <p>Early Start Program: Provides support and resources to family members and care givers to enhance children's learning and development.</p>

			<p>Itinerant Services: Specialists provide services to district and county students in the following areas; Deaf and hard of hearing, Visual impairment, Orientation and mobility, Adapted Physical Education, Orthopedic impairments, Assistive Technology and home teaching.</p> <p>Disorders: Classroom programs are based on structured teaching with use of visual schedules, work systems and partner assisted visually aided systems of communication.</p> <p>Base TBD</p>
Provide Systematic English Language Development PD for new teachers.	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)	Teacher Sub Costs 1000-1999: Certificated Personnel Salaries Other \$258,000
<p>Provide Transitional Kindergarten, Kindergarten and K- 1 Combo teachers with an additional release day for pre-assessment to ensure proper placement of students.</p> <p>Provide first through third grade teachers with two release days to assess students to their instructional reading level using Rigby.</p>	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Teacher release time 1000-1999: Certificated Personnel Salaries Supplemental \$181,000
Provide TK classrooms with Instructional Aid time to allow for differentiation.	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)	Classified hourly positions 2000-2999: Classified Personnel Salaries Supplemental \$75,000

Provide afterschool academic support programs at Nimitz and DeVargas.	Nimitz and DeVargas	<input type="checkbox"/> All <input checked="" type="checkbox"/> 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)	Cost accounted for in Goal #1
Provide professional development to all site leadership. Focus on coaching to use formative assessments and data to design and adjust curriculum and instructions. Leadership coaching will be provide to all site administrators. The coaching will be one to one or in small groups. Activities will focus on data review, classroom walk-throughs and coaching teachers.	LEA-wide	<input checked="" type="checkbox"/> All <input type="checkbox"/> 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)	Cost accounted for in Goal #1
Continue to provide NWEA assessments and explore the use of other computer-based assessment systems for ELD Redesignation.	LEA-wide	<input checked="" type="checkbox"/> All <input type="checkbox"/> 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)	Cost accounted for in Goal #1

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

GOAL 3:	Students will use technology in their individual and group learning everyday	Related State and/or Local Priorities: 1 <u>X</u> 2 <u>X</u> 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify																																																									
Identified Need :	<p>The District began purchasing iPads and MacBooks in 2013-14 to reach the identified ratios in 2016-17. In 2014-15 the goal was to introduce another 1,250 devices into our schools. In 2014-15, the District was able to introduce an additional 2,000 devices. XXX of our District 20 elementary schools have reached the identified ratios and three middle schools have rolled out iPads to meet the 1:1 ratio (Lawson 6th -8th grades, Hyde 6th grade and Kennedy 6th grade).</p> <p>District Technology Ratios: Transitional Kindergarten (TK)/K-1st grade, 4:1 2-3rd grade, 2:1 4-8th grade, 1:1</p> <table><tr><th colspan="3">Schools At or Above District Ratios</th></tr><tr><th>2013-14</th><th>2014-15</th><th>2015-16</th></tr><tr><td>Blue Hills</td><td>Blue Hills</td><td>Blue Hills</td></tr><tr><td>*De Vargas</td><td>*De Vargas</td><td>Collins</td></tr><tr><td>McAuliffe</td><td>McAuliffe</td><td>Dilworth</td></tr><tr><td>Montclair</td><td>Montclair</td><td>*De Vargas</td></tr><tr><td>Muir</td><td>Muir</td><td>Eisenhower</td></tr><tr><td>Murdock-Portal</td><td>Murdock-Portal</td><td>McAuliffe</td></tr><tr><td></td><td>Eaton</td><td>Montclair</td></tr><tr><td></td><td>*Nimitz</td><td>Muir</td></tr><tr><td></td><td>Regnart</td><td>Murdock-Portal</td></tr><tr><td></td><td>Stevens Creek</td><td>Eaton</td></tr><tr><td></td><td>Lawson</td><td>*Nimitz</td></tr><tr><td></td><td>*Hyde 6th grade</td><td>Regnart</td></tr><tr><td></td><td></td><td>Stevens Creek</td></tr><tr><td></td><td></td><td>West Valley</td></tr><tr><td></td><td></td><td>Lawson</td></tr><tr><td></td><td></td><td>Hyde</td></tr><tr><td></td><td></td><td>Kennedy 6th grade</td></tr></table> <p>* Schools with highest English Learner and Free and Reduced Lunch counts</p>		Schools At or Above District Ratios			2013-14	2014-15	2015-16	Blue Hills	Blue Hills	Blue Hills	*De Vargas	*De Vargas	Collins	McAuliffe	McAuliffe	Dilworth	Montclair	Montclair	*De Vargas	Muir	Muir	Eisenhower	Murdock-Portal	Murdock-Portal	McAuliffe		Eaton	Montclair		*Nimitz	Muir		Regnart	Murdock-Portal		Stevens Creek	Eaton		Lawson	*Nimitz		*Hyde 6 th grade	Regnart			Stevens Creek			West Valley			Lawson			Hyde			Kennedy 6 th grade
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		Kennedy 6 th grade																																																									

Goal Applies to:	Schools: All		
	Applicable Pupil Subgroups:	All	
LCAP Year 1: 2016-17			
Expected Annual Measurable Outcomes:	Meet District established ratios for technology at all elementary schools and middle schools in the district: TK-1st/4:1, 2nd-3rd/2:1, 4th-8th/ 1:1 to ensure students have access to standards aligned supplemental resources and provide additional resources for English Learners		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Purchase 2,500 additional iPads and MacBooks to bring all elementary schools up to the District ratios.</p> <p>Purchase devices to ensure Miller Middle School and Cupertino Middle School will meet 1:1 ratio in the 2016-17 school year. (1:1 begins with incoming 6th grade students)</p>	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Purchase 2,500 devices for student use - Bond 4000-4999: Books And Supplies Other \$1,000,000
Continue to support teachers in receiving instructional technology PD, including the Leading Edge Consortium Digital Educator Certification (fund courses and stipend). To date 110 educators have received certification.	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)	Leading Edge Profession Development - One Time Funding 5800: Professional/Consulting Services And Operating Expenditures Other \$100,000
Develop metrics to determine the impact of 1:1 iPad program on student outcomes		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	No additional costs

LCAP Year 2: 2017-18			
Expected Annual Measurable Outcomes:	Use District metrics developed in 2016-17 to create a baseline to examine the impact of technology integration on student learning.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Purchase 2,500 additional iPads and MacBooks to refresh technology TK-8th	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)	Purchase 2,500 devices for student use - Bond 4000-4999: Books And Supplies Other \$1,000,000
Continue to support teachers in receiving instructional technology PD, including the Leading Edge Consortium Digital Educator Certification (fund courses and stipend). To date 110 educators have received certification.	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)	Leading Edge Profession Development - One Time Funding 5800: Professional/Consulting Services And Operating Expenditures Other \$100,000
Implement metrics to determine the impact of 1:1 iPad program on student outcomes		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	No additional costs

LCAP Year 3: 2018-19			
Expected Annual Measurable Outcomes:	Show growth in District baseline metrics developed in 2017-18 to examine the impact of technology integration on student learning.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Purchase 2,500 additional iPads and MacBooks to refresh technology TK-8th	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)	Purchase 2,500 devices for student use - Bond 4000-4999: Books And Supplies Other \$1,000,000
Continue to support teachers in receiving instructional technology PD, including the Leading Edge Consortium Digital Educator Certification (fund courses and stipend). To date 110 educators have received certification.	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)	Leading Edge Profession Development - One Time Funding 5800: Professional/Consulting Services And Operating Expenditures Other \$100,000
Implement metrics to determine the impact of 1:1 iPad program on student outcomes		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	No additional costs

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

GOAL 4:	Environment supports learning, creativity, safety and engagement	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify																														
Identified Need :	<p>1. Attendance rates in CUSD remain consistently high, just above 98%. There are not large gaps in attendance between subgroups (1.1%). The Truancy rate in CUSD is well below the state and county truancy rates; however, this is an area of concern in our District due to the fact that most truancy and chronic absenteeism (2.4%) is due to family choice or vacations.</p> <p>School Year Attendance Rate</p> <p>2014-2015 98.3%</p> <p>2013-2014 98.5%</p> <p>2012-2013 98.5%</p> <p>2011-2012 98.3%</p> <p>2010-2011 98.3%</p> <p>2014-15 Attendance rates by Subgroup</p> <table><tr><td>African American</td><td>98.2%</td></tr><tr><td>Asian</td><td>98.5%</td></tr><tr><td>Hispanic</td><td>97.1%</td></tr><tr><td>Multi-Racial</td><td>98.2%</td></tr><tr><td>Native American</td><td>97.8%</td></tr><tr><td>Pacific Islander</td><td>97.9%</td></tr><tr><td>White</td><td>97.7%</td></tr></table> <p>2013-14 Truancy Rates</p> <table><tr><td>Enrollment</td><td>Truant Students</td><td>Truancy Rates</td></tr><tr><td>Cupertino Union</td><td>19,079</td><td>2,488</td><td>12.43</td></tr><tr><td>County Total</td><td>276,689</td><td>73,711</td><td>25.71</td></tr><tr><td>State Total</td><td>6,235,520</td><td>2,017,244</td><td>31.43</td></tr></table> <p>2. Our students feel safe and supported at our schools. Healthy Kids Middle School Climate Survey results put our district in the 99th percentile statewide (includes perceived school safety, connectedness, low violence, low victimization, low harassment and bullying and low substance use). This data is further supported in our staff and parent LCAP survey data. 81% of our staff believe children are physically safe at school with only 6% stating children are not physically safe. 89% of our parents believe their children are physically safe at school. Which is 1% higher than in 2014-15.</p> <p>88% of our parents surveyed stated that the environment at school supports learning.</p>			African American	98.2%	Asian	98.5%	Hispanic	97.1%	Multi-Racial	98.2%	Native American	97.8%	Pacific Islander	97.9%	White	97.7%	Enrollment	Truant Students	Truancy Rates	Cupertino Union	19,079	2,488	12.43	County Total	276,689	73,711	25.71	State Total	6,235,520	2,017,244	31.43
African American	98.2%																															
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The one sub area following below the 99th percentile was high expectations (90th percentile). We are addressing the perceived low expectations through professional development.

3. In 2013-14 there were 183 students suspended and 239 suspensions (1.3%). In 2014-15, as of May 15, there were 156 students suspended (.08%). In 2015-16, as of April 15, there were 159 total suspensions. Student behavior is not in need of improvement overall in CUSD; however, we want to continue to monitor behavior and provide student supports to ensure our suspension and expulsion numbers remain low for all students. In 2014-15 six students were expelled and in 2015-16 we have not expelled any students. In 2014-15, we had two subgroups being disproportionately suspended, White and Latino. In 2015-16, we have reduced our overall suspensions and have only one group being disproportionately suspend, White students. We did reduce the disproportionality for White students by 10% over the past year.

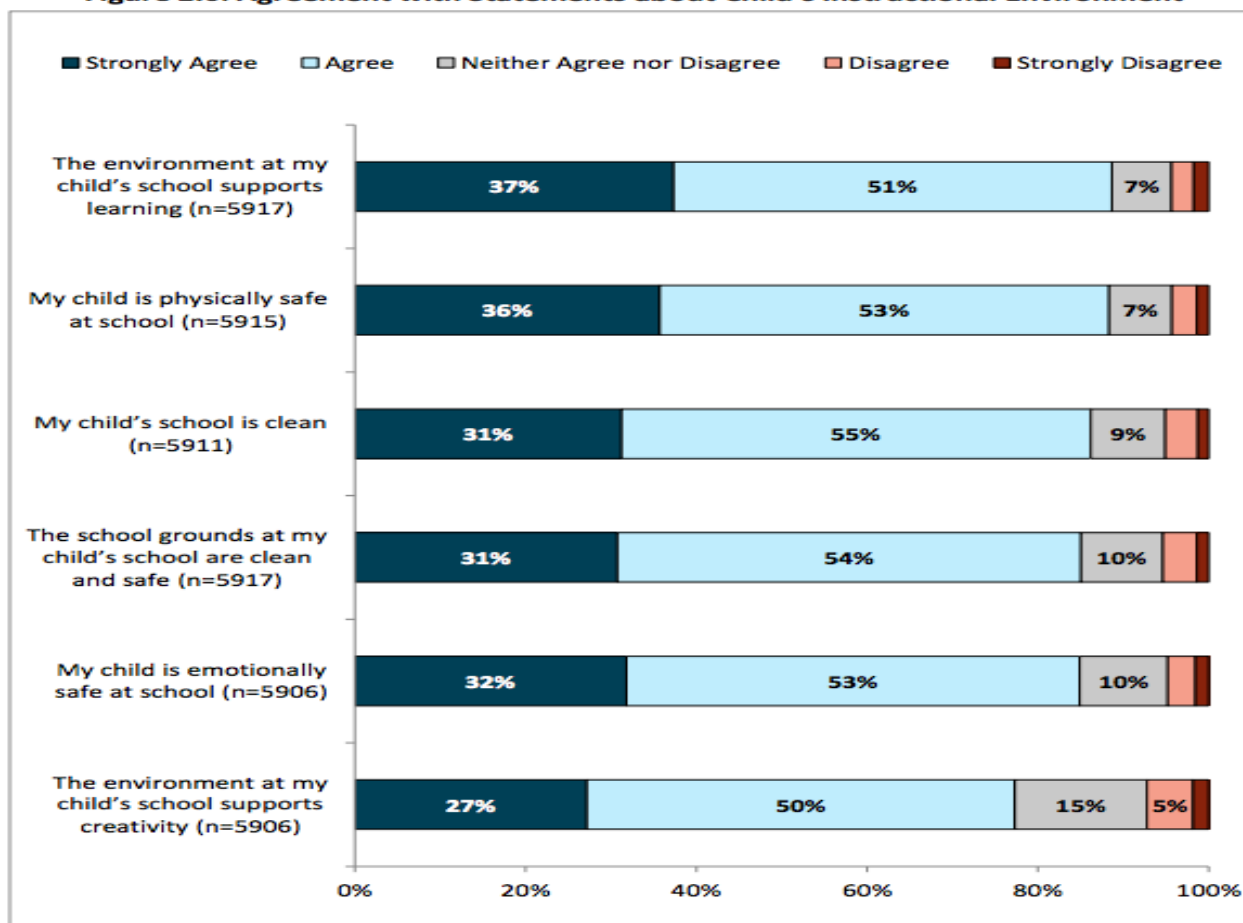
Subgroup	Percent of CUSD Enrollment	Percent of Total Suspensions
African American	1%	4%
Asian	73%	52%
Hispanic	5%	7%
Multi-Racial	4%	6%
White	17%	27%

2013-14 Suspensions and Expulsions	Enrollment	Students Suspended	Suspension Rate	Students Expelled	Expulsion Rate
Cupertino Union Total	19,194	183	0.9	2	0.0
Santa Clara County Total	276,175	8,773	3.1	256	0.1
State Total	6,236,672	79,383	4.4	6,611	0.1

4. After reviewing research on the impact of movement and environment on the brain and learning, in 2013-14 we piloted two flexible learning environments in one of our elementary schools. After studying the impacts of the furniture and use of color, we decided to purchase new flexible furniture for all growth classrooms in CUSD. In 2014-15, we added 42 flexible learning spaces for our students (Cupertino Middle School, Lawson Middle School, Kennedy Middle School, De Vargas Elementary School). In 2015-16, we began a flexible furniture pilot program in our elementary schools: De Vargas (4th grade), Lincoln (5th grade), McAuliffe (SDC, K), Montclair (3rd grade), Murdock-Portal (K-1, 2-3, 4-5), Nimitz (2nd /3rd), Sedgwick (5th grade).

After implementing the pilot classrooms in 2013-14, we realized teachers needed to experience the flexible environments prior to placing new furniture into the classroom. We decided to create adult learning spaces in all of our schools to ensure our staff understood the impact of the environment on learning. In 2014-15, five schools created flexible adult learning environments: De Vargas (Think Tank and Maker's Space for student use as well), Dilworth, Eisenhower, Cupertino Middle School (library for student use as well), and Lawson Middle School. In 2015-16, we added ten additional adult learning environments.

5. We had one Williams facilities complaint since 2011-12. We are currently modernizing all 25 of our schools (\$220,000,000 Measure H Bond). We conducted a maintenance work flow audit in 2014-15 and found a need to increase maintenance staff for the purposes of routine maintenance and to address gaps in our work order process. In the 2014-15 LCAP survey, 82% of our parents reported that their child's school is clean and the grounds are well maintained. In 2015-16 86% of our parents surveyed reported that their child's school is clean and 85% reported the grounds are well maintained.

