Saratoga Union School District

Local Control and Accountability Plan

2015 – 2016

Approved by the SUSD Board of Education on 6/23/2015

Saratoga Union School District Local Control and Accountability Plan
2015 – 2016 Executive Summary

The Saratoga Union School District has a rich tradition of active involvement of parents, community members, and employees. This involvement process characterizes our District and is critical to the success of our students and schools. Our District has welcomed the challenges created by the newly implemented Local Control Accountability Plan, and have leveraged this opportunity to build upon the traditions and systems in place in our District. It is important to note that because of our Basic Aid status, SUSD will not receive new or additional state aid under the new LCAP and Local Control Funding Formula (LCFF).

The development of the LCAP began with soliciting input from a wide range of stakeholders, including the School Site Councils, Superintendent's Advisory Council, District English Language Advisory Committee (DELAC), and other district committees. Students, staff, and parents have provided ongoing and critical input into the review and update of our LCAP. Our district leadership team has analyzed achievement and other student outcomes and has developed a list of prioritized areas of needs in our schools and in our District. The DELAC reviewed data related to the success of our English learners and provided suggestions for the LCAP. After reviewing all input from these sources, four goals were developed:

1. All SUSD students will reach high standards and will demonstrate upward movement in student achievement through CCSS- and NGSS- aligned instruction, assessment, and teacher professional development.
2. Our District and school sites will maintain effective communication, provide a process to include input from all stakeholders, and offer opportunities for family engagement.
3. Our students will be educated in a safe environment that integrates social-emotional literacy and provides opportunities for engagement of students and stakeholders at all levels.
4. Our District will cultivate innovative and empowered learners through personalized learning, 21st Century Learning Skills (creativity, collaboration, communication, and critical thinking), and the infusion of technology.

These goals were shared with parent leaders, administrators, teacher leaders, and the SUSD Board of Education. Attention was given to developing metrics that would measure the success of the District in meeting each of the goals, including:

- Annual student achievement data from the Smarter Balanced Assessment
- Local assessments in reading, writing, and math
- Attendance and suspension/expulsion data
- Student, staff, and parent survey data

Using the suggestions and recommendations provided through the input process, Actions and Services were developed to support the achievement of the four Goals. Basic Actions and Services are designed to assist all students; additional or expanded Actions and Services will also be provided to support students in the following subgroups: English learners, socioeconomically disadvantaged students, foster youth, and students with disabilities.

Examples of the Actions and Services which will be provided to support the success of SUSD students are:

- High quality professional development and collaboration for SUSD teachers
- High quality CCSS- and NGSS- instructional materials
- Diagnostic, formative, interim, and summative assessments to inform instruction
- Consistent and clear communication with the community and meaningful opportunities for parent involvement and input
- Implementation of social-emotional literacy programs, such as Project Cornerstone
- Increase social-emotional supports for all students
- Increase in number of technology devices for purposeful student use during instruction and assessment
- Implementation of STEM (Science, Technology, Engineering, and Math) curriculum, such as Project Lead the Way, an interactive, hands-on problem-solving and project-based curriculum

The LCAP was created based on input from a wide range of stakeholders and an analysis of data focused on the eight State Priorities. It reflects the areas of District and site needs and suggestions and recommendations identified by all stakeholder groups throughout the input process. The SUSD LCAP will continue SUSD's traditions of excellence with all students and encourage informed parent involvement and engagement with all stakeholders.