Figure 2.6: Agreement with Statements about Child's Instructional Environment

Goal Applies to:

Schools: All

Applicable Pupil

Subgroups:

All

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	<p>Meet the social/emotional needs of learners and maintain an attendance rate above 98%, a truancy rate below 10%, a suspension rate below 2% and fewer than 2 expulsions per year.</p> <p>Provide flexible learning environments for students and adults at each school to ensure physical needs are being met (ergonomics) and classrooms meet the needs of 21st Century learners: collaboration, creativity, critical thinking and communication</p> <p>Maintain safe and clean facilities-Williams</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide flexible student-learning environments at each school to ensure students are provide healthy learning environments that address their developmental needs.	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)	Purchase furniture - One Time Funding 4000-4999: Books And Supplies Other \$650,000
<p>Continue to fund Project Cornerstone which is currently in place at 16 elementary sites and 4 middle school sites.</p> <p>Partner with Project Cornerstone and the County to administer a developmental asset survey in the foall of 2016 to students in grades 4, 5, and 6.</p>	LEA Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Services 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$12,600
Continue to hold Student Attendance and Review Board (SARB) meetings in addition to District Attorney Mediation meetings which began in the Fall of 2015 to address habitual truancy cases.	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	No additional costs
Continue to fund Parent Education for our two Title 1 schools: DeVargas and Nimitz and two of our middle schools: Hyde and Cupertino. An invitation to attend	DeVargas, Nimitz, Sedgwick,	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils	Services 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$10,000

planned Parent Education will be extended to all English Learner families.	Hyde, Cupertino MS	<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)	
Continue to fund two Licensed Vocational Nurses (LVNs) at De Vargas, Nimitz, and Eisenhower elementary schools. We will add one additional LVN, for a total of 3 FTE, to service Sedgwick, Hyde and Cupertino middle schools and provide services to low income students and students with special needs throughout the District. LVNs provided health screening and services.	Nimitz, De Vargas, Eisenhower, Sedgwick school-wide, Hyde and Cupertino	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Student with special needs</u>	3 FTE LVNs 1000-1999: Certificated Personnel Salaries Supplemental \$165,536
Implement English Learner "Newcomer" institutes for parents and students to assist our immigrant families with transitions. Institutes will be held at school sites starting with those having the highest number of families new to the country.	LEA Wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with special needs</u>	Services 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$5,000
Continue to contract with Hanover Research to conduct parent and staff surveys focused on school climate and student academic and social needs.	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)	Services 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$42,000
Provide additional social emotional and character development programs for Nimitz, DeVargas, and Hyde (Soul Shoppe)	Nimitz, DeVargas, Hyde	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners	Services 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$30,000

		<input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Conduct student focus groups as needed in grades 3 -8 to ensure we are identifying student needs.	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	No additional costs.
Support Nimitz with Recess 101 to continue to reduce student discipline referrals.	Nimitz	All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Services 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$26,000
Add one additional Behavioral Specialist to assist with the needs of our Special Needs students.	LEA-wide	All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Students with special needs)	Services 5000-5999: Services And Other Operating Expenditures Supplemental \$120,000

CAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	<p>Meet the social/emotional needs of learners and maintain an attendance rate above 98%, a truancy rate below 10%, a suspension rate below 2% and fewer than 2 expulsions per year.</p> <p>Provide flexible learning environments for students and adults at each school to ensure physical needs are being met (ergonomics) and classrooms meet the needs of 21st Century learners: collaboration, creativity, critical thinking and communication</p> <p>Maintain safe and clean facilities-Williams</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide flexible student-learning environments at each school to ensure students are provide healthy learning environments that address their developmental needs.	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)	Purchase furniture - One Time Funding 4000-4999: Books And Supplies Other \$650,000
Continue to fund Project Cornerstone which is currently in place at 16 elementary sites and 4 middle school sites.	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)	Services 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$12,600
Continue to hold Student Attendance and Review Board (SARB) meetings in addition to District Attorney Mediation meetings which began in the Fall of 2015 to address habitual truancy cases.	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	No additional costs
Continue to fund Parent Education for our two Title 1	DeVargas,	<input checked="" type="checkbox"/> All	Services 5800: Professional/Consulting Services And

schools: DeVargas and Nimitz and two of our middle schools: Hyde and Cupertino. An invitation to attend planned Parent Education will be extended to all English Learner families.	Nimitz, Sedgwick, Hyde, Cupertino MS	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)	Operating Expenditures Supplemental \$10,000
Continue to fund two Licensed Vocational Nurses (LVNs) at De Vargas, Nimitz, and Eisenhower elementary schools. We will add one additional LVN, for a total of 3 FTE, to service Sedgwick, Hyde and Cupertino middle schools and provide services to low income students and students with special needs throughout the District. LVNs provided health screening and services.	Nimitz, De Vargas, Eisenhower, Sedgwick school-wide, Hyde and Cupertino	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Student with special needs</u>	3 FTE LVNs 1000-1999: Certificated Personnel Salaries Supplemental \$165,536
Implement English Learner "Newcomer" institutes for parents and students to assist our immigrant families with transitions. Institutes will be held at school sites starting with those having the highest number of families new to the country.	LEA Wide	<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with special needs</u>	Services 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$5,000
Continue to contract with Hanover Research to conduct parent and staff surveys focused on school climate and student academic and social needs.	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)	Services 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$42,000
Provide additional social emotional and character development programs for Nimitz, DeVargas, and Hyde	Nimitz, DeVargas,	<input checked="" type="checkbox"/> All OR:	Services 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$30,000

(Soul Shoppe)	Hyde	<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)	
Conduct student focus groups as needed in grades 3 -8 to ensure we are identifying student needs.	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	No additional costs.
Support Nimitz with Recess 101 to continue to reduce student discipline referrals.	Nimitz	<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Services 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$26,000
Continue to fund one additional Behavioral Specialist to assist with the needs of our Special Needs students.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify)	Services 5000-5999: Services And Other Operating Expenditures Supplemental \$120,000

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	<p>Meet the social/emotional needs of learners and maintain an attendance rate above 98%, a truancy rate below 10%, a suspension rate below 2% and fewer than 2 expulsions per year.</p> <p>Provide flexible learning environments for students and adults at each school to ensure physical needs are being met (ergonomics) and classrooms meet the needs of 21st Century learners: collaboration, creativity, critical thinking and communication</p> <p>Maintain safe and clean facilities-Williams</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide flexible student-learning environments at each school to ensure students are provide healthy learning environments that address their developmental needs.	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)	Purchase furniture - One Time Funding 4000-4999: Books And Supplies Other \$650,000
Continue to fund Project Cornerstone which is currently in place at 16 elementary sites and 4 middle school sites.	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)	Services 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$12,600
Continue to hold Student Attendance and Review Board (SARB) meetings in addition to District Attorney Mediation meetings which began in the Fall of 2015 to address habitual truancy cases.	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	No additional costs
Continue to fund Parent Education for our two Title 1	DeVargas,	<input checked="" type="checkbox"/> All	Services 5800: Professional/Consulting Services And

schools: DeVargas and Nimitz and two of our middle schools: Hyde and Cupertino. An invitation to attend planned Parent Education will be extended to all English Learner families.	Nimitz, Sedgwick, Hyde, Cupertino MS	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)	Operating Expenditures Supplemental \$10,000
Continue to fund two Licensed Vocational Nurses (LVNs) at De Vargas, Nimitz, and Eisenhower elementary schools. We will add one additional LVN, for a total of 3 FTE, to service Sedgwick, Hyde and Cupertino middle schools and provide services to low income students and students with special needs throughout the District. LVNs provided health screening and services.	Nimitz, De Vargas, Eisenhower, Sedgwick school-wide, Hyde and Cupertino	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Student with special needs</u>	3 FTE LVNs 1000-1999: Certificated Personnel Salaries Supplemental \$165,536
Implement English Learner "Newcomer" institutes for parents and students to assist our immigrant families with transitions. Institutes will be held at school sites starting with those having the highest number of families new to the country.	LEA Wide	<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with special needs</u>	Services 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$5,000
Continue to contract with Hanover Research to conduct parent and staff surveys focused on school climate and student academic and social needs.	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)	Services 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$42,000
Provide additional social emotional and character development programs for Nimitz, DeVargas, and Hyde	Nimitz, DeVargas,	<input checked="" type="checkbox"/> All OR:	Services 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$30,000

(Soul Shoppe)	Hyde	<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)	
Conduct student focus groups as needed in grades 3 -8 to ensure we are identifying student needs.	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	No additional costs.
Support Nimitz with Recess 101 to continue to reduce student discipline referrals.	Nimitz	<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Services 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$26,000
Continue to fund one additional Behavioral Specialist to assist with the needs of our Special Needs students.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify)	Services 5000-5999: Services And Other Operating Expenditures Supplemental \$120,000

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

GOAL 5:	All hiring, evaluation and support are designed to develop staff who have the expertise to ensure all students master the CCSS		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input 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 :	In 2014-15 we identified the need to reduce certificated absences due to illness and personal necessity. The goal for 2014-15 was to reduce certificated absences by 5%. As of May, 2015, we had reduced certificated absences by 20%. We now want to maintain an employee absence rate at 4% or lower. Current percent of highly qualified teachers: 99.48% or 4 FTE of 964.9 FTE.		
Goal Applies to:	Schools: All Applicable Pupil Subgroups:	All	
LCAP Year 1: 2016-17			
Expected Annual Measurable Outcomes:	Retain and attract highly qualified staff and maintain 99% or higher highly qualified teachers Maintain overall certificated staff absentee rates of 4% a day (illness and personal necessity).		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide training to staff in the summer and afterschool hours to minimize disruption to learning by reducing the need for substitutes.	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)	Costs accounted for in Goals #1-2
Provide signing bonuses for hard to fill positions.	LEA Wide	<input checked="" type="checkbox"/> All OR:	Cost to be determined based on hiring for 2016-17 1000-1999: Certificated Personnel Salaries Base \$50,000

		<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)	
Allow for flexibility of placement on the salary schedule based on hard to fill positions.	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)	Costs to be determined based on hiring for 2016-17 1000-1999: Certificated Personnel Salaries Base
Accept up to 14 years of prior teaching for placement on the salary schedule.	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)	Cost to be determined based on hiring for 2016-17 1000-1999: Certificated Personnel Salaries Base
Increase IA specialized ABA salary to be competitive in the job market.	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)	Cost to be determined. 2000-2999: Classified Personnel Salaries Base
Provide moving reimbursement for those relocating outside of 100 mile radius.	LEA Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	Cost to be determined based on hiring for 2016-17 Base \$580,488

		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Increase bus driver hours to 8 hours in order to keep and fill positions to ensure children are transported to school on time and have limited time on bus rides home.	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)	Cost to be determined 2000-2999: Classified Personnel Salaries Base \$40,000
Increase release days for special education teachers for IEP meetings and planning.	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)	Cost to be determined 1000-1999: Certificated Personnel Salaries Base \$25,670
Provide compensation to teachers required to sub on their prep or to take additional students in their classroom due to lack of subs.	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)	Cost to be determined 1000-1999: Certificated Personnel Salaries Base \$5,000
Provide stipends for two advanced degrees.	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	Cost to be determined 1000-1999: Certificated Personnel Salaries Base \$40,000

		English proficient _ Other Subgroups: (Specify)	
Increase professional growth opportunities for SEIU members.	LEA wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Cost to be determined 2000-2999: Classified Personnel Salaries Base \$1,500
Implement new testing procedures/materials for the classified staff hiring process including technology skills applicable to current systems.	LEA wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	No additional costs
Provide ongoing training for new administrators through monthly meetings.	LEA wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	No additional costs
Allow employees the option of enrolling their children in any non-alternative CUSD school.	LEA wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient	No additional costs

		Other Subgroups: (Specify)	
LCAP Year 2: 2017-18			
Expected Annual Measurable Outcomes:	Retain and attract highly qualified staff and maintain 99% or higher highly qualified teachers Maintain overall certificated staff absentee rates of 4% a day (illness and personal necessity).		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to provide training to staff in the summer and afterschool hours to minimize disruption to learning by reducing the need for substitutes.	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)	Costs accounted for in Goals #1-2
Continue to provide signing bonuses for hard to fill positions.	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)	Cost to be determined based on hiring for 2016-17 1000-1999: Certificated Personnel Salaries Base \$50,000
Continue to allow for flexibility of placement on the salary schedule based on hard to fill positions.	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)	Costs to be determined based on hiring for 2016-17 1000-1999: Certificated Personnel Salaries Base

Continue to accept up to 14 years of prior teaching for placement on the salary schedule.	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)	Cost to be determined based on hiring for 2016-17 1000-1999: Certificated Personnel Salaries Base
Continue to fund the increase IA specialized ABA salary to be competitive in the job market.	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)	Cost to be determined. 2000-2999: Classified Personnel Salaries Base \$580,488
Continue to provide moving reimbursement for those relocating outside of 100 mile radius.	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)	Cost to be determined based on hiring for 2016-17 Base \$15,000
Continue to fund the Increased bus driver hours to 8 hours in order to keep and fill positions to ensure children are transported to school on time and have limited time on bus rides home.	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)	Cost to be determined 2000-2999: Classified Personnel Salaries Base

Continue to fund the increased release days for special education teachers for IEP meetings and planning.	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)	Cost to be determined 1000-1999: Certificated Personnel Salaries Base \$25,670
Continue to provide compensation to teachers required to sub on their prep or to take additional students in their classroom due to lack of subs.	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)	Cost to be determined 1000-1999: Certificated Personnel Salaries Base \$5,000
Continue to provide stipends for two advanced degrees.	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)	Cost to be determined 1000-1999: Certificated Personnel Salaries Base \$40,000
Continue to provide professional growth opportunities for SEIU members.	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)	Cost to be determined 2000-2999: Classified Personnel Salaries Base \$1,500
Continue the implementation of new testing procedures/materials for the classified staff hiring	LEA wide	<input checked="" type="checkbox"/> All OR:	No additional costs

process including technology skills applicable to current systems.		<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)	
Continue to provide ongoing training for new administrators through monthly meetings.	LEA wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	No additional costs
Continue to allow employees the option of enrolling their children in any non-alternative CUSD school.	LEA wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	No additional costs
LCAP Year 3: 2018-19			
Expected Annual Measurable Outcomes:	Retain and attract highly qualified staff and maintain 99% or higher highly qualified teachers Maintain overall certificated staff absentee rates of 4% a day (illness and personal necessity).		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to provide training to staff in the summer and afterschool hours to minimize disruption to learning by reducing the need for substitutes.	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	Costs accounted for in Goals #1-2

		English proficient _ Other Subgroups: (Specify)	
Continue to provide signing bonuses for hard to fill positions.	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)	Cost to be determined based on hiring for 2016-17 1000-1999: Certificated Personnel Salaries Base \$50,000
Continue to allow for flexibility of placement on the salary schedule based on hard to fill positions.	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)	Costs to be determined based on hiring for 2016-17 1000-1999: Certificated Personnel Salaries Base
Continue to accept up to 14 years of prior teaching for placement on the salary schedule.	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)	Cost to be determined based on hiring for 2016-17 1000-1999: Certificated Personnel Salaries Base
Continue to fund the increased IA specialized ABA salary to be competitive in the job market.	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	Cost to be determined. 2000-2999: Classified Personnel Salaries Base \$580,000

		<input type="checkbox"/> Other Subgroups: (Specify)	
Continue to provide moving reimbursement for those relocating outside of 100 mile radius.	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)	Cost to be determined based on hiring for 2016-17 Base \$15,000
Continue to fund the bus driver hours to 8 hours in order to keep and fill positions to ensure children are transported to school on time and have limited time on bus rides home.	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)	Cost to be determined 2000-2999: Classified Personnel Salaries Base
Continue to fund the release days for special education teachers for IEP meetings and planning.	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)	Cost to be determined 1000-1999: Certificated Personnel Salaries Base \$25,670
Continue to provide compensation to teachers required to sub on their prep or to take additional students in their classroom due to lack of subs.	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)	Cost to be determined 1000-1999: Certificated Personnel Salaries Base \$5,000

Continue to provide stipends for two advanced degrees.	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)	Cost to be determined 1000-1999: Certificated Personnel Salaries Base \$40,000
Continue to provide increased professional growth opportunities for SEIU members.	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)	Cost to be determined 2000-2999: Classified Personnel Salaries Base \$1,500
Continue to implement new testing procedures/materials for the classified staff hiring process including technology skills applicable to current systems.	LEA wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	No additional costs
Continue to provide ongoing training for new administrators through monthly meetings.	LEA wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	No additional costs

Continue to allow employees the option of enrolling their children in any non-alternative CUSD school.	LEA wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	No additional costs
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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 6:	We will actively engage parents and community members in supporting the implementation of the CCSS instruction as a vehicle for student achievement		Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 _ 6 <input checked="" type="checkbox"/> 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Identified Need :	Continue to provide information to parents regarding CCSS, social-emotional wellness, District initiatives and support services for families to our parent community. Based on May, 2015 Parent LCAP Survey, 20% of the parents who responded were not satisfied with the amount of communication from the District (or schools). The lack of personalization in messages and the complexity of information were listed as concerns. In addition, the survey indicated that between 30-33% of parents have a neutral understanding of CCSS and the alignment of these standards with classroom practice and 12-15% have a limited understanding. Based on the multiple languages served in the District there is a need to improve our digital outreach to families by incorporating options for translated messages. Parent LCAP Survey participation was low across the District. Outreach in regards to the importance of the feedback and access to information and surveys in multiple languages is essential in order to increase parent understanding and participation.		
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All	
LCAP Year 1: 2016-17			
Expected Annual Measurable Outcomes:	Increase parent outreach and communication satisfaction by 5% as measured by the Parent LCAP Survey and School Climate Surveys and increase parent survey response by 10%		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to fund Communications Analyst to increase communication with our parent community via newsletters, videos, email blasts and social media (Facebook, Twitter, Text, Emails, Newsletters).	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)	Maintain 1.0 FTE Communication Analyst 2000-2999: Classified Personnel Salaries Supplemental \$89,889
Continue to fund Chief of Family and Community Engagement Officer to plan parent events, address	LEA-Wide	<input checked="" type="checkbox"/> All OR:	Maintain 1.0 FTE Chief of Family and Community Engagement

parental concerns, and enhance communications.		<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)	1000-1999: Certificated Personnel Salaries Supplemental \$181,065
Continue to provide translation and interpreter services (currently translating in four languages: Spanish, Hebrew, Japanese, and Mandarin). Develop a model that ensures translation services for K-5 conferencing.	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)	Contract for translation services 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$25,000
Establish a Parent Education Workgroup involving stakeholder to develop a 2016-2017 Speaker Series open to all CUSD parents. Topics will be determined based on data collected from surveys, parent meetings and staff input.	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)	Provide resources such as materials, speakers, teacher stipends 4000-4999: Books And Supplies Supplemental \$20,000
Continue to provide parent liaisons (hired from within the school community) at DeVargas, Nimitz, and add support to Eisenhower Elementary, Hyde Middle School and Cupertino Middle School, for a total of five.	School-Wide Nimitz, DeVargas, Eisenhower, Hyde, Cupertino Middle School	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Contract for parent liaison services 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$40,000
Produce short informational videos for parents and continue to monitor number of parents viewing the videos.	LEA Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	No additional costs.

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Research, plan, design and implement a EL parent institute to assist immigrant families with educational transitions.	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)	Costs accounted for in Goal #4
Continue to provide information in print form via the community newsletter and English Learner (EL) information pamphlets.	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)	Printing and Postage 5000-5999: Services And Other Operating Expenditures Supplemental \$30,000

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	Increase parent outreach and communication satisfaction by 5% as measured by the Parent LCAP Survey and School Climate Surveys and increase parent survey response by 10%
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to fund Communications Analyst to increase communication with our parent community via newsletters, videos, email blasts and social media (Facebook, Twitter, Text, Emails, Newsletters).	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	Maintain 1.0 FTE Communication Analyst 2000-2999: Classified Personnel Salaries Supplemental \$89,889

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Continue to fund Chief of Family and Community Engagement Officer to plan parent events, address parental concerns, and enhance communications.	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)	Maintain 1.0 FTE Chief of Family and Community Engagement 1000-1999: Certificated Personnel Salaries Supplemental \$181,065
Continue to provide translation and interpreter services (currently translating in four languages: Spanish, Hebrew, Japanese, and Mandarin). Develop a model that ensures translation services for K-5 conferencing.	LEA-Wide	<input checked="" 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)	Contract for translation services 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$25,000
Work with Parent Education Workgroup to develop Speaker Series open to all CUSD parents. Topics will be determined based on data collected from surveys, parent meetings and staff input.	LEA-Wide	<input checked="" 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)	Provide resources such as materials, speakers, teacher stipends 4000-4999: Books And Supplies Supplemental \$20,000
Continue to provide parent liaisons (hired from within the school community) at DeVargas, Nimitz, and add support to Eisenhower Elementary, Hyde Middle School and Cupertino Middle School, for a total of five.	School-Wide Nimitz, DeVargas, Eisenhower, Hyde, Cupertino Middle School	<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Contract for parent liaison services 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$40,000

Produce short informational videos for parents and continue to monitor number of parents viewing the videos.	LEA Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	No additional costs.
Research, plan, design and implement a EL parent institute to assist immigrant families with educational transitions.	LEA Wide	<input checked="" 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)	Costs accounted for in Goal #4
Continue to provide information in print form via the community newsletter and English Learner (EL) information pamphlets.	LEA Wide	<input checked="" 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)	Printing and Postage 5000-5999: Services And Other Operating Expenditures Supplemental \$30,000
LCAP Year 3: 2018-19			
Expected Annual Measurable Outcomes:	Increase parent outreach and communication satisfaction by 5% as measured by the Parent LCAP Survey and School Climate Surveys and increase parent survey response by 10%		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to fund Communications Analyst to increase communication with our parent community via newsletters, videos, email blasts and social media (Facebook, Twitter, Text, Emails, Newsletters).	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	Maintain 1.0 FTE Communication Analyst 2000-2999: Classified Personnel Salaries Supplemental \$89,889

		English proficient _ Other Subgroups: (Specify)	
Continue to fund Chief of Family and Community Engagement Officer to plan parent events, address parental concerns, and enhance communications.	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)	Maintain 1.0 FTE Chief of Family and Community Engagement 1000-1999: Certificated Personnel Salaries Supplemental \$181,065
Continue to provide translation and interpreter services (currently translating in four languages: Spanish, Hebrew, Japanese, and Mandarin). Develop a model that ensures translation services for K-5 conferencing.	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)	Contract for translation services 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$25,000
Continue to work with Parent Education Workgroup to develop a Speaker Series open to all CUSD parents. Topics will be determined based on data collected from surveys, parent meetings and staff input.	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)	Provide resources such as materials, speakers, teacher stipends 4000-4999: Books And Supplies Supplemental \$20,000
Continue to provide parent liaisons (hired from within the school community) at DeVargas, Nimitz, and add support to Eisenhower Elementary, Hyde Middle School and Cupertino Middle School, for a total of five.	School-Wide Nimitz, DeVargas, Eisenhower, Hyde, Cupertino Middle School	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Contract for parent liaison services 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$40,000

Produce short informational videos for parents and continue to monitor number of parents viewing the videos.	LEA Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	No additional costs.
Research, plan, design and implement a EL parent institute to assist immigrant families with educational transitions.	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)	Costs accounted for in Goal #4
Continue to provide information in print form via the community newsletter and English Learner (EL) information pamphlets.	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)	Printing and Postage 5000-5999: Services And Other Operating Expenditures Supplemental \$30,000

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:	Students will master Algebra in their first attempt			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:	<p>We did not have baseline data for CAASPP but we expected our Asian students to continue to score above 90% proficient* in math. *90% is below current 2012-13 CST proficiency levels and was chosen based on a lack of knowledge about the current CAASPP data.</p> <p>Gap between Asian and African American students will be no greater than 31%</p> <p>Gap between Asian and Latino students will be no greater than 38%</p> <p>Gap between Asian and Filipino students will be no greater than 14%</p> <p>Gap between Asian and multi-racial students will be no greater than 10%</p> <p>Gap between Asian and White students will be no greater than 10%</p> <p>Gap between Asian and ELLs will be no greater than 3%</p> <p>Gap between Asian and Low SES students will be no greater than 30%.</p> <p>Gap between Asian and Students with Disabilities will be no greater than 27%.</p> <p>Double the number of ELLs in the accelerated pathway (Accelerated math 6) in 2016-17 to 32 students and maintain access and enrollment in all required areas of study.</p>			Actual Annual Measurable Outcomes:	<p>Overall 84% of our students met or exceeded the standard on the math portion of the 2014-15 CAASPP assessment. Only 5% of our students overall fell into the "standard not met" category.</p> <p>Subgroup Performance: Asian 90% proficient African Am. 41% proficient Latino 34% proficient Two or more Races 78% proficient White 73% proficient ELLs 49% proficient Low SES 38% proficient Students with Disabilities 41% proficient</p> <p>In our 2014-15 LCAP we based our measurable outcome on the only data set we had available which was the 2012-13 CST proficiency levels. Comparing the CST data to the CAASPP data is not comparable so our 2014-15 CAASPP data is now baseline for CUSD moving forward.</p>

LCAP Year: 2015-16				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Provide Full Day Kinder, 24:1, at all schools sites to ensure students leave kindergarten proficient in math. In 2014-15 we only had full day Kinder at our two Title I school sites, Nimitz and De Vargas	No additional cost	All 20 elementary school sites now have full day kindergarten programs in place with a 24:1 ratio. We also increased all of our Transitional Kindergarten classrooms to full day and have a 24:1 ratio.	No additional costs	
<div>Scope of Service</div> <div>LEA-Wide</div>		<div>Scope of Service</div> <div>LEA-Wide</div>		
<div>X All</div> <div>OR:</div> <div> <div>Low Income pupils</div> <div>English Learners</div> <div>Foster Youth</div> <div>Redesignated fluent English proficient</div> <div>Other Subgroups: (Specify)</div> </div>		<div>X All</div> <div>OR:</div> <div> <div>Low Income pupils</div> <div>English Learners</div> <div>Foster Youth</div> <div>Redesignated fluent English proficient</div> <div>Other Subgroups: (Specify)</div> </div>		
<p>Add Transitional Kindergarten (TK) at De Vargas and continue to support TK added in 2014-15 at Nimitz (both Title I elementary schools)</p> <p>We found that families in our highest needs attendance areas were not choosing to attend our satellite TK sites. In 2014-15, we added TK at Nimitz and the neighborhood families filled the classes. While this action may benefit all students attending Nimitz and De Vargas, it is designed to target our low income and English Learner Families.</p>	No additional cost	Added two Transitional Kindergarten classrooms to De Vargas Elementary School and continued to provide TK classrooms at Nimitz Elementary School (both Title One Schools).	No additional costs	

Scope of Service	De Vargas Elementary and Nimitz Elementary		Scope of Service	De Vargas Elementary and Nimitz Elementary	
X All			X All		
OR:			OR:		
X Low Income pupils			_ Low Income pupils		
X English Learners			_ English Learners		
_ Foster Youth			_ Foster Youth		
X Redesignated fluent English proficient			_ Redesignated fluent English proficient		
_ Other Subgroups: (Specify)			_ Other Subgroups: (Specify)		
Administer CAASPP math interim assessments to all students in grades 3-8. The assessments will provide teachers with more accurate and more timely data that can be used to adjust instruction as needed (providing intervention and targeted instruction). These assessments will replace the NWEA assessments we gave to 5th and 6th grade students in 2014-15.	No additional costs		CAASPP math interim assessments were administered to all students in grades 3-8. The assessments provided limited information to teachers. We found the assessment results were not robust enough to have a meaningful impact on teaching and learning. These assessments will not replace the NWEA assessments we currently give to 5th, 6th and 7th grade students.	No additional costs	
o Assessments will be given Winter (interim) and Spring (State CAASPP) 2015-16					
Scope of Service	LEA-Wide		Scope of Service	LEA-Wide	
X All			X All		
OR:			OR:		
X Low Income pupils			_ Low Income pupils		
X English Learners			_ English Learners		
X Foster Youth			_ Foster Youth		
X Redesignated fluent English proficient			_ Redesignated fluent English proficient		
_ Other Subgroups: (Specify)			_ Other Subgroups: (Specify)		

We did not have the data infrastructure necessary to support and monitor the educational success of foster youth, English Learners and Students with Disabilities. In 2014-15 a new student information system and data management system was purchased to ensure we are accurately tracking student information and providing staff with timely and accurate data.		Contract for Services-Technical Support - One Time Mandate Funds 5800: Professional/Consulting Services And Operating Expenditures Other \$20,000		In 2015-16 we did implement the new Student Information System, Synergy, and new data management system, Versifit, to monitor student progress and inform instruction. The implementation included professional development for staff. By mid-year all teachers had access to data on their students they did not previously have, including all assessment data.		Tech Support Services 5800: Professional/Consulting Services And Operating Expenditures Other \$20,000	
In 2015-16 we will implement the new Student Information System, Synergy, and new data management system, Versifit, to monitor student progress and inform instruction. This includes professional development for staff.		Professional Development - One Time Mandate Funds 5800: Professional/Consulting Services And Operating Expenditures Other \$34,000				5800: Professional/Consulting Services And Operating Expenditures Other \$22,501	
						Adjunct Duty cost for Synergy PD 1000-1999: Certificated Personnel Salaries Other \$24,521	
Scope of Service		LEA-Wide		Scope of Service		LEA-Wide	
X All				X 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)			
All sites will develop plans to provide targeted interventions for all students not proficient as measured by the 2014-15 CAASPP and local assessment data (EAT, Rigby). The targeted subgroups as identified in the data in the needs section will be predominantly Latino, African American, Special Education and Low Income.		No cost		All sites developed plans to provide targeted interventions for all students not proficient as measured by the 2014-15 CAASPP and local assessment data (EAT, Rigby). The targeted subgroups as identified in the data in the needs section were predominantly Latino, African American, Special Education and Low Income.		No additional cost	
				All sites presented their plans to the			

			Superintendent and Cabinet for review and approval. Mid-year all site principals presented updates on the progress of their identified students to the Superintendent and Cabinet members.		
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>Students not proficient in math-CAASPP</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>Students not proficient in math</u>		
Continue to fund the three ELD coaches hired in 2012-13 and the seven ELD/Instructional coaches hired in 2014-15. In 2015-16 we will hire two additional ELD/Instructional coaches for a total of twelve. Site specific coaches hired in 2014-15 (2 of the 7 hired) will continue to be assigned to our Title I elementary school sites (Nimitz and De Vargas) as the two sites have the highest concentration of English Learners and low income students in the District. The additional ten coaches will provide services to schools throughout the District.		Maintain 7 and hire 2 FTE Coaches for a total of 9 FTE 1000-1999: Certificated Personnel Salaries Supplemental \$1,110,000 Maintain 3 FTE Coaches 1000-1999: Certificated Personnel Salaries Title III \$350,000	Funded three ELD coaches hired in 2012-13 and the seven ELD/Instructional coaches hired in 2014-15. In 2015-16 we hired two additional ELD/Instructional coaches for a total of twelve. Site specific coaches hired in 2014-15 (2 of the 7 hired) continued to be assigned to our Title I elementary school sites (Nimitz and De Vargas) as the two sites have the highest concentration of English Learners and low income students in the District. The additional ten coaches provided services to schools throughout the District.	ELD Instructional Coaches 1000-1999: Certificated Personnel Salaries Supplemental \$857,875 ELD Instructional Coaches 1000-1999: Certificated Personnel Salaries Title III \$318,387	
Scope of Service	LEA-Wide With Targeted Support to Nimitz Elementary and De Vargas Elementary		Scope of Service	LEA-Wide with targeted support to Nimitz Elementary and De Vargas Elementary	
<u>All</u>			<u>All</u>		

<div><div><div>All</div><div>OR:</div><div><div><div><div><div></div></div>Low Income pupils</div><div><div><div>X</div></div>English Learners</div><div><div><div></div></div>Foster Youth</div><div><div><div>X</div></div>Redesignated fluent English proficient</div><div><div><div></div></div>Other Subgroups: (Specify)</div></div></div></div></div>		<div><div><div>OR:</div><div><div><div><div><div></div></div>Low Income pupils</div><div><div><div>X</div></div>English Learners</div><div><div><div></div></div>Foster Youth</div><div><div><div>X</div></div>Redesignated fluent English proficient</div><div><div><div></div></div>Other Subgroups: (Specify)</div></div></div></div></div>	
<div><div><div>Provide elementary teachers at our math focus schools and middle school math teachers with professional development focused on instructional practices and the implementation of the new math adoptions: GoMath for Elementary and CPM for Middle Schools</div><div><div>o Contract with PEBC for learning labs</div><div>o Middle Schools- three days of course specific training with CPM in June and July, continue P D on September 18, 2015 and three additional dates TBD for a total of seven days of CPM professional development.</div><div>o Elementary Schools-two days of professional development in June and August focusing on the CUSD CCSS alignment guide and unit planning. September 18, Go Math digital edition PD and additional PD in 2015-16 on differentiation and benchmarking, accessed through clusters.</div></div></div></div>	<div><div><div>Contract with PEBC for learning labs - One Time Mandate Funds 5800: Professional/Consulting Services And Operating Expenditures Other \$33,500</div><div>Teacher Adjunct Duty Pay for Summer PD - One Time Mandate Funds 1000-1999: Certificated Personnel Salaries Other \$53,375</div><div>Substitues for Math Learning Labs - One Time Mandate Funds 1000-1999: Certificated Personnel Salaries Other \$76,050</div><div>Professional Development other materials and supplies - One Time Mandate 4000-4999: Books And Supplies Other \$5,120</div></div></div>	<div><div><div>Provided elementary teachers at our math focus schools and middle school math teachers with professional development focused on instructional practices and the implementation of the new math adoptions: GoMath for Elementary and CPM for Middle Schools</div><div><div>o Contract with PEBC for learning labs</div><div>o Middle Schools- three days of course specific training with CPM in June and July, continue P D on September 18, 2015 and three additional dates TBD for a total of seven days of CPM professional development.</div><div>o Elementary Schools-two days of professional development in June and August focusing on the CUSD CCSS alignment guide and unit planning. September 18, Go Math digital edition PD and additional PD in 2015-16 on differentiation and benchmarking, accessed through clusters.</div></div></div></div>	<div><div><div>PEBC Contract 5800: Professional/Consulting Services And Operating Expenditures Other \$26,501</div><div>Summer PD - Adjunct Duty 1000-1999: Certificated Personnel Salaries Other \$10,026</div><div>Substitute cost for Math PD 1000-1999: Certificated Personnel Salaries Other \$74,470</div><div>PEBC materials 4000-4999: Books And Supplies Other \$840</div></div></div>
<div><div><div>Scope of Service</div><div>LEA-Wide</div></div></div>		<div><div><div>Scope of Service</div><div></div></div></div>	
<div><div><div>X All</div><div>OR:</div><div><div><div><div></div></div>Low Income pupils</div><div><div><div></div></div>English Learners</div></div></div></div>		<div><div><div>All</div><div>OR:</div><div><div><div><div></div></div>Low Income pupils</div><div><div><div></div></div>English Learners</div></div></div></div>	