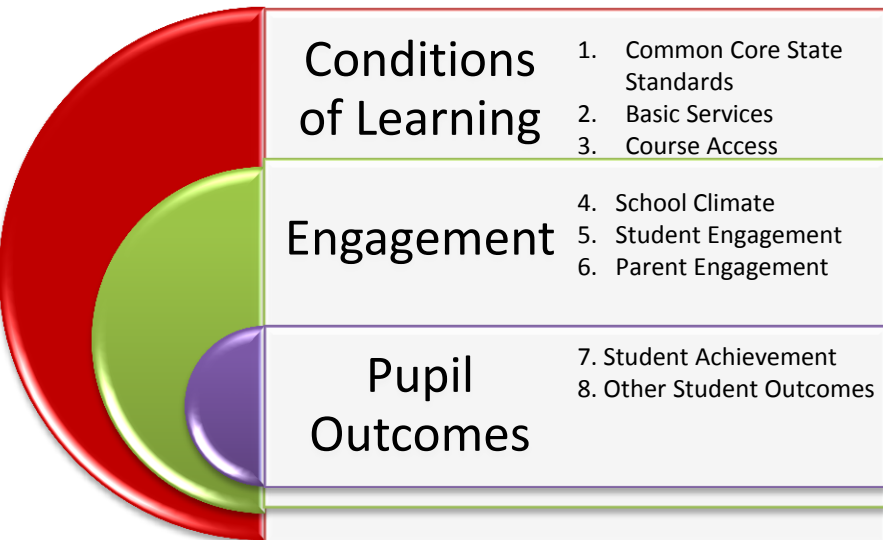# Saratoga Union School District Local Control Accountability Plan

Saratoga Union School District

SUSD' Local Control Accountability Plan (LCAP):

Meeting the Needs of Saratoga Union School District's Students

Eight state priority areas for which SUSD has established goals and actions:

Conditions of Learning	1. Common Core State Standards 2. Basic Services 3. Course Access
Engagement	4. School Climate 5. Student Engagement 6. Parent Engagement
Pupil Outcomes	7. Student Achievement 8. Other Student Outcomes

Link to SUSD's LCAP: http://www.saratogausd.org/index.php/lcap

SUSD's LCAP Goals:

All SUSD students will reach high standards and will demonstrate upward movement in student achievement through CCSS- and NGSS- aligned instruction, assessment, and teacher professional development.

Our District and school sites will maintain effective communication, provide a process to include input from all stakeholders, and offer opportunities for family engagement.

Our students will be educated in a safe environment that integrates social emotional literacy and provides opportunities for engagement of students and stakeholders at all levels.

Our District will cultivate innovative and empowered learners through personalized learning, 21st Century Learning Skills (creativity, collaboration, communication, and critical thinking), and the infusion of technology.

(logo text: Academic Success, Student Learning, 3-Dimensional Success, Balanced Curriculum, Caring, Responsible Citizens, SARATOGA UNION SCHOOL DISTRICT)

2014 – 2017 Saratoga Union School District Strategic Plan

MISSION:

Create an innovative public school system that stimulates intellectual curiosity, providing academic rigor for each and every learner, and instills leadership, responsibility, and global citizenship in a safe and nurturing environment where learners THRIVE.

Innovation

A new way of doing things that is transformational, original, and creative so it inspires others to learn.

VISION

We accomplish this with a highly professional and differentiated system of education, which engages the community as educational partners, embraces diversity, inspires creativity, and fosters student well-being. We measure success in student outcomes and achievement, professional growth, and a commitment to continuous improvement.

Academics

Support differentiated Instruction where students need it; teachers inspire change in curriculum and methods of delivery.

Student Well-Being

Foster a positive physical, social, and emotional learning environment to allow students to thrive, flourish, and learn.

Community

Engage the community to build ongoing, permanent relationships so that a common vision is shared and implemented.

Professional Development

Engage in learning opportunities to grow professionally so that it affects continuous improvement and refinement of learning, teaching and processes.

Introduction:

LEA: Saratoga Union Elementary School District   **Contact (Name, Title, Email, Phone Number):** Lane Weiss, Superintendent, lweiss@saratogausd.org, (408) 867-3424   **LCAP Year:** 2014-2015

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. 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
The Saratoga Union School District benefits from a very involved parent community. The structure for parent involvement includes committees at both the district and site levels comprised of a cross section of parents representing English learners, students with disabilities, low income families, and all significant subgroup populations. The committees also include stakeholders from the certificated and classified bargaining units, as well as site and district administrators. The stakeholders that have provided input into the LCAP include: District English Learner Advisory Council (DELAC), SUSD	The process of eliciting input for Saratoga's Local Control Accountability Plan provides a multitude of opportunities for all stakeholders (parents, teachers, classified employees, administrators, and students) to offer input into the LCAP, and Single Plans for Student Achievement. The involvement process ensures that, minimally, all statutory requirements are met, and all school and District plans are aligned with common goals, purpose and intent. Several themes from SUSD stakeholder (staff, students, parents, and

Staff (management, classified and certificated), members of each school's School Site Council, the Superintendent's Advisory Committee (comprised of leaders of each site's School Site Council [SSC] and Parent Teacher Association [PTA], the Wellness and Emergency Preparedness Committees, the Saratoga Education Foundation [SEF]), and most importantly, our students.