_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Provide professional development to all site leadership. Focus on coaching to use formative assessments and data to design and adjust curriculum and instruction and develop learning plans of all students not scoring proficient on math-CAASPP. o PD will begin in the summer (July 30-31, August 4-5) and will continue with monthly follow up sessions August 2015-June 2016. Leadership coaching will be provided to all site administrators. The coaching will be one to one or in small groups. Activities will focus on data review, classroom walk-throughs and coaching teachers, and equitable practices.	Independent contracts for leadership coaching-Title II 5800: Professional/Consulting Services And Operating Expenditures Other \$100,000 Independent contracts for leadership coaching-Supplemental 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$90,000	Provided professional development to all site leadership. Focused on coaching to use formative assessments and data to design and adjust curriculum and instruction and develop learning plans of all students not scoring proficient on math-CAASPP. o PD began in the summer (July 30-31, August 4-5) and continued with follow up sessions when new data became available.. Leadership coaching was provided to all site administrators. Some of the coaching focused on data review, classroom walk-throughs and coaching teachers, and equitable practices.	Davies 5800: Professional/Consulting Services And Operating Expenditures Other 92,577 Enid Lee 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$48,000
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 <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students not scoring proficient on math-CAASPP</u>		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 <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify)	
Foster Youth Site Liaisons have been identified and trained at all school sites to provide outreach and engagement opportunities related to foster youth to the community, stakeholders and educators . This will continue in 2015-16.	Stipends for Foster Youth Site Liaisons 2000-2999: Classified Personnel Salaries Supplemental \$4,000	Foster Youth Site Liaisons have been identified and trained at all school sites to provide outreach and engagement opportunities related to foster youth to the community, stakeholders and educators . This will continue in 2015-16.	Foster Youth Liaisons 2000-2999: Classified Personnel Salaries Supplemental \$0

<p>Upon entry into the school district or when identified as being within the foster youth system, a school site liaison will be assigned to the student(s) and an individualized learning plan is developed through the IST or SST process (plans reviewed annually).</p> <p>Pupil Services monitors the CDE's list of Foster Youth and notifies sites regularly of any changes. We currently serve 14 Foster Youth.</p>		<p>Upon entry into the school district or when identified as being within the foster youth system, a school site liaison will be assigned to the student(s) and an individualized learning plan is developed through the IST or SST process (plans reviewed annually).</p> <p>Pupil Services monitors the CDE's list of Foster Youth and notifies sites regularly of any changes. We currently serve 14 Foster Youth.</p>							
<table><tr><td>Scope of Service</td><td>LEA-Wide</td></tr></table> <p><u> All </u> ----- OR: <u> </u> Low Income pupils <u> </u> English Learners <u>X</u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups: (Specify)</p>	Scope of Service	LEA-Wide		<table><tr><td>Scope of Service</td><td></td></tr></table> <p><u> All </u> ----- OR: <u> </u> Low Income pupils <u> </u> English Learners <u>X</u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups: (Specify)</p>	Scope of Service				
Scope of Service	LEA-Wide								
Scope of Service									
<p>Provide teacher professional development on assessment and grading practices to ensure proper monitoring of re-designated students, English Learners and to inform instruction.</p>	<table><tr><td>Contract for Services: Cassandra Erkens - One Time Mandate 5800: Professional/Consulting Services And Operating Expenditures Other \$41,000</td></tr><tr><td>Substitutes for Teacher Release (PD) - One Time Mandate 1000-1999: Certificated Personnel Salaries Other \$58,500</td></tr><tr><td>Professional Development other materials and supplies - One Time Mandate 4000-4999: Books And Supplies Other \$5,120</td></tr></table>	Contract for Services: Cassandra Erkens - One Time Mandate 5800: Professional/Consulting Services And Operating Expenditures Other \$41,000	Substitutes for Teacher Release (PD) - One Time Mandate 1000-1999: Certificated Personnel Salaries Other \$58,500	Professional Development other materials and supplies - One Time Mandate 4000-4999: Books And Supplies Other \$5,120	<p>Provided teacher professional development on assessment and grading practices to ensure proper monitoring of re-designated students, English Learners and to inform instruction. The consultant worked with cohorts at 4 of our elementary schools and two middle schools.</p> <p>ISTs were also deployed to support various sites with utilizing the interim data to inform their instruction.</p>	<table><tr><td>Contract for Cassandra Erkens 5800: Professional/Consulting Services And Operating Expenditures Other \$29,874</td></tr><tr><td>Substitute Cost for PD 1000-1999: Certificated Personnel Salaries Other \$3,425</td></tr><tr><td>PD Materials 4000-4999: Books And Supplies Other \$192</td></tr></table>	Contract for Cassandra Erkens 5800: Professional/Consulting Services And Operating Expenditures Other \$29,874	Substitute Cost for PD 1000-1999: Certificated Personnel Salaries Other \$3,425	PD Materials 4000-4999: Books And Supplies Other \$192
Contract for Services: Cassandra Erkens - One Time Mandate 5800: Professional/Consulting Services And Operating Expenditures Other \$41,000									
Substitutes for Teacher Release (PD) - One Time Mandate 1000-1999: Certificated Personnel Salaries Other \$58,500									
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PD Materials 4000-4999: Books And Supplies Other \$192									

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)		
Identified students with special needs will be provided appropriate services through the County Office of Education as needed.	<p>Deaf/Hard of Hearing: Total communication approach that allows for all forms of communication in an instructional program.</p> <p>Orthopedic Impairments: Instructional programs with instructors specializing in assistive technology, integration strategies to enhance the instructional program.</p> <p>Autism Spectrum Disorders: Classroom programs are based on structured teaching with use of visual schedules, work systems and partner assisted visually aided systems of communication.</p> <p>Emotional Disturbance: Students receive individual and group mental health services as well as academic instruction.</p> <p>Severe Medical Needs and Cognitive delays: Instruction in modified curriculum based on Common Core, independent living skills and inclusion.</p> <p>Early Start Program: Provides support and resources to family members and care givers to</p>		Identified students with special needs will be provided appropriate services through the County Office of Education as needed.		

	<p>enhance children's learning and development.</p> <p>Itinerant Services: Specialists provide services to district and county students in the following areas; Deaf and hard of hearing, Visual impairment, Orientation and mobility, Adapted Physical Education, Orthopedic impairments, Assistive Technology and home teaching.</p> <p>Disorders: Classroom programs are based on structured teaching with use of visual schedules, work systems and partner assisted visually aided systems of communication.</p> <p>Base TBD</p>		
<div>Scope of Service</div> <div>LEA wide</div>		<div>Scope of Service</div> <div>LEA - Wide</div>	
<div>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 checked="" type="checkbox"/> Other Subgroups: (Specify) </div>		<div>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 checked="" type="checkbox"/> Other Subgroups: (Specify) </div>	
Provide teacher's collaboration time to develop units and assessments aligned with the new state standards aligned math adoption K-8 and develop targeted plans for students scoring not proficient on CAASPP.	<div>Adjunct Duty Pay 1000-1999: Certificated Personnel Salaries Supplemental \$550,000</div>	Provided teacher's with collaboration time to develop units and assessments aligned with the new state standards aligned math adoption K-8 and develop targeted plans for students scoring not proficient on CAASPP.	<div>Adjunct Duty Pay for collaboration time 1000-1999: Certificated Personnel Salaries Supplemental \$378,278</div>
<div>Scope of Service</div> <div>LEA-Wide</div>		<div>Scope of Service</div> <div>LEA - Wide</div>	

<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) students scoring not proficient		<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify)	
Scope of Service		All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	2015-16 was the first year of our new math adoptions (GoMath for K-5 and CPM for 6th-Geometry). After conversations with our teachers during our site staff meeting visits we came to the conclusion that most of our K-5 teachers will be supplementing the curriculum and will continue to need some support in 2016-17. We will offer professional development in math as needed. We will be developing lab classrooms as we found the lab classrooms we implemented in middle school were seen as a highly effective way for teachers to learn from one another. Once we receive the 2015-16 CAASPP results we will have a better understanding about the impact of the new curriculum on student learning and will be able to make necessary adjustments.		

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:	Students will use written language to express themselves creatively, effectively and proficiently		Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 _ 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:	All		
Expected Annual Measurable Outcomes:	<p>2016 CAASPP-ELA Results</p> <p>We do not have baseline data for CAASPP but we expect our Asian students to continue to score above 90% proficient*. *90% is below current 2012-13 CST proficiency levels and was chosen based on a lack of knowledge about the current CAASPP data.</p> <p>Gap between Asian and African American students will be no greater than 25%</p> <p>Gap between Asian and Latino students will be no greater than 33%</p> <p>Gap between Asian and Filipino students will be no greater than 9%</p> <p>Gap between Asian and multi-racial students will be no greater than 7%</p> <p>Gap between Asian and White students will be no greater than 6%</p> <p>Gap between Asian and ELLs will be no greater than 23%</p> <p>Gap between Asian and Low SES students will be no greater than 28%.</p> <p>Gap between Asian and Students with Disabilities will be no greater than 24%.</p> <p>Based on our revised English Learner (EL) reclassification process and criteria, CAASPP and CELDT data will be used in 2015-16 for creating baseline data in order to ensure EL students make adequate progress towards reclassification in the future</p> <p>All middle school students have access to the Board Adopted new California Standards aligned instructional materials and access to all required areas of study</p>		Actual Annual Measurable Outcomes:	<p>Overall 84% of our students met or exceeded the standard on the math portion of the 2014-15 CAASPP assessment. Only 5% of our students overall fell into the "standard not met" category.</p> <p>Percent Proficient Math CAASPP 2014-15 (last data set available)</p> <p>Asian 89% proficient African Am. 53% proficient Latino 33% proficient Two or more Races 82% proficient White 77% proficient ELLs 30% proficient Low SES 35% proficient Students with Disabilities 39% proficient</p> <p>We did not close the gap between our highest performing subgroup, Asian, and all other subgroups. In our 2014-15 LCAP we based our measurable outcome on the only data set we had available which was the 2012-13 CST proficiency levels. Comparing the CST data to the CAASPP data is not comparable so our 2014-15 CAASPP data is now baseline for CUSD moving forward.</p> <p>Based on our revised English Learner (EL) reclassification process and criteria, CAASPP and CELDT data will be used in 2015-16 for creating baseline data in order to ensure EL students make adequate progress towards reclassification in the future CUSD's English Learner redesignation rate is nearly three times that of the State and two times the redesignation rate of Santa</p>

<p>Identify pilot materials for ELA/ELD new California Standards aligned adoption</p> <p>All ELL have access to Systematic ELD oral language development materials and instruction</p> <p>Targeted Learning Plans for all students scoring not proficient on the ELA CAASPP to ensure closure of the gaps identified above</p>	<p>Clara County. In addition, in 2014-15 76% of our English Learners made progress in learning English as measured by CELDT (State average was 58%).</p> <p>Below is a comparison of redesignation rates in Cupertino Union School District, Santa Clara County and the State.</p> <table><tr><td>District</td><td>Enrollment</td><td>English Learners</td><td>RFEP Students</td></tr><tr><td>CUSD</td><td>18,948</td><td>2,028 (11%)</td><td>619 (26%)</td></tr><tr><td>County Total:</td><td>274,948</td><td>64,143(23%)</td><td>8,705 (13%)</td></tr><tr><td>State Totals:</td><td>6,133,182</td><td>1,373,724 (22%)</td><td>155,774(11%)</td></tr></table> <p>All middle school students have access to the Board Adopted new California Standards aligned instructional materials (Inquiry By Design and Units of Study) and access to all required areas of study</p> <p>Our ELA/ELD Cadre has not identified pilot materials for ELA/ELD new California Standards aligned adoption. The teacher representatives are not convinced that the materials identified by the State are adequate. The Cadre Team will continue to review materials and the elementary teachers will possibly pilot Reader's Workshop instead of a new text adoption.</p> <p>All ELL have access to Systematic ELD oral language development materials and instruction.</p> <p>Targeted Learning Plans for all students scoring not proficient on the ELA CAASPP there developed by each site. The principals presented updates of their plans to Executive Cabinet members mid-year.</p>	District	Enrollment	English Learners	RFEP Students	CUSD	18,948	2,028 (11%)	619 (26%)	County Total:	274,948	64,143(23%)	8,705 (13%)	State Totals:	6,133,182	1,373,724 (22%)	155,774(11%)
District	Enrollment	English Learners	RFEP Students														
CUSD	18,948	2,028 (11%)	619 (26%)														
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State Totals:	6,133,182	1,373,724 (22%)	155,774(11%)														

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>Work with ELA/ELD Cadre teachers (teacher representatives from schools throughout the District) to identify ELA/ELD texts for pilot in 2016-17.</p>	<p>Substitutes to Release Cadre Teachers 1000-1999: Certificated Personnel Salaries Supplemental \$41,000</p>	<p>ELA/ELD Cadre teachers (teacher representatives from schools throughout the District) met throughout the year to identify ELA/ELD texts for pilot in 2016-17. The teacher team has not yet identified a text for adoption as they do not believe the texts adopted by the State are adequate. Some elementary cadre members will pilot Reader's Workshop in 2016-17 in lieu of an adoption.</p>	<p>Substitutes for Teacher Cadre Release 1000-1999: Certificated Personnel Salaries Supplemental \$15,164</p>

Scope of Service	LEA-Wide		Scope of Service	LEA-Wide	
X All			X All		
OR:			OR:		
<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<input type="checkbox"/> 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)		
Provide ELs with access to Oral Language Development Instruction and Materials		Purchase Systematic ELD Materials - One Time Mandate Funding 4000-4999: Books And Supplies Other \$300,000	Provide ELs with access to Oral Language Development Instruction and Materials		Systematic ELD Materials 4000-4999: Books And Supplies Other \$292,619
<ul style="list-style-type: none"> 10 school sites will receive year two professional development, Systematic ELD 15 school sites will receive materials and year one professional development, Systematic ELD 		Adjunct Duty, Teachers - One Time Mandate Funding 1000-1999: Certificated Personnel Salaries Other \$29,000	<ul style="list-style-type: none"> 5 school sites received year two professional development, Systematic ELD 10 school sites received materials and year one professional development, Systematic ELD 		Adjunct Duty Pay for Teacher Collaboration 1000-1999: Certificated Personnel Salaries Other \$20,000
		Substitutes to release teachers for Systematic ELD Professional Development in 2015-16 - One Time Mandate Funding 1000-1999: Certificated Personnel Salaries Other \$84,000			Substitutes for ELD PD 1000-1999: Certificated Personnel Salaries Other \$29,565
		Professional Development Materials and Supplies - One Time Mandate Funding 4000-4999: Books And Supplies Other \$5,120			Professional development materials and supplies 4000-4999: Books And Supplies Other \$3,560
Scope of Service	LEA-Wide		Scope of Service	LEA-Wide	
All			All		
OR:			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"/> 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)		
Continue year two professional development for Writer's Workshop		Contract with Teacher's College for Professional Development - One	Year two professional development for Writer's Workshop Units of Study at		Contract with Teacher's College for Professional Development - One Time