The SUSD and the Board of Trustees coordinated a comprehensive Strategic Planning process during the 2013-14 school year. As part of this process, community focus groups were held at each school site. In addition, principals met with a representative group of students at each school site and elicited student input. The overarching themes from Strategic Planning were Signature Programs, Integrated Technology, and Student Safety. The process ensures alignment between District and school plans and engages parents, administrators, teachers, and students from every school site, community members, and Board of Education members. As a result of this comprehensive and collaborative process the SUSD Board of Trustees and staff developed a vision and mission statement, as well as a Strategic Plan.

SUSD's Mission and Vision: Create an innovative public school system that stimulates intellectual curiosity, providing academic rigor for each and every learner, and instills leadership, responsibility, and global citizenship in a safe and nurturing environment where learners THRIVE.We accomplish this with a highly professional and differentiated system of education, which engages the community as educational partners, embraces diversity, inspires creativity, and fosters student well-being. We measure success in student outcomes and achievement, professional growth, and a commitment to continuous improvement (Refer to the SUSD Strategic Plan in the Appendix).

The Director of Educational Services and Principals thoroughly aligned the goals, actions, and services of each school site's Single Plans for Student Achievement (SPSA) with the goals, actions, and services of Saratoga's Local Control Accountability Plan and the Strategic Plan (Refer to the SUSD LCAP, SPSA, and Strategic Plan Matrix in the Appendix)).

community members) consultation (surveys, meetings, presentations) emerged around the State Priorities:

1. Conditions of Learning (Implementation of Common Core State Standards, Basic Services, Course access):

* intense focus on professional development in NGSS (especially middle school), writing (especially K-5), math (K-8), and social-emotional literacy

* development of a valid and reliable assessment system to place students in middle school math courses and pathways

* addition of STEM program and curriculum at all levels, beginning with PLTW in sixth grade

* more hands-on science, technology instruction, more elective options (foreign language, shop class)

* offer team projects, public speaking, study skills and time management support, school clubs

* coordination of cohesive and clearly communicated instructional strategies; curriculum; and formative, interim, and summative assessments in all curriculum areas and all grade levels

* teach keyboarding skills to students beginning in 3rd grade (typing and computer skills needed for SBAC)

* increased laptops and/or chromebooks available for each class, department, or grade level for instruction and assessment

* more online access to assignments to textbooks and more access to library (middle school)

* attract and retain high quality teachers and administrators

* clean classrooms and bathrooms, water fountains

A survey was sent to all Saratoga Union School District employees, the DELAC, and the Superintendent's Advisory Council. The survey was also available to the community via the District website and sent to the parents in an email on several occasions. The questions address the 8 State Priorities, such as student achievement/engagement, transition to Common Core State Standards, school climate, parental involvement, course access, and basic services (Refer to Parent and Staff Survey in the Appendix). There were 192 responses to the Parent and Staff LCAP Survey.

A survey was given to all students in grades 4 - 8 (Refer to Student Survey in the Appendix). There were 45 responses to the Student LCAP Survey.

The District website contains an LCAP portal, which comprises all LCAP presentations and up-to-date information about SUSD's LCAP.

Annual assessment data is reviewed and analyzed by SUSD administrators, teachers, and Board of Trustees. The data include: Suspension and Expulsion data, California Assessment of Student Performance and Progress (CAASPP) assessment results (comprised of California Standards Test in Science [CST], California Modified Assessment [CMA], California Alternate Performance Assessment [CAPA], and Smarter Balanced Assessment Consortium [SBAC]) , California English Language Development Test (CELDT) data, English Language (EL) reclassification trends, parent/student survey results, and local assessment measures of student progress (i.e. writing, reading, and math performance assessments).

LCAP Goals are written to align with each school's Single Plans for Student Achievement, the SUSD Strategic Plan, and Local Education Agency Plan (LEAP) with input from the SUSD Board of Trustees, and District and Site Leadership. The data analysis and District goals are presented to the School Site Councils, the District English Learner Advisory Committee, and used at the site level to create the Single Plans for Student Achievement (SPSA). Parents provide input when determining priorities to align goals with site and district action plans. (Refer to 2014-15 LCAP Infographic in the Appendix)

2. Pupil Outcomes (Pupil achievement, Other pupil outcomes)

* establishment of baseline achievement levels on SBAC in Math and ELA for students in grades 3-8

* establishment of baseline data for district benchmark assessments

* establishment of assessment protocol for local assessments, including calibration of scoring, reporting of scores, and using data to inform instruction and provide differentiated instruction

* more rigorous curriculum and instruction, writing and critical thinking

* differentiated curriculum, challenging material and academic enrichment programs

3. Engagement (parental involvement, pupil engagement, school climate)
* improve communication with EL families

* survey parents more often

* increased communication from elementary and middle school teachers teachers about behavior, student performance, activities, student progress

* maintain school attendance rates

* maintain suspension rates and 0 expulsion rate

* consider consistent communication platform

* increase proactive support for students' social-emotional well-being

* increase safety and emergency drill trainings for staff and students

The seven LCAP goals from 2014-15 were distilled into four goals for the 2015-16 schoolyear: goals 1-4 of the previous year were subsumed under one overarching goal: "All SUSD students will reach high standards and will demonstrate upward movement in student achievement through CCSS- and NGSS- aligned instruciton, assessment, and teacher professional development". (Refer to 2015-15 LCAP Infographic in the Appendix).

SUSD staff worked in close collaboration with the SCCOE staff to ensure adherence to the CA Education Code and Audit requirements.

The LCAP plan was created to satisfy statutory requirements and the priorities determined by all stakeholders.   Teachers, parents and administrators worked together to gather feedback related to parent participation and create needs based responsive action plans at the site level.   Those action plans are in direct alignment with the SPSAs, the LEA Plan and LCAP.   SPSA's and Site action plans are taken through an approval process that includes the School Site Councils, the District English Learner Advisory Committee, and the SUSD Board of Trustees.

Prior to adoption of the LCAP, the Board of Education held a public hearing at its regularly scheduled meeting on June 9, 2015 to provide additional opportunities for public recommendations and input. There were no public recommendations or input made at that meeting. The LCAP was adopted at the Board's next regularly scheduled public meeting on June 23, 2015. The LCAP and the district budget were adopted at the same meetings on June 23, 2015, with the LCAP being adopted prior to the budget per Education Code 52062.2.

* continue to work on social emotional literacy programs to support students in all areas; teach stress management, coping skills for anxiety and pressure

* ensure "balance"; build character, grit, motivation, and determination

* "de-emphasize" math achievement

* more yard duty supervision on elementary campuses

* teach specific problem solving /communication skills

* zero tolerance for bullying , Playground Pals, "no kids eat alone" policy, parents and teachers sere as role models for kindness

* maintain focus on high quality arts education, in particular art and music education for ALL students

Impact of Input to LCAP:
* online, adaptive, personalized learning; consistent supplementary materials in content areas

* parent informational meetings about Common Core State Standards and how to help children with homework

* consistent access to uniform programs and instructional materials, texts, and manipulatives in grade levels across district

The District will consider the following input in the future:
• typing, wordprocessing skills

* all input from surveys and meetings will continue to be considered in the future

Meeting Dates for Parent/Teacher/Community/Stakeholder Engagement, Information and Input/Consultation:

District Leadership Team (DLT) - includes grade level representative teachers, Principals, RMS Dean of Students, Tech TOSA, Literacy Coach, Director of Special Education, Director of Educational Services.

9/15/ 14, 10/13/14, 11/10/14, 2/9/15, 3/16/15, 4/20/15
Topics: overview of LCAP, review of quantitative and qualitative data, and discussion of Goal 1 (formerly Goals 1, 2, 3, 4).

Input from DLT is noted on "Impact to LCAP".