Units of Study at our three writing focus schools.	<p>Time Mandate Funding 5800: Professional/Consulting Services And Operating Expenditures Other \$21,000</p> <p>Units of Study Materials - One Time Mandate Funding 4000-4999: Books And Supplies Other \$20,000</p> <p>Substitutes for Teacher Release (PD) - One Time Mandate Funding 1000-1999: Certificated Personnel Salaries Other \$45,000</p> <p>Professional Development Materials and Supplies - One Time Mandate Funding 4000-4999: Books And Supplies Other \$5,120</p>	Blue Hills, McAuliffe and Meyerholz Elementary Schools was provided by Teacher's College.	<p>Mandate Funding 5800: Professional/Consulting Services And Operating Expenditures Other \$30,913</p> <p>Units of Study Materials - One Time Mandate Funding 4000-4999: Books And Supplies Other \$3,530</p> <p>Substitutes for Teacher Release (PD) - One Time Mandate Funding 1000-1999: Certificated Personnel Salaries Other \$7,536</p> <p>Professional Development Materials and Supplies - One Time Mandate Funding 4000-4999: Books And Supplies Other \$1,426</p>
<p>Scope of Service Blue Hills, McAuliffe and Meyerholz Elementary Schools</p> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service Blue Hills, McAuliffe and Meyerholz Elementary Schools</p> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Add Transitional Kindergarten (TK) at De Vargas and continue to support TK added in 2014-15 at Nimitz (both Title I elementary schools).</p> <p>We found that families in our highest needs attendance areas were not choosing to attend our satellite TK sites. In 2014-15, we added TK at Nimitz and the neighborhood families filled the classes. While this action may benefit all students attending Nimitz and De Vargas it is designed to target our low income and English Learner Families.</p>	No Additional Costs	Two Transitional Kindergarten (TK) classrooms were added at De Vargas and we continued to support TK (added in 2014-15 at Nimitz). Both De Vargas and Nimitz are Title I elementary schools).	No additional costs

Scope of Service	Nimitz and De Vargas Elementary Schools		Scope of Service	Nimitz and De Vargas Elementary Schools	
X All			X All		
OR:			OR:		
X Low Income pupils			X Low Income pupils		
X English Learners			X English Learners		
_ Foster Youth			_ Foster Youth		
_ Redesignated fluent English proficient			_ Redesignated fluent English proficient		
_ Other Subgroups: (Specify)			_ Other Subgroups: (Specify)		
Provide Full Day Kinder at all schools sites to ensure all students leave kindergarten proficient in English Language Arts .	No additional costs		We provided Full Day Kinder at all schools sites to ensure all students leave kindergarten proficient in English Language Arts .	No additional costs	
Scope of Service	LEA-Wide Kindergarten		Scope of Service	LEA-Wide Kindergarten	
X All			X All		
OR:			OR:		
_ Low Income pupils			_ Low Income pupils		
_ English Learners			_ English Learners		
_ Foster Youth			_ Foster Youth		
_ Redesignated fluent English proficient			_ Redesignated fluent English proficient		
_ Other Subgroups: (Specify)			_ Other Subgroups: (Specify)		
Provide summer school for English Learners in grades 1st-8th o June 22-July 2 and July 27-August 7, 8:00am-12:30pm	Summer program staff 1000-1999: Certificated Personnel Salaries Supplemental \$110,000 Purchase summer program materials 4000-4999: Books And Supplies Supplemental \$25,000		Provided summer school for English Learners in grades 1st-8th o June 22-July 2 and July 27-August 7, 8:00am-12:30pm	Summer program staff 1000-1999: Certificated Personnel Salaries Supplemental \$61,509 Summer program materials 4000-4999: Books And Supplies Supplemental \$13,000	
Scope of Service	LEA-Wide Programs housed at Nimitz and De Vargas Elementary Schools		Scope of Service	LEA-Wide Programs housed at Nimitz and De Vargas Elementary Schools	

<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)	
Continue with Critical Literacy year two professional development at De Vargas, Eisenhower, and Nimitz Elementary Schools (highest concentrations of English Learners and Low Income students). PD is focused on students ability to make meaning of text, identify concepts and use text based evidence to support claims.	Contract for Services with Just Think Literacy 5800: Professional/Consulting Services And Operating Expenditures Supplemental 216,000 Substitutes to Release Teachers for PD 1000-1999: Certificated Personnel Salaries Supplemental \$95,000 Critical Literacy Materials-Seminars and Reading materials 4000-4999: Books And Supplies Supplemental \$20,000 Professional Development Materials and Supplies 4000-4999: Books And Supplies Supplemental \$5,120	Continued with Critical Literacy year two professional development at De Vargas, Eisenhower, and Nimitz Elementary Schools (highest concentrations of English Learners and Low Income students). PD is focused on students ability to make meaning of text, identify concepts and use text based evidence to support claims.	Just Think Literacy 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$259,200 Substitutes to Release Teachers for PD 1000-1999: Certificated Personnel Salaries Supplemental \$68,000 Critical Literacy Materials-Seminars and Reading materials 4000-4999: Books And Supplies Supplemental 16,650 Professional Development Materials and Supplies 4000-4999: Books And Supplies Supplemental \$2,000
Scope of Service: Nimitz, De Vargas, Eisenhower Elementary Schools		Scope of Service: Nimitz, De Vargas, Eisenhower Elementary 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)	
Provide job-embedded instructional coaching as a means to support writing and reading proficiency, and English Language Development utilizing the three ELD coaches hired in 2012-13 and the seven ELD/Instructional	Cost of 9 Instructional Coaches accounted for under Goal 1	Provided job-embedded instructional coaching as a means to support writing and reading proficiency, and English Language Development utilizing the three ELD coaches hired in 2012-13 and the seven ELD/Instructional	Cost of 9 Instructional Coaches accounted for under Goal 1

coaches (ISTs) hired in 2014-15. Add two additional ELD/Instructional coaches in 2015-16. Nimitz and De Vargas Elementary will continue to receive a site based coach while other sites will receive coaching support as needed.		coaches (ISTs) hired in 2014-15. Added two additional ELD/Instructional coaches in 2015-16. Nimitz and De Vargas Elementary received a site based coach while other sites will receive coaching support as needed.	
<div> <div>Scope of Service</div> <div>LEA-Wide Targeted support for Nimitz and De Vargas Elementary</div> </div>		<div> <div>Scope of Service</div> <div>LEA-Wide Targeted support for Nimitz and De Vargas Elementary</div> </div>	
<div> <div>All</div> <div>OR:</div> <div> <div>Low Income pupils</div> <div>X English Learners</div> <div>Foster Youth</div> <div>X Redesignated fluent English proficient</div> <div>X Other Subgroups: (Specify)</div> <div>Students scoring not proficient on ELA-CAASPP</div> </div> </div>		<div> <div>All</div> <div>OR:</div> <div> <div>Low Income pupils</div> <div>X English Learners</div> <div>Foster Youth</div> <div>X Redesignated fluent English proficient</div> <div>X Other Subgroups: (Specify)</div> <div>Students scoring not proficient on CAASPP</div> </div> </div>	
Continue to provide Intervention Specialists at De Vargas Elementary and Nimitz Elementary to provide targeted services for English Learners and students not scoring proficient on CAASPP ELA and English Learners not making progress as measured by CELDT. In 2014-15 the intervention specialists were funded through Title I. The Title I funds will be reduced in 2015-16 so we will use supplemental funding to continue the services to targeted students.	2 FTE Intervention Specialists 1000-1999: Certificated Personnel Salaries Supplemental \$175,000	Provided Intervention Specialists at De Vargas Elementary and Nimitz Elementary to provide targeted services for English Learners and students not scoring proficient on CAASPP ELA and English Learners not making progress as measured by CELDT. In 2014-15 the intervention specialists were funded through Title I. The Title I funds will be reduced in 2015-16 so we will use supplemental funding to continue the services to targeted students.	2 FTE Intervention Specialists 1000-1999: Certificated Personnel Salaries Supplemental \$207,499
<div> <div>Scope of Service</div> <div>De Vargas and Nimitz Elementary Schools</div> </div> <div> <div>All</div> <div>OR:</div> <div> <div>Low Income pupils</div> <div>X English Learners</div> </div> </div>		<div> <div>Scope of Service</div> <div>De Vargas and Nimitz Elementary Schools</div> </div> <div> <div>All</div> <div>OR:</div> <div> <div>Low Income pupils</div> <div>X English Learners</div> </div> </div>	

<div><div><div><div><div><div></div><div>Foster Youth</div></div><div><div><div><div><div><div></div><div>Redesignated fluent English proficient</div></div><div><div><div><div><div><div></div><div>Other Subgroups: (Specify)</div></div><div><div><div><div><div><div></div><div>Students scoring not proficient</div></div></div></div></div></div></div></div></div></div></div></div></div></div></div></div></div></div>		<div><div><div><div><div><div></div><div>Foster Youth</div></div><div><div><div><div><div><div></div><div>Redesignated fluent English proficient</div></div><div><div><div><div><div><div></div><div>Other Subgroups: (Specify)</div></div><div><div><div><div><div><div></div><div>Students scoring not proficient on CAASPP</div></div></div></div></div></div></div></div></div></div></div></div></div></div></div></div></div></div>	
<div><div><div><div><div><div></div><div>Implement student information (Synergy) and data management system (Versifit) to effectively and efficiently identify English Learners (ELs) by grade and school for specific leveled instruction, monitor ELs progress (language proficiency, academic performance and length of time as English Learner for purposes of redesignation, ensure Redesignated students are making progress and to ensure appropriate monitoring of Foster Youth and students scoring not proficient on the CAASPP.</div></div></div></div></div></div>	<div><div><div><div><div><div></div><div>Costs accounted for in Goal 1</div></div></div></div></div></div>	<div><div><div><div><div><div></div><div>Implemented student information system (Synergy) and data management system (Versifit) to effectively and efficiently identify English Learners (ELs) by grade and school for specific leveled instruction, monitor ELs progress (language proficiency, academic performance and length of time as English Learner for purposes of redesignation, ensure Redesignated students are making progress and to ensure appropriate monitoring of Foster Youth and students scoring not proficient on the CAASPP.</div></div></div></div><div><div><div><div><div><div></div><div>All staff had access to the data system by mid-year.</div></div></div></div></div></div></div></div>	<div><div><div><div><div><div></div><div>Costs accounted for in Goal 1</div></div></div></div></div></div>
<div><div><div><div><div><div></div><div>Scope of Service</div></div><div><div><div><div><div><div></div><div>LEA-Wide</div></div></div></div></div></div></div></div></div></div>		<div><div><div><div><div><div></div><div>Scope of Service</div></div><div><div><div><div><div><div></div><div>LEA-Wide</div></div></div></div></div></div></div></div></div></div>	
<div><div><div><div><div><div></div><div>All</div></div><div><div><div><div><div><div></div><div>OR:</div></div><div><div><div><div><div><div></div><div>Low Income pupils</div></div><div><div><div><div><div><div></div><div>English Learners</div></div></div><div><div><div><div><div><div></div><div>Foster Youth</div></div></div><div><div><div><div><div><div></div><div>Redesignated fluent English proficient</div></div></div><div><div><div><div><div><div></div><div>Other Subgroups: (Specify)</div></div></div></div></div></div></div></div></div></div></div></div></div></div></div></div></div></div></div></div></div></div></div></div></div></div></div>		<div><div><div><div><div><div></div><div>All</div></div><div><div><div><div><div><div></div><div>OR:</div></div><div><div><div><div><div><div></div><div>Low Income pupils</div></div><div><div><div><div><div><div></div><div>English Learners</div></div></div><div><div><div><div><div><div></div><div>Foster Youth</div></div></div><div><div><div><div><div><div></div><div>Redesignated fluent English proficient</div></div></div><div><div><div><div><div><div></div><div>Other Subgroups: (Specify)</div></div></div><div><div><div><div><div><div></div><div>Students with Special Needs</div></div></div></div></div></div></div></div></div></div></div></div></div></div></div></div></div></div></div></div></div></div></div></div></div></div></div></div></div></div>	
<div><div><div><div><div><div></div><div>Provide access to reading materials beyond the school day and year to all students</div></div><div><div><div><div><div><div></div><div>o Open district Overdrive Library to all students</div></div><div><div><div><div><div><div></div><div>Purchase additional reading materials for District Overdrive digital library</div></div></div></div></div></div></div></div></div></div></div></div></div></div>	<div><div><div><div><div><div></div><div>Purchase Additional Ebooks for Overdrive Library - One Time Mandate Funds 4000-4999: Books And Supplies Other \$15,000</div></div></div></div></div></div>	<div><div><div><div><div><div></div><div>Provided access to reading materials beyond the school day and year to all students</div></div><div><div><div><div><div><div></div><div>o Open district Overdrive Library to all students</div></div><div><div><div><div><div><div></div><div>Purchased additional reading materials for District Overdrive digital library</div></div></div></div></div></div></div></div></div></div></div></div></div></div>	<div><div><div><div><div><div></div><div>Ebooks for Overdrive library - One Time Mandate Funds 4000-4999: Books And Supplies Other</div></div></div></div></div></div>

<div>Scope of Service</div> <div>LEA-Wide</div>		<div>Scope of Service</div> <div>LEA-Wide</div>	
<div>X All</div> <hr/> <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>X All</div> <hr/> <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>Provide leveled reading materials to all elementary and middle schools sites to address the needs of English Learners and students not reading at grade level. o NewsELA, RAZ Kids-Learning A-Z, Rosetta Stone</div>	<div>Purchase NewsELA 4000-4999: Books And Supplies Supplemental \$50,000</div> <div>Purchase Rosetta Stone 4000-4999: Books And Supplies Supplemental \$71,000</div> <div>RAZ Kids 4000-4999: Books And Supplies Supplemental \$35,000</div>	<div>Provided leveled reading materials to all elementary and middle schools sites to address the needs of English Learners and students not reading at grade level. o NewsELA, RAZ Kids-Learning A-Z, Rosetta Stone</div>	<div>Newsela Purchase 4000-4999: Books And Supplies Supplemental \$51,840</div> <div>Rosetta Stone Purchase 4000-4999: Books And Supplies Supplemental \$56,960</div> <div>RAZ Kids (Prepaid Exp 16-17) 4000-4999: Books And Supplies Supplemental \$35,000</div>
<div>Scope of Service</div> <div>LEA-Wide</div>		<div>Scope of Service</div> <div>LEA-Wide</div>	
<div>All</div> <hr/> <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 checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students scoring not proficient on ELA/CAASPP</u> </div>		<div>All</div> <hr/> <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 checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students scoring not proficient on CAASPP</u> </div>	
<div>Develop monitoring process for all EL students, Redesignated students and LTELs including the use of the new data management system, Versifit.</div>	<div>No additional cost</div>	<div>Continue to work on developing a monitoring process for all EL students, Redesignated students and LTELs including the use of the new data management system, Versifit.</div>	<div>No additional cost</div>
<div>Scope of Service</div> <div>LEA-Wide</div>		<div>Scope of Service</div> <div>LEA-Wide</div>	

<p><input type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Identified students with special needs will be provided appropriate services through the County Office of Education as needed.</p>	<p>Deaf/Hard of Hearing: Total communication approach that allows for all forms of communication in an instructional program.</p> <p>Orthopedic Impairments: Instructional programs with instructors specializing in assistive technology, integration strategies to enhance the instructional program.</p> <p>Autism Spectrum Disorders: Classroom programs are based on structured teaching with use of visual schedules, work systems and partner assisted visually aided systems of communication.</p> <p>Emotional Disturbance: Students receive individual and group mental health services as well as academic instruction.</p> <p>Severe Medical Needs and Cognitive delays: Instruction in modified curriculum based on Common Core, independent living skills and inclusion.</p> <p>Early Start Program: Provides support and resources to family members and care givers to enhance children's learning and development.</p> <p>Itinerant Services: Specialists provide services to district and county students in the following</p>	<p>Identified students with special needs will be provided appropriate services through the County Office of Education as needed.</p>	