District English Language Advisory Council (DELAC) - includes parent representatives from each school site, Principals, Director of Educational Services

9/18/14, 11/13/14, 2/5/15, 3/5/15, 4/30/15
Topics: overview of LCAP, review of EL data (reclassification rates, CELDT levels, Title 3 Report, AMAO Accountability Reports) and discussion of Goal 1 (formerly Goal 4).

Input from DELAC is noted on "Impact to LCAP".

Superintendent's Advisory Council (SAC) - includes representatives from parent and community leadership groups - School Site Councils, Parent Teacher Associations, Saratoga Education Foundation, Director of Educational Services, and Superintendent

3/12/15: Topics: Overview of LCAP, review of qualitative data, and discussion of Goal 2 (formerly Goal 5)

Input from SAC is noted on "Impact to LCAP".

Emergency Preparedness Committee - includes SRO from SCC Sheriff's Department, Saratoga Fire Department, SUSD Maintenance Director, Los Gatos

Saratoga Recreation Department Director of Programs, Principals, Director of Educational Services, staff and parent representatives from school sites

10/9/14, 11/6/14, 1/22/15, 2/12/15, 3/12/15, 5/5/15
Topics: overview of LCAP and discussion of Goal 3 (formerly Goal 6)

Input from Emergency Preparedness is noted on "Impact to LCAP".

Wellness Committee - includes District Psychologist, Counselors, District Nurse, Director of Educational Services, Principals, and parent and staff representatives from school sites.

9/11/14, 10/30/14, 11/6/14, 3/26/15, 5/5/15
Topics: overview of LCAP and discussion of Goal 6

Input from Wellness Committee is noted on "Impact to LCAP".

Principals' Meetings:
11/4/14, 1/20/15, 2/3/15, 3/31/15, 4/21/15, and extensive online collaboration

Topics: overview of LCAP, changes to LCAP, alignment with SPSAs and Strategic Plan,, review of all survey data and qualitative/quantitative data and metrics, discussion about Goals 1 - 7

District Administrators and Directors' Team - includes all District Administrators and Directors, and Superintendent
2/6/15

Topics: overview of LCAP

School Site Councils:
4 meetings held annually at each school site

Topics: Overview of LCAP and alignment of SPSAs with Strategic Plan and LCAP

SUSD School Board presentations:

8/12/14, 9/9/14, 9/23/14, 11/18/14, 1/13/15, 3/24./15, 4/28/15, 5/12/15, 5/26/15, 6/9/15, and 6/23/15

Topics: Overview of LCAP Changes, board responsibilities; status updates on stakeholder processes and input; overview of budget alignment to actions and services.

STA/SCA Consultation - local bargaining units representing LEA employees (in person):
3/23/15, online collaboration

Topics: overview of LCAP, staff/community survey development, annual update and metrics, review of survey data, discussion about changes to 2015-16 LCAP as result of input

Parent/Community Survey:
email link sent out by principals to community; email link sent out by District Communication Coordinator, and link on website: available to parents 4/20/15 - 5/1/15

Survey elicited 191 responses: 70 SUSD staff; 151 parents/community members

(see survey questions and general feedback data in Appendix)

Input from Staff and Community Survey is noted on "Impact to LCAP".

Staff Survey:
email link sent out by Director of Educational Services and link on website: available to staff 4/20/15 - 5/1/15

Survey elicited 191 responses: 70 SUSD staff; 151 parents/community members

(see survey questions and general feedback data in Appendix)

Input from Staff and Community Survey is noted on "Impact to LCAP".

Student Survey:
principals administered to Student Council representative students 3/30 -
5/1/15

Survey elicited 45 responses from students in grades 4-8.

(see survey questions and general feedback data in Appendix)

Input from Student Survey is noted on "Impact to LCAP"

The following agencies were not directly consulted in development of the
LCAP: County child welfare agencies, county office of education foster youth
services programs, court-appointed special advocates, and other foster youth
stakeholders. However, the SCCOE and CDE guidelines for serving foster youth
were included in the development of this LCAP.

Annual Update:	Annual Update:
Suggestions, comments, and input emanating from discussions in consultation with our stakeholders regarding the 2014-15 LCAP):	Changes we are making to our LCAP as a result of the discussions this year in consultation with our stakeholders:
Goal 1 (Professional Development):	Goal 1 (Professional Development): 1. District Leadership Team will continue to provide input into CCSS and NGSS Professional Development plan, to be reviewed and discussed by Principals and District Administrators.
What's going well: * ELA : Depth of knowledge, Instructional shifts in middle school * Math pilot: Engage NY training * 6th & 7th grade ERWC training * Lucy Calkins writing curriculum and training	2. CAASPP data will be reviewed and analyzed to inform actions and services to support students.
What to improve: * How do we address/ modify the curriculum to meet the specific needs of kids? * Developmental readiness for the rigor of the curriculum * PD around new science instruction * extensive and sustained PD for new materials and curriculum * need Differentiated instruction in all content areas	3. Continue to provide Professional Development in CCSS-Math, CCSS-ELA, and NGSS. 4. Increase the quantitative and qualitative metrics used to review progress toward goals in this area. 5. Research and identify resources and strategies for differentiation to meet the needs of all learners in all content areas.

6. Plan and implement extensive and sustained professional development for newly-adopted mathematics instructional materials and Lucy Calkins Writers Workshop.

7. Increased opportunities for PD in NGSS.

Goal 2 (Instructional Materials):

What's going well:
* Tailored and differentiated PD for teachers
* Leveled book rooms
* Choice of supplemental materials
* Robust PD calendar
* Differentiated practices
* Grade-level planning and collaboration time
* time for vertical articulation between elementary-middle- and high school
* CCSS writing curriculum and training for 3, 4, 5 – Lucy Calkins
* CCSS – math pilots of different publishers

What to improve:
* CCSS PD days are unplanned at RMS
* Clearly defined CCSS instructional practices
* need PD for subs
* need PD for classified staff

Goal 2 (Instructional Materials):
1. District Leadership Team will continue to provide input into CCSS and NGSS Professional Development plan, to be reviewed and discussed by Principals and District Administrators

2. In 2014 - 2015, SUSD teachers participated in a math instructional materials pilot adoption process which concludes with a recommendation to the SUSD Board of Trustees. Pending their approval, the CCSS aligned math materials will be available to students in the 2015-2016 school year.

3. Continue to evaluate digital and online CCSS-aligned math supplementary materials.

4. Continue to vertically articulate between elementary and middle school, and middle and high school (inter-district collaboration) in all curriculum areas.

5. Plan for ELA CCSS instructional materials adoption process.

6. Continue to evaluate digital and online NGSS -aligned science curriculum.

7. Begin the process of ELA instructional materials review and evaluation.

8. Plan PD for subs and classified staff.

Goal 3 (Data and Assessments):

What's going well:

Goal 3 (Data and Assessments):
1.. Study teacher and administrator use of data management tool (School City) to access student data to determine areas of student need.

* Statewide assessments are in place
* SBAC is very organized, good communication and planning
* Good formative assessments in math
* DRA great tool: consistent, comprehensive, useful for teaching
* We don't over-assess
* Lucy Calkins upper grades: formative assessments
* Summer School Data Wall allows for data-driven conversations to meet students' needs

What to improve:
* More focus on formative assessments
* MARS results arrive too late in the year to be useful
* A more district-wide "agreement" on assessments
* need for interim assessments
* need for systematic way to report, access, and analyze assessments
* need accountability of teachers to administer assessments in a timely way and report scores in SchoolCity so they are available

2. Identify effective CCSS and NGSS formative and interim assessment tools.

3. Improve math diagnostic placement assessments for 5th and 6th graders to make data-driven decisions about math course placement. (Northwest Evaluation Association [NWEA]).

4. Continue to provide opportunities for district grade level and cross-grad-level collaboration to discuss alignment of CCSS-aligned report cards and assessments, as well as indicators of student proficiency for each ALD (Achievement Level Descriptors on SBAC).

5. Continue to provide opportunities for teachers to calibrate and evaluate student work using rubrics (MARS math performance tasks and Lucy Calkins Writers Workshop).