	<p>areas; Deaf and hard of hearing, Visual impairment, Orientation and mobility, Adapted Physical Education, Orthopedic impairments, Assistive Technology and home teaching.</p> <p>Disorders: Classroom programs are based on structured teaching with use of visual schedules, work systems and partner assisted visually aided systems of communication.</p> <p>Base TBD</p>		
<div>Scope of Service</div> <div>LEA wide</div>		<div>Scope of Service</div> <div>LEA-Wide</div>	
<div>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 checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with disabilities</u> </div>		<div>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 checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with disabilities</u> </div>	
<p>Foster Youth Site Liaisons have been identified and trained at all school sites to provide outreach and engagement opportunities related to foster youth to the community, stakeholders and educators . This will continue in 2015-16.</p> <p>Upon entry into the school district or when identified as being within the foster youth system, a school site liaison is assigned to the student(s) and an individualized learning plan is developed through the IST or SST process (plans reviewed annually).</p> <p>Pupil Services monitors the CDE's list</p>	<div>Costs Accounted for in Goal 1</div>	<p>Identified and trained Foster Youth Site Liaisons at all school sites to provide outreach and engagement opportunities related to foster youth to the community, stakeholders and educators . This will continue in 2015-16.</p> <p>Upon entry into the school district or when identified as being within the foster youth system, a school site liaison is assigned to the student(s) and an individualized learning plan is developed through the IST or SST process (plans reviewed annually).</p> <p>Pupil Services monitors the CDE's list of Foster Youth and notifies sites regularly</p>	<div>Costs Accounted for in Goal 1</div>

of Foster Youth and notifies sites regularly of any changes. We currently service 14 Foster Youth.		of any changes. We currently service 14 Foster Youth.	
Scope of Service	LEA-Wide	Scope of Service	LEA-Wide
All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Continue Inquiry By Design (IBD) support reading at all middle schools and begin providing professional development on Lucy Calkins Units of Study to support writing. o Purchase 6th-8th grade student text-IBD o Begin formative assessments in all IBD classrooms 6th-8th		Continued Inquiry By Design (IBD) support for reading at all middle schools and began providing professional development on Lucy Calkins Units of Study to support writing. Purchased 6th-8th grade student text-IBD Began formative assessments in all IBD classrooms 6th-8th All middle school language arts classrooms completed on genre unit (Units of Study)	
Scope of Service LEA-Wide 6th-8th		Scope of Service LEA-Wide 6th-8th	
X All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners		X All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	
Contract with Teacher's College for Professional Development- One Time Mandate Funds 5800: Professional/Consulting Services And Operating Expenditures Other \$25,000 Purchase Student Reading Materials - Prop 20 4000-4999: Books And Supplies Other \$215,000 Substitutes for Teacher Release - One Time Mandate Funds 1000-1999: Certificated Personnel Salaries Other \$45,500 Professional Development Other Materials and Supplies -One Time Mandate Funds 4000-4999: Books And Supplies Other \$5,120		Contract with Teacher's College for Professional Development- One Time Mandate Funds 5800: Professional/Consulting Services And Operating Expenditures Other Student Reading Materials - Prop 20 4000-4999: Books And Supplies Other \$23,145 Substitutes for Teacher Release - One Time Mandate Funds 1000-1999: Certificated Personnel Salaries Other Professional Development Other Materials and Supplies -One Time Mandate Funds 4000-4999: Books And Supplies Other	

_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
All sites will develop plans to provide targeted interventions for all students not proficient as measured by the 2014-15 CAASPP.	No Cost	All sites developed plans to provide targeted interventions for all students not proficient as measured by the 2014-15 CAASPP. the year began with all site administrators reviewing CAASPP data together and identifying goals and students for targeted intervention. In the months of January and February all 25 sites presented a progress update to the Superintendent and the Executive Cabinet.	No cost
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 _ Foster Youth _ Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students scoring not proficient on ELA CAASPP</u>		_ All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students not meeting standards on CAASPP</u>	
Provide teacher collaboration time to plan to meet the needs of English Learners and develop targeted plans for students with special needs and students scoring not proficient on CAASPP.	Costs accounted for in Goal #1	Provided teacher collaboration time to plan. The focus of the planning time was to better meet the needs of English Learners and develop targeted plans for students with special needs and students scoring not proficient on CAASPP.	Costs accounted for in Goal #1

Scope of Service	LEA-Wide		Scope of Service	LEA-Wide	
All			All		
OR:			OR:		
<input checked="" type="checkbox"/> Low Income pupils			<input checked="" type="checkbox"/> Low Income pupils		
<input checked="" type="checkbox"/> English Learners			<input checked="" type="checkbox"/> English Learners		
<input checked="" type="checkbox"/> Foster Youth			<input checked="" type="checkbox"/> Foster Youth		
<input checked="" type="checkbox"/> Redesignated fluent English proficient			<input checked="" type="checkbox"/> Redesignated fluent English proficient		
<input checked="" type="checkbox"/> Other Subgroups: (Specify) students with special needs			<input checked="" type="checkbox"/> Other Subgroups: (Specify) Students with special needs		
Provide professional development on the use of formative and summative assessments to inform instruction.	Costs accounted for in Goal #1		Provided professional development on the use of formative and summative assessments to inform instruction.	Costs accounted for in Goal #1	
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)		
Continue to work with Equity consultant, Enid Lee, to assess and address the needs of English Learners and students with special needs.	Costs accounted for in Goal #1		Continued to contract with Equity consultant, Enid Lee, to assess and address the needs of English Learners and students with special needs.	Costs accounted for in Goal #1	
			Enid worked with our entire management team and focused on eight schools throughout the District. Enid visited each of the eight sites twice a		

			month. Enis also facilitated our Equity Work group which met once each month.	
Scope of Service	LEA wide		Scope of Service	LEA-Wide
_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Students with special needs			_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Students with special needs	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		<p>We are not making many changes moving forward. Our focus for this priority area will remain on several essential areas of professional development (PD). First we will continue with Lucy Caulkins Units of Study in writing. The one change we will be making is to slow down the implementation. In our 2015-16 LCAP plan we stated all school would complete the professional development in Units of Study by the end of the 2016-17 school year. Based on feedback we received from staff during our staff meeting visits, we determined some sites were not ready for the professional development. We gave each site the choice to begin the PD in 2016-17 or 2017-18. Ten of the 16 elementary sites still in need of PD chose to complete Units of study in 2016-17 and six sites chose to complete the PD in 2017-18.</p> <p>The other major change was our ELA/ELD adoption. In the 2015-16 LCAP we had stated that our teacher cadre would review materials in 2015-16, choose two or more for a pilot in 2016-17. The teacher cadre members did review materials in 2015-16, but they did not feel the materials adopted by California were of high quality. At the elementary level, several cadre teachers have agreed to pilot Reader's Workshop in the 2016-17 school year.</p>		

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

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

Original GOAL 3 from prior year LCAP:	Students will use technology in their individual and group learning everyday		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input 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:	Meet District established ratios for technology at all elementary and middle school sites: TK-1st/4:1, 2nd-3rd/2:1, 4th-8th/ 1:1 to ensure students have access to standards aligned supplemental resources and provide additional resources for English Learners		Actual Annual Measurable Outcomes:	Seventeen of our 25 schools have met the District's technology ratios: District Technology Ratios: Transitional Kindergarten (TK)/K-1st grade, 4:1 2-3rd grade, 2:1 4-8th grade, 1:1 Fourteen of the 17 are elementary schools have met the ratios and three of our middle schools have met the 1:1 take home ratio. We have also piloted a program at our Title I elementary schools allowing the students to take home the devices to ensure our low income students and English Learners have access to technology at home.
LCAP Year: 2015-16				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Purchase 1,500 additional iPads and MacBooks to bring all elementary schools up to the District ratios and to ensure Hyde Middle School will meet 1:1 ratio in the 2015-16 (all grades) and Kennedy Middle School 6th grade meets the 1:1 ratio.	Purchase 1500 iPads/Macbooks - One Time Mandated 4000-4999: Books And Supplies Other \$1,000,000	The District purchased 2500 iPads to bring 17 schools to meet the District's instructional technology device ratios. In addition, the District implemented a certificated staff laptop refresh to provide update devices to meet minimum system requirement to implement applications and online curriculum. This refresh allowed 900 repurposed laptops to be allocated for student use for testing and other learning applications.	iPads/Macbooks 4000-4999: Books And Supplies Other \$1,039,760 Certificated laptop refresh - Measure H Bond Funds 4000-4999: Books And Supplies Other \$1,395,000	

Scope of Service	LEA-Wide		Scope of Service	LEA-Wide	
X All			X All		
OR:			OR:		
<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<input type="checkbox"/> 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)		
Continue to support teachers in receiving the Leading Edge Consortium Digital Educator Certification (fund courses and stipend). To date 90 educators have received certification.	Teacher Stipends- One time mandated 1000-1999: Certificated Personnel Salaries Other \$70,000 LEC Professional Development -One time mandated 5800: Professional/Consulting Services And Operating Expenditures Other \$30,000		The District continued to offer certificated staff opportunities to participate in the Leading Edge Certification (LEC) - Digital Educator training (a national certification program in education technology and curriculum innovation) to a cohort of 30 teachers. In addition, approximately 70 teachers participated in the EdTech Teacher training to provide hands-on staff training for the application of the iPad as a learning tool to promote critical-thinking, creativity, collaboration, and a student-centric learning environment.	Teacher Stipends- One time mandated 1000-1999: Certificated Personnel Salaries Other \$42,000 LEC Professional Development -One time mandated 5800: Professional/Consulting Services And Operating Expenditures Other \$33,750	
Scope of Service	LEA-Wide		Scope of Service	LEA-Wide	
X All			X All		
OR:			OR:		
<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<input type="checkbox"/> 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?	Based on the feedback we have received from both parents and staff, we have no significant changes to our plan. By the end of the 2017 school year all sites will be at the District ratios for technology. We will begin reviewing and adjusting our parent and student education components in 2016-17 and will, based on parent input, design a set of metrics to assist with determining the impact of technology integration on student learning.
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Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

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

Original GOAL 4 from prior year LCAP:	Environment supports learning, creativity, safety and engagement		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" 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:	<p>Meet the social/emotional needs of learners and maintain an attendance rate above 97%, a truancy rate below 10%, a suspension rate below 2% and fewer than four expulsions per year.</p> <p>Provide flexible learning environments for students and adults at each school to ensure physical needs are being met (ergonomics) and classrooms meet the needs of 21st Century learners: collaboration, creativity, critical thinking and communication</p> <p>Maintain safe and clean facilities-Williams</p>		Actual Annual Measurable Outcomes:	<p>1. Attendance rates in CUSD remain consistently high, just below 98%. There are not large gaps in attendance between subgroups (1.1%). The Truancy rate in CUSD is well below the state and county truancy rates:</p> <p>2013-14 Truancy Rates</p> <table border="1"> <thead> <tr> <th></th> <th>Enrollment</th> <th>Truant Students</th> <th>Truancy Rates</th> </tr> </thead> <tbody> <tr> <td>Cupertino Union</td> <td>19,079</td> <td>2,488</td> <td>12.43</td> </tr> <tr> <td>County Total</td> <td>276,689</td> <td>73,711</td> <td>25.71</td> </tr> <tr> <td>State Total</td> <td>6,235,520</td> <td>2,017,244</td> <td>31.43</td> </tr> </tbody> </table> <p>2. Our students feel safe and supported at our schools. Healthy Kids Middle School Climate Survey results put our district in the 99th percentile statewide (includes perceived school safety, connectedness, low violence, low victimization, low harassment and bullying and low substance use). This data is further supported in our staff and parent LCAP survey data. 81% of our staff believe children are physically safe at school with only 6% stating children are not physically safe. 89% of our parents believe their children are physically safe at school. Which is 1% higher than in 2014-15.</p> <p>88% of our parents surveyed stated that the environment at school supports learning.</p> <p>3. In 2013-14 there were 183 students suspended and 239 suspensions (1.3%). In 2014-15, as of May 15, there were 156 students suspended (.08%). In 2015-16, as of April 15, there</p>		Enrollment	Truant Students	Truancy Rates	Cupertino Union	19,079	2,488	12.43	County Total	276,689	73,711	25.71	State Total	6,235,520	2,017,244	31.43
	Enrollment	Truant Students	Truancy Rates																	
Cupertino Union	19,079	2,488	12.43																	
County Total	276,689	73,711	25.71																	
State Total	6,235,520	2,017,244	31.43																	

were 159 total suspensions. Student behavior is not in need of improvement overall in CUSD; however, we want to continue to monitor behavior and provide student supports to ensure our suspension and expulsion numbers remain low for all students. In 2014-15 six students were expelled and in 2015-16 we have not expelled any students. In 2014-15, we had two subgroups being disproportionately suspended, White and Latino. In 2015-16, we have reduced our overall suspensions and have only one group being disproportionately suspend, White students. We did reduce the disproportionality for White students by 10% over the past year.

Subgroup	% of CUSD Enrollment	% of Total Suspensions
African American	1%	4%
Asian	73%	52%
Hispanic	5%	7%
Multi-Racial	4%	6%
White	17%	27%

4. After reviewing research on the impact of movement and environment on the brain and learning, in 2013-14 we piloted two flexible learning environments in one of our elementary schools. After studying the impacts of the furniture and use of color, we decided to purchase new flexible furniture for all growth classrooms in CUSD. In 2014-15, we added 42 flexible learning spaces for our students (Cupertino Middle School, Lawson Middle School, Kennedy Middle School, De Vargas Elementary School). In 2015-16, we began a flexible furniture pilot program in our elementary schools: De Vargas (4th grade), Lincoln (5th grade), McAuliffe (SDC, K), Montclair (3rd grade), Murdock-Portal (K-1, 2-3, 4-5), Nimitz (2nd /3rd), Sedgwick (5th grade).

After implementing the pilot classrooms in 2013-14, we realized teachers needed to experience the flexible environments prior to placing new furniture into the classroom. We decided to create adult learning spaces in all of our schools to ensure our staff understood the impact of the environment on learning. In 2014-15, five schools created flexible adult learning environments: De Vargas (Think Tank and Maker's Space for student use as well), Dilworth, Eisenhower, Cupertino Middle School (library for student use as well), and Lawson Middle School. In 2015-16, we added ten additional adult learning environments.

5. We had one Williams facilities complaint since 2011-12. We

			are currently modernizing all 25 of our schools (\$220,000,000 Measure H Bond). We conducted a maintenance work flow audit in 2014-15 and found a need to increase maintenance staff for the purposes of routine maintenance and to address gaps in our work order process. In the 2014-15 LCAP survey, 82% of our parents reported that their child's school is clean and the grounds are well maintained. In 2015-16 86% of our parents surveyed reported that their child's school is clean and 85% reported the grounds are well maintained.
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Provide a flexible adult learning environment at each school.	Complete adult learning environment installation at each school - One Time Mandated 4000-4999: Books And Supplies Other \$450,000	An additional nine adult learning environments were designed by school site staff and installed during this year. This brings the total number of learning spaces deployed over two years to 14.	Complete adult learning environment installation at each school - One Time Mandated 4000-4999: Books And Supplies Other \$386,214
Scope of Service	LEA-Wide	Scope of Service	LEA-Wide
X All		X 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)	
Provide flexible student-learning environments at pilot schools to develop a standard to ensure students are provide healthy learning environments that address their developmental needs.	Purchase furniture for pilot classrooms - One Time Mandate Funding 4000-4999: Books And Supplies Other \$150,000	Purchased flexible furniture for the pilot pilot program at the following our elementary schools: De Vargas (3rd grade), Lincoln (5th grade), McAuliffe (SDC, K), Montclair (3rd grade), Murdock-Portal (K-1, 2-3, 4-5), Nimitz (2nd /3rd), Sedgwick (5th grade).	Purchase furniture for pilot classrooms - One Time Mandate Funding 4000-4999: Books And Supplies Other \$166,155

Scope of Service	De Vargas (4th) Lincoln (5th) McAuliffe (SDC, K) Montclair (3rd) Murdock-Portal (K-1, 2-3, 4-5) Nimitz (2nd/3rd) Sedgwick (5th)		Scope of Service	De Vargas (4th) Lincoln (5th) McAuliffe (SDC, K) Montclair (3rd) Murdock-Portal (K-1, 2-3, 4-5) Nimitz (2nd/3rd) Sedgwick (5th)	
X All			X 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)		
Streamline facilities services to school sites by adding three additional maintenance personnel.	Hire 3 FTE Maintenance Positions 2000-2999: Classified Personnel Salaries Base \$500,000		Hired additional Plumber, Electrician, and HVAC technician. Increased Routine Repair Maintenance budget to statutory funding level.	Plumber, Electrician, HVAC technician 2000-2999: Classified Personnel Salaries Base \$500,000	
Scope of Service	LEA-Wide		Scope of Service	LEA-Wide	
X All			X 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)		
Ensure student and employee safety when being transported.	Purchase Three Buses - One Time Mandated 6000-6999: Capital Outlay Other \$300,000		Did not purchase during the 2015-16 school year, but will purchase during the 2016-17 school year from One Time Mandated funds.	No Cost in the 2015-16 school year 6000-6999: Capital Outlay Other	

Scope of Service	LEA-Wide		Scope of Service	LEA-Wide	
X All			X 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)		
Continue to provide additional health support to high need populations at De Vargas, Nimitz, and Eisenhower by providing full time Licensed Vocational Nurses (LVNs). In 2014-15, we hired 2 FTE to support three schools. In 2015-16 we will add one additional LVN to add additional services to high needs students at other high need schools, Sedgwick Elementary, Cupertino Middle School and Hyde Middle School.		3 FTE LVNs 1000-1999: Certificated Personnel Salaries Supplemental \$174,000	Maintained the 3 FTE LVNs at Nimitz, De Vargas, and Sedgwick Elementary Schools and Cupertino and Hyde Middle Schools.		3 FTE LVNs 2000-2999: Classified Personnel Salaries Supplemental \$165,645
Scope of Service	Nimitz, De Vargas, Eisenhower, Sedgwick elementary schools and Hyde and Cupertino Middle Schools		Scope of Service	Nimitz, De Vargas, Eisenhower, Sedgwick elementary schools and Hyde and Cupertino Middle Schools	
<input type="checkbox"/> All			<input type="checkbox"/> All		
OR:			OR:		
X Low Income pupils			X Low Income pupils		
X English Learners			X English Learners		
X Foster Youth			X Foster Youth		
<input type="checkbox"/> Redesignated fluent English proficient			<input type="checkbox"/> Redesignated fluent English proficient		
X Other Subgroups: (Specify)			X Other Subgroups: (Specify)		
<u>Students with special needs</u>			<u>Students with Special Needs</u>		

Begin Student Attendance Review Board (SARB) meetings in conjunction with the Santa Clara County District Attorney's Office in the Fall of 2015 to address chronic truancy. The D.A. began planning with the District in the spring of 2015.	No Cost	Held Student Attendance Review Board (SARB) meetings and District Attorney Mediation Meetings with the Santa Clara County District Attorney's Office to address chronic truancy. The D.A. began planning with the District in the spring of 2015.	No Cost in the 2015-16 school year				
<table><tr><td>Scope of Service</td><td>LEA-Wide</td></tr></table> <div>X All</div> <div>OR:</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>	Scope of Service	LEA-Wide		<table><tr><td>Scope of Service</td><td>LEA-Wide</td></tr></table> <div>X All</div> <div>OR:</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>	Scope of Service	LEA-Wide	
Scope of Service	LEA-Wide						
Scope of Service	LEA-Wide						
Continue to contract with Equity Consultant, Enid Lee, to work with management to explore and identify equity gaps across the District and provide strategies to support ELLs, Students with Disabilities and underserved subgroups. Services will include leadership coaching for 9 site leaders as well as professional development for the staffs at the nine sites twice monthly and all District management.	Cost accounted for in Goal #1	<div>Continued to contract with Equity consultant, Enid Lee, to assess and address the needs of English Learners and students with special needs.</div> <div>Enid worked with our entire management team and focused on eight schools throughout the District. Enid visited each of the eight sites twice a month.</div> <div>Enis also facilitated our Equity Work group which met once each month.</div>	Cost accounted for in Goal #1				

Scope of Service	LEA-Wide Targeted services for: Hyde Middle School, Cupertino Middle School, Eisenhower Elementary, Blue Hills Elementary, Stevens Creek Elementary, West Valley Elementary, Lincoln Elementary		Scope of Service	LEA-Wide Targeted services for: Hyde Middle School, Cupertino Middle School, Eisenhower Elementary, Blue Hills Elementary, Stevens Creek Elementary, West Valley Elementary, Lincoln Elementary	
<u>X All</u> 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 checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Latino, Students with Disabilities</u>			<u>X All</u> 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 checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Latino and Students with special needs</u>		
Continue to fund parent education opportunity for our two Title I schools: De Vargas Elementary, Nimitz Elementary and Hyde Middle and expand invitation to all English Learner families to ensure all families feel welcome, connected and can access all services provided by CUSD.	Contract for services 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$25,000		Hosted three parent education sessions to support parents with strategies to support the social emotional wellness of students. Provided parent education opportunities for the parents of incoming Transitional Kindergarten and Kindergarten students to support school readiness.	Madeline Levine 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$6,500 Hoai-Thu Truong 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$200 Vickie Chang 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$200 Adjunct Duty for Instruction Support Teachers at Nimitz/DeVargas 1000-1999: Certificated Personnel Salaries Supplemental	

Scope of Service	De Vargs and Nimitz Elementary Schools Hyde Middle School		Scope of Service	De Vargs and Nimitz Elementary Schools Hyde Middle School	
_ All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			_ All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		
Develop English Learner "Newcomer" institutes for parents and students to assist our immigrant families with transitions.	Materials and Supplies for Parents 4000-4999: Books And Supplies Supplemental \$10,000		Hosted two English Learner "Newcomer" institutes for parents at the District Office. No funds were used for hosting the events. Next year these will move to site based meetings and compensation will be provided to certificated support staff.	No Cost in the 2015-16 school year 4000-4999: Books And Supplies Supplemental	
Scope of Service	LEA-Wide		Scope of Service	LEA-Wide	
_ 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)			_ 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)		
Continue to provide educational and social emotional support services to foster youth.	Provide training for the liaison and adjunct duty compensation for hours required beyond contractual hours- Cost accounted for in Goal 1				

Scope of Service	LEA-Wide		Scope of Service	LEA-Wide	
All			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 checked="" type="checkbox"/> Foster Youth			<input checked="" 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)		
Continue to conduct student focus groups started in 2014-15 in grades 3-8 to ensure we are identifying student needs.		Lunch for students 4000-4999: Books And Supplies Supplemental \$500	Conducted student focus groups at all 25 school sites. Food was not provided to student focus groups.		No Cost in the 2015-16 school year 4000-4999: Books And Supplies Supplemental
Scope of Service	LEA-Wide		Scope of Service	LEA-Wide	
X All			X 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)		
Continue to contract with Hanover Research to design, and analyze annual parent, staff and school climate surveys to ensure we are responsive to our stakeholders needs.		Contract With Hanover Research 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$35,000	Contracted with Hanover research and conducted both a parent and staff LCAP survey. We also conducted school climate surveys at all 25 school sites.		Hanover Contract 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$41,300
			The cost for the 2016 contract exceeded our initial allocation.		
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)					
Provide support for Project Cornerstone to ensure social and emotional development.	Services - One Time Funding 5800: Professional/Consulting Services And Operating Expenditures Other \$10,000	Provided Project Cornerstone funding to support school sites with character development programs and parent education events.	Project Cornerstone 5800: Professional/Consulting Services And Operating Expenditures Other \$10,000				
<table border="1"> <tr> <td>Scope of Service</td> <td>LEA Wide</td> </tr> </table>	Scope of Service	LEA Wide		<table border="1"> <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						
<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)					
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Our metrics in this area have not shifted. We have continued to maintain high attendance rates and low suspension and expulsion rates. We did notice a reduction in disciplinary referrals at Nimitz Elementary and parents and staff attributed a shift in climate to their new Recess 101 program. Due to the success of the program the District will fund the program in 2016-17 with supplemental funding. Moving forward we will continue to monitor our data and assess the impact our work with the Santa Clara County DA's Office has on our chronic absence/truancy rates.						

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:	All hiring, evaluation and support are designed to develop staff who have the expertise to ensure all students master the CCSS		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input 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:	Retain and attract highly qualified staff and maintain 99% or higher highly qualified teachers. Maintain overall certificated staff absentee rates of 4% a day (illness and personal necessity). Reduce absentee rates in the month of October by 5%.		Actual Annual Measurable Outcomes:	We continue to maintain a highly qualified staff above 99%. We did not reduce the absentee rates in the month of October as we did not reach agreement regarding a calendar adjustment for the month of October.
LCAP Year: 2015-16				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Provide training to staff in the summer and afterschool hours to minimize disruption to learning by reducing the need for substitutes.	Adjunct duty pay for teachers-Cost Accounted for in Goals 1-2	Provided training to staff in the summer and afterschool hours to minimize disruption to learning by reducing the need for substitutes. Several hundred teachers signed up for the summer PD focused on Units of Study, Systematic ELD, and our new math adoptions.	Adjunct duty pay for teachers-Cost Accounted for in Goals 1-2	
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)		

Investigate instructional calendar options to minimize long stretches without a break.		No Cost	Discussed calendar options with our associations. We did not come to agreement on future adjustments.		No Cost
Scope of Service	LEA-Wide		Scope of Service	LEA-Wide	
<div>X All</div> <div>OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</div>			<div>X All</div> <div>OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</div>		
Analyze School Services compensation study recommendations for attracting and retaining the highest quality staff and develop a recruitment and retention plan.			Analyzed School Services compensation study recommendations for attracting and retaining the highest quality staff and develop a recruitment and retention plan. During negotiations several steps were identified to retain and attract personnel: Signing bonuses for hard to fill positions. Flexibility on salary schedule placement for hard to fill positions. Staff members working outside of the District have priority placement for their children to attend CUSD schools. Mentor programs established.		
Scope of Service	LEA-Wide		Scope of Service	LEA-Wide	
<div>X All</div> <div>OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</div>			<div>X All</div> <div>OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</div>		

Analyze 2014-15 staff survey results to determine reasons for absence and develop a plan to address the reasons (if other than illness).		No Cost	Staff survey results showed that absences were attributed to health issues and/or professional development. We are addressing the need to reduce the number of days related to professional development by adding additional summer PD opportunities	No cost
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)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?			We are continuing to offer summer professional development opportunities to reduce the number of absences. We have also negotiated with our associations to add language that will assist with recruitment and retention of personnel. We have increased bus driver hours, added three maintenance personnel, created signing bonuses for hard to fill positions and negotiated language that will allow the District flexibility when placing individuals in hard to fill positions on the salary schedule.	

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:	We will actively engage parents and community members in supporting the implementation of the CCSS instruction as a vehicle for student achievement		Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 _ 6 <input checked="" type="checkbox"/> 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	Increase parent outreach and communication satisfaction by 5% as measured by the Parent LCAP Survey and School Climate Surveys and increase parent survey response by 10%		Actual Annual Measurable Outcomes:	Based on May, 2016 Parent LCAP Survey, 83% of the parents who responded agreed that the communication they receive from the District is useful this is up from 80% in 2014-15. In addition, the survey indicated that between 27-30% of parents have a neutral understanding of CCSS which is down slightly from 2014-15. Parent LCAP Survey participation was low across the District in 2014-15 with only 4,192 responses. In 2015-16, we increased the parent participation by 45% to 6,085 responses. We have a need to continue educating our parents on the new State Standards.
LCAP Year: 2015-16				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Continue to fund Communications Analyst to support community outreach and parent engagement (Facebook, Twitter, Text, Emails, Newsletters and videos).	Maintain 1.0 FTE Communication Analyst 2000-2999: Classified Personnel Salaries Supplemental \$81,000	Maintained 1.0 FTE Communication Analyst. The cost was higher than planned due to compensation increase.	1.0 FTE Communication Analyst 2000-2999: Classified Personnel Salaries Supplemental \$86,208	
Scope of Service	LEA-Wide	Scope of Service	LEA-Wide	
X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient		

proficient _ Other Subgroups: (Specify)		_ Other Subgroups: (Specify)	
Continue to Fund Chief of Family and Community Engagement.	Maintain 1.0 FTE Chief of Family and Community Engagement 1000-1999: Certificated Personnel Salaries Supplemental \$170,000	Maintained 1.0 FTE Chief of Family and Community Engagement	1.0 FTE Chief of Family and Community Engagement 1000-1999: Certificated Personnel Salaries Supplemental \$164,247
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)	
Provide translation services to schools and families.	Contract for translation services 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$20,000	Provided translation services to support family and school interactions and engagement.	Translation Services 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$16,070
Scope of Service LEA-Wide		Scope of Service LEA-Wide	
_ All ----- OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ All ----- OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Hold parent education sessions supporting academic and social-emotional growth of students.	Provide resources such as materials, speakers, teacher stipends 4000-4999: Books And Supplies Supplemental \$30,000	Provided materials to support parent education opportunities supporting early literacy and family engagement.	Early literacy materials 4000-4999: Books And Supplies Supplemental \$7,215
Scope of Service LEA-Wide		Scope of Service LEA-Wide	
X All -----		X All -----	

OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)				OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			
Provide for parent liaison services to facilitate parent engagement.		Contract for parent liaison services 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$30,000		Hired parent liaisons at Nimitz Elementary and De Vargas Elementary (Title I schools). Added parent Liaison later in the year at Eisenhower Elementary and Cupertino Middle School to assist with parent outreach to English Learner and low income families.		Parent Liaison Contracts 2000-2999: Classified Personnel Salaries Supplemental \$11,734	
Scope of Service	School-Wide Nimitz and DeVargas			Scope of Service	School-Wide Nimitz and DeVargas Added Eisenhower Elementary and Cupertino Middle due to the number o high needs students at each site		
<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 checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Latino</u>				<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 checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Latino</u>			
Create parent surveys to gather information to add to the existing baseline.		Contract with Hanover Research-Cost Accounted for in Goal 4		Contract with Hanover Research and conducted LCAP Survey for parents and staff. Also conducted school climate surveys at all 25 school sites-Cost Accounted for in Goal 4		Cost Accounted for in Goal 4	
Scope of Service	LEA-Wide			Scope of Service	LEA-Wide		
<input checked="" type="checkbox"/> All OR:				<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 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)	
Continue to provide information in print form via the community newsletter and English Learner (EL) information pamphlets.	Printing and Mailing Costs 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$30,000	Two newsletters regarding District initiatives were mailed to all residents. Translation was provided for documents as needed.	Printing and Mailing Costs 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$8,573
<div>Scope of Service</div> <div>LEA-Wide</div>		<div>Scope of Service</div> <div>LEA-Wide</div>	
<input checked="" type="checkbox"/> All <hr/> 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 <hr/> 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)	
Research, plan, design and implement a parent institute to assist immigrant families with educational transitions.	No Cost in the 2015-16 school year. Item addressed in Goal 4.	Hosted two English Learner "Newcomer" institutes for parents at the District Office. No funds were used for hosting the events. Next year these will move to site based meetings and compensation will be provided to certificated support staff.	No Cost in the 2015-16 school year
<div>Scope of Service</div> <div>LEA-Wide</div>		<div>Scope of Service</div> <div>LEA-Wide</div>	
<input type="checkbox"/> All <hr/> 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 <hr/> 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)	

Fund a portion of the support staff for the community engagement office to ensure parents' immediate communication needs are met.		Classified support staff 2000-2999: Classified Personnel Salaries Supplemental \$35,000	Funded a portion of the support staff for the community engagement office to ensure parents' immediate communication needs are met.	Classified Staff 2000-2999: Classified Personnel Salaries Supplemental \$34,313
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 _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)			_ 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)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Overall, parent feedback, via the survey, is more positive in 2015-16 than it was in 2014-15. However, based on the information we gathered during our PTA/PTO meetings and coffees, along with feedback from our DAC, DELAC and Parent Advisory groups we will make a few minor adjustments in 2016-17. We began Newcomer parent meetings/orientations in 2015-16. We found that our families attended at a much higher rate at the beginning of the school year. Some of our DELAC parents shared that our outreach efforts might be more successful if we held meetings at school sites rather than the District Office. We will begin holding meetings at school sites in 2016-17. We were also told that the parent liaisons at our elementary schools had increased parent engagement so we have added liaison support to one more elementary school (Eisenhower) and two middle schools (Cupertino and Hyde) for the 2016-17 school year.		

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>\$3,815,950</u>
<p>Given a 54.84% gap closure, the 2016-17 total phase-in entitlement is \$139,844,869. The supplemental target funding is \$4,107,186. The remaining gap in supplemental funding is \$291,236. The 54.84% gap closure provides an added \$549,182 for a total 2016-17 supplemental funding of \$3,815,950. This results in a 2016-17 base funding of \$136,028,919 and a minimum proportionality percentage of 2.8%. The 2.8% proportionality is being met in the following targeted ways:</p>	
<p>Instructional coaches provided to all schools with support for English Language Development (Title I schools will receive dedicated site coaches) \$807,950</p>	
<p>Provide professional development in Critical Literacy to three high needs elementary schools (De Vargas, Eisenhower, Nimitz) \$195,000</p>	
<p>Maintain three Licensed Vocational nurses to enhance health services at four high needs elementary (De Vargas, Eisenhower, Nimitz, Sedgwick) and two high needs middle schools (Cupertino and Hyde) \$165,536</p>	
<p>Maintain the two Intervention Specialists for out two Title I Schools, De Vargas and Nimitz \$243,259</p>	
<p>Hire two additional teachers to minimize combination classes at our two Title one sites, Nimitz and De Vargas \$180,000</p>	
<p>Contracts for two parent Liaisons at our Title One schools, De Vargas and Nimitz and Cupertino and Hyde Middle MS to increase family engagement \$40,000</p>	
<p>Stipends/Contracts for Foster Youth Liaisons \$2,000</p>	
<p>Summer Program for English Learners- Staff and materials \$141,000</p>	
<p>Newcomer Family Institute-Materials and stipends \$5,000</p>	
<p>Fund Parent Education at our four highest needs schools, De Vargas, Nimitz, Cupertino MS and Hyde MS \$10,000</p>	

Provide translation services to English Learner families beyond those required by the State
\$25,000

Purchase Rosetta Stone to provide supplemental services to English Learners
\$80,000

Provide additional social, emotional and character development programs for Nimitz, De Vargas and Hyde (Soul Shoppe)
\$30,000

Provide support to continue to reduce disciplinary infractions at Nimitz by funding Recess 101
\$26,000

Provide additional support for special needs students by adding 1 FTE Behavioral Specialist
\$120,000

Increase after school support services for English Learners and high needs students
\$62,000

Our identified unduplicated students will be receiving extended instructional time, intervention services, enhanced health services, additional materials and their teachers will receive specific support through dedicated ELD/instructional coaching and professional development beyond the district wide services being provided. The District is providing services that exceed the required supplemental expenditures.

In addition to services and actions for all students identified above, the following services and actions for low income, foster youth and English Lerner youth will be provided district wide:

Maintain our Chief of Family and Community engagement in response to parent feedback to increase services to families
\$181,065

Maintain communication analyst to enhance communication to all families and address the need for translated communications
\$89,889

Continue to contract with equity consultant, Enid Lee, to provide professional development in cultural awareness and ELD strategies
\$180,000

Contract with Hanover Research to continue to develop parent and staff surveys to better identify needs across the system
\$42,000

Purchase additional reading materials with an emphasis on leveled texts(News ELA, RAZ Kids, Overdrive Library
\$101,880

Continue to provide NWEA assessments
\$60,000

The designated and District wide services listed above are the most effective use of funds to meet the District goals for our unduplicated students.

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.

2.8	%
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Given a 54.84% gap closure, the 2016-17 total phase-in entitlement is \$139,844,869. The supplemental target funding is \$4,107,186. The remaining gap in supplemental funding is \$291,236. The 54.84% gap closure provides an added \$549,182 for a total 2016-17 supplemental funding of \$3,815,950 in addition to the 2016=17 funding level we also have a supplemental carry over from the 2015-16 school year of \$648,987. This results in a 2016-17 base funding of \$136,028,919 and a minimum proportionality percentage of 2.8%. The 2.8% proportionality is being met in the following targeted ways:

Instructional coaches provided to all schools with support for English Language Development (Title I schools will receive dedicated site coaches)
\$807,950

Provide professional development in Critical Literacy to three high needs elementary schools (De Vargas, Eisenhower, Nimitz)
\$195,000

Maintain three Licensed Vocational nurses to enhance health services at four high needs elementary (De Vargas, Eisenhower, Nimitz, Sedgwick)and two high needs middle schools(Cupertino and Hyde)
\$165,536

Maintain the two Intervention Specialists for out two Title I Schools, De Vargas and Nimitz
\$243,259

Hire two additional teachers to minimize combination classes at our two Title one sites, Nimitz and De Vargas
\$180,000

Contracts for two parent Liaisons at our Title One schools, De Vargas and Nimitz and Cupertino and Hyde Middle MS to increase family engagement
\$40,000

Stipends/Contracts for Foster Youth Liaisons
\$2,000

Summer Program for English Learners- Staff and materials
\$141,000

Newcomer Family Institute-Materials and stipends
\$5,000

Fund Parent Education at our four highest needs schools, De Vargas, Nimitz, Cupertino MS and Hyde MS
\$10,000

Provide translation services to English Learner families beyond those required by the State
\$25,000

Purchase Rosetta Stone to provide supplemental services to English Learners
\$80,000

Provide additional social, emotional and character development programs for Nimitz, De Vargas and Hyde (Soul Shoppe)
\$30,000

Provide support to continue to reduce disciplinary infractions at Nimitz by funding Recess 101
\$26,000

Provide additional support for special needs students by adding 1 FTE Behavioral Specialist
\$120,000

Increase after school support services for English Learners and high needs students
\$62,000

Our identified unduplicated students will be receiving extended instructional time, intervention services, enhanced health services, additional materials and their teachers will receive specific support through dedicated ELD/instructional coaching and professional development beyond the district wide services being provided. The District is providing services that exceed the required supplemental expenditures.

In addition to services and actions for all students identified above, the following services and actions for low income, foster youth and English Lerner youth will be provided district wide:

Maintain our Chief of Family and Community engagement in response to parent feedback to increase services to families
\$181,065

Maintain communication analyst to enhance communication to all families and address the need for translated communications
\$89,889

Continue to contract with equity consultant, Enid Lee, to provide professional development in cultural awareness and ELD strategies
\$180,000

Contract with Hanover Research to continue to develop parent and staff surveys to better identify needs across the system
\$42,000

Purchase additional reading materials with an emphasis on leveled texts(News ELA, RAZ Kids, Overdrive Library
\$101,880

Continue to provide NWEA assessments
\$60,000

The designated and District wide services listed above are the most effective use of funds to meet the District goals for our unduplicated students.

Section 4: Expenditure Summary

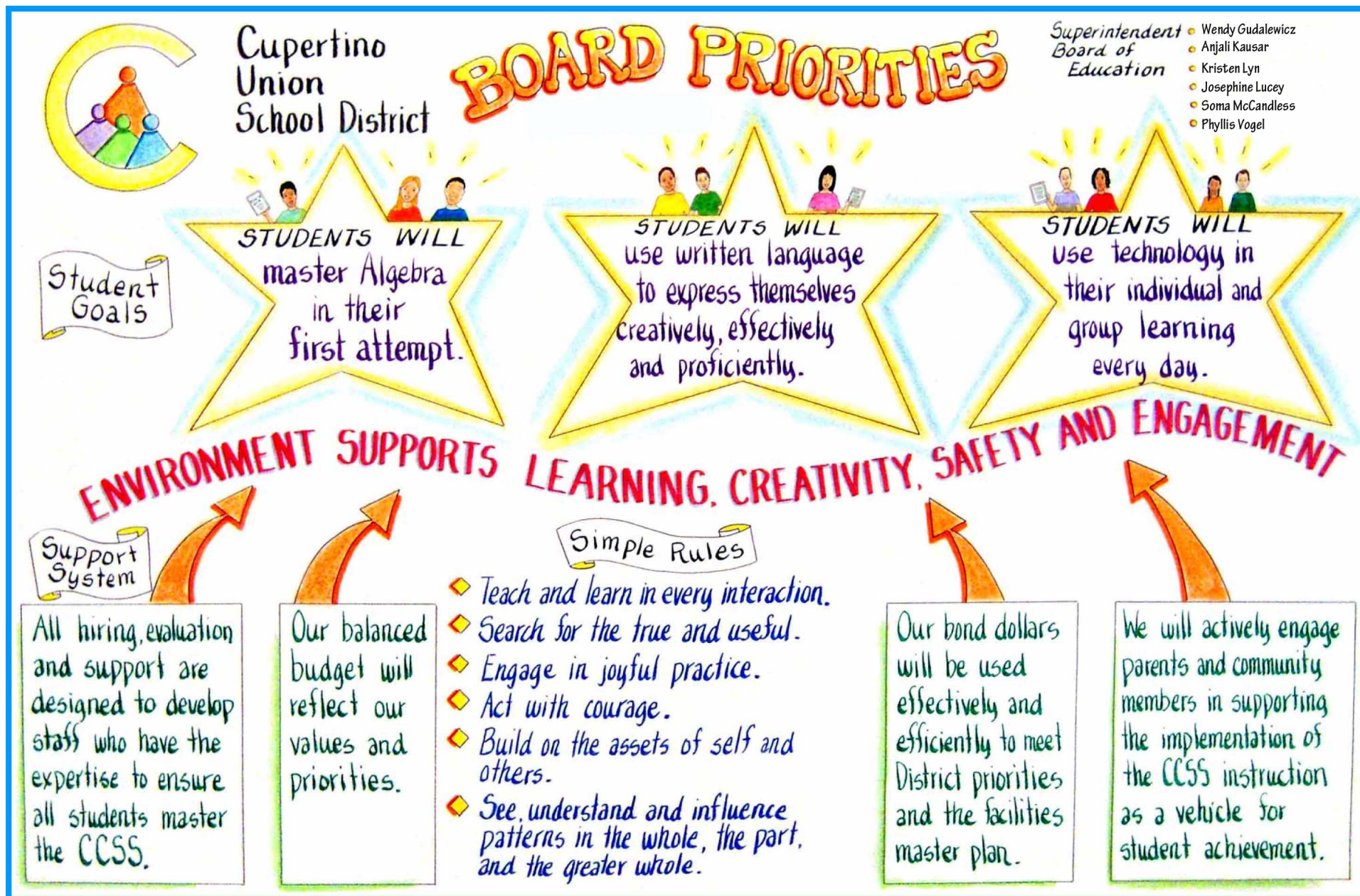
Total Expenditures by Funding Source						
Funding Source	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-17	2017-18	2018-19	2016-17-2018-19 Total
All Funding Sources	7,339,145.00	7,221,667.00	10,910,764.00	10,389,568.00	7,888,845.00	29,189,177.00
Base	500,000.00	500,000.00	742,658.00	717,658.00	717,170.00	2,177,486.00
CCSS	0.00	0.00	0.00	0.00	0.00	0.00
Other	3,251,525.00	3,790,100.00	5,414,075.00	5,414,075.00	2,814,075.00	13,642,225.00
Supplemental	3,237,620.00	2,613,180.00	4,445,031.00	3,948,835.00	4,048,600.00	12,442,466.00
Title I	0.00	0.00	0.00	0.00	0.00	0.00
Title III	350,000.00	318,387.00	309,000.00	309,000.00	309,000.00	927,000.00

Total Expenditures by Object Type						
Object Type	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-17	2017-18	2018-19	2016-17-2018-19 Total
All Expenditure Types	7,339,145.00	7,221,667.00	10,330,276.00	10,374,568.00	7,873,845.00	28,578,689.00
1000-1999: Certificated Personnel Salaries	3,236,425.00	2,282,502.00	4,035,417.00	3,661,221.00	3,790,986.00	11,487,624.00
2000-2999: Classified Personnel Salaries	620,000.00	797,900.00	206,389.00	746,877.00	746,389.00	1,699,655.00
4000-4999: Books And Supplies	2,422,220.00	3,495,106.00	4,800,380.00	4,800,380.00	2,200,380.00	11,801,140.00
5000-5999: Services And Other Operating Expenditures	0.00	0.00	222,000.00	222,000.00	222,000.00	666,000.00
5800: Professional/Consulting Services And Operating Expenditures	760,500.00	646,159.00	1,066,090.00	944,090.00	914,090.00	2,924,270.00
6000-6999: Capital Outlay	300,000.00	0.00	0.00	0.00	0.00	0.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-17	2017-18	2018-19	2016-17-2018-19 Total
All Expenditure Types	All Funding Sources	7,339,145.00	7,221,667.00	10,330,276.00	10,374,568.00	7,873,845.00	28,578,689.00
1000-1999: Certificated Personnel Salaries	Base	0.00	0.00	120,670.00	120,670.00	120,670.00	362,010.00

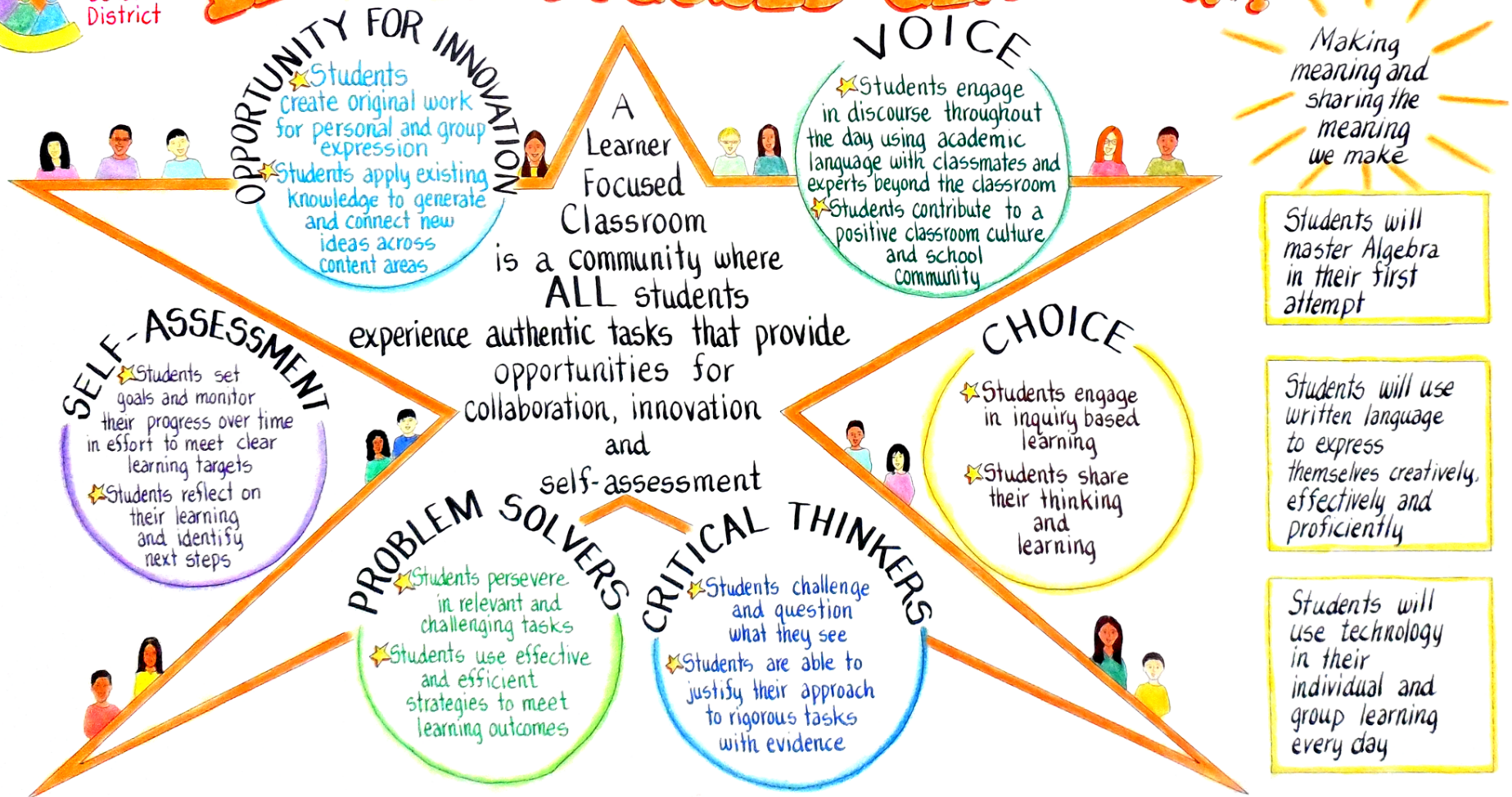
Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-17	2017-18	2018-19	2016-17-2018- 19 Total
1000-1999: Certificated Personnel Salaries	CCSS	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Other	461,425.00	211,543.00	546,170.00	546,170.00	546,170.00	1,638,510.00
1000-1999: Certificated Personnel Salaries	Supplemental	2,425,000.00	1,752,572.00	3,059,577.00	2,685,381.00	2,815,146.00	8,560,104.00
1000-1999: Certificated Personnel Salaries	Title I	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Title III	350,000.00	318,387.00	309,000.00	309,000.00	309,000.00	927,000.00
2000-2999: Classified Personnel Salaries	Base	500,000.00	500,000.00	41,500.00	581,988.00	581,500.00	1,204,988.00
2000-2999: Classified Personnel Salaries	Supplemental	120,000.00	297,900.00	164,889.00	164,889.00	164,889.00	494,667.00
4000-4999: Books And Supplies	Base	0.00	0.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	CCSS	0.00	0.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Other	2,175,600.00	3,312,441.00	4,498,500.00	4,498,500.00	1,898,500.00	10,895,500.00
4000-4999: Books And Supplies	Supplemental	246,620.00	182,665.00	301,880.00	301,880.00	301,880.00	905,640.00
4000-4999: Books And Supplies	Title I	0.00	0.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Base	0.00	0.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	CCSS	0.00	0.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Supplemental	0.00	0.00	222,000.00	222,000.00	222,000.00	666,000.00
5800: Professional/Consulting Services And Operating Expenditures	Base	0.00	0.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	CCSS	0.00	0.00	0.00	0.00	0.00	0.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-17	2017-18	2018-19	2016-17-2018- 19 Total
5800: Professional/Consulting Services And Operating Expenditures	Other	314,500.00	266,116.00	369,405.00	369,405.00	369,405.00	1,108,215.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental	446,000.00	380,043.00	696,685.00	574,685.00	544,685.00	1,816,055.00
5800: Professional/Consulting Services And Operating Expenditures	Title III	0.00	0.00	0.00	0.00	0.00	0.00
6000-6999: Capital Outlay	Other	300,000.00	0.00	0.00	0.00	0.00	0.00





LEARNER FOCUSED CLASSROOM



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).