6. Continue to successfully coordinate SBAC for students in grades 3 - 8 with our team-based approach.

7. Increase the quantitative and qualitative metrics used to review progress toward goals in this area.

Goal 4 (English Learners):

Needs:
* Online parent resources need work
* Resources to help parents help their children with homework and learning English 9games, websites, strategies)
* Bring guest speakers for parents to help children with reading and homework
* When parents get CELDT reports, how does it translate to what books to give your child – align to CELDT levels (basic ranges)
DRA-lexile alignment - what do the scores mean?
* Need more accurate translation of e-news communications – events and activities so EL parents know what is going on
* Rosetta Stone: provide guidelines for staff on how to use it, translated directions for how to use at home

Goal 4 (English Learners):
1. Continue to provide elementary pull-out/push-in EL program and class at middle school.

2. Continue to provide training and professional development for EL elementary aides and middle schoool EL teacher on ELA/ELD standards and ELD framework.

3. Continue to provide opportunities for EL students to access online English instruction, including Rosetta Stone (currently have 50 licenses for CELDT levels 1, 2, 3) and encourage students to utilize the program at home.

4. Evaluate and improve timeline, forms, and process for EL identification, testing, and reporting at the district level.

* PD: best practices for staff when working with EL students
* new-comer support for new EL students and parents to make them feel welcome

5. Continue to evaluate CCSS-aligned instructional materials to support EL and RFEP students in all content areas.

6. EL Parent Support: provide new-comer support for new EL students and parents to make them feel welcome. Provide accurate written and oral translation services, especially in Mandarin, whenever possible. Provide resources for parents to help children with homework. Provide information to parents along with CELDT scores so parents understand what scores mean and how to use the data to support their children.

Goal 5 (Communication and Family Engagement):

What's going well:
* Board meeting summary on Friday
* Improved school and district web site
* e-news/ weekly news from principal (elementary) provides useful info
* board office hours
* electronic communication is streamlined
* phone calls to new families (at FH)
* FH PTA bought own website
* Effort to reduce/eliminate paper in Thurs folder
* FH: from the desk of Joe Bosco is student-focused and very informative

Input:
* Broadcast good news, positive messages, celebrate successes, and acknowledge failures
* Build authenticity, facts, and provide truthful information.
* STEM = STEAM 2 (SMB, SEF)
* District and teacher relationships – make tighter, engender trust
* Teacher communication to families is most effective, Teachers can help connect parents to district, Teacher communication is most important, teacher communication makes a difference, Connection to bigger picture – power of teachers!
* New parents perceive kid/teacher relationship is of the utmost importance

Goal 5 (Communication and Family Engagement):
1. Maintain positive communication forums and initiatives to inform parents of SUSD's successes and failures, and to foster partnerships between home and school.

2. Continue coordination of SPSAs, LCAP, and the SUSD Strategic Plan with School Site Councils.

3. Grow membership in DELAC for more representation from each school site. DELAC plan ways to reach out to parents who speak other languages.

4. Continue collaboration between Educational Services and Business Services to align budget and program.

5. Maintain effective and frequent communication with families through a variety of media.

6. Coordinate regular opportunities for parents to learn about CCSS instruction and how to support their children with homework.

7. Increase efforts to translate critical oral and written communication for EL families.

* More involved community, families have hard time seeing beyond the teachers' arena
* Digital inbox – comments, safe place to share opinions and feedback
* Who owns information- checks and balances
* Parents may not feel like their comments go anywhere
* Perception/fear of retribution for those who speak up, need to improve/build trust
*Need to eliminate "parking lot" discussions
* Avoid TLDR style (too long didn't read): bullet points with link
* Use Google forms!

What to improve/do more of:
* Need a consistent platform for communication so we don't have to recreate the wheel.
* School Site Councils need more parent input, more quick input
* PTAs need more volunteers
* RMS e-news: should be more like SHS's Week at a Glance, RMS e-news too rigid – only send once a week
* Class level communication is not consistent
* Need a consistent way for teachers to communicate.
* Ways of getting feedback - More quick, targeted surveys
* Need more consistent Class level/grade level communication, things we are doing
* Follow up phone calls to new parents
* Language difference awareness
* Creating opportunities for face to face meetings and conversations
* How do we reach parent who speak other languages?
* Better search function on websie
* Communication with board stilted at meetings
*Parents not always sure how to effect change
* Not all teachers have websites.
* E-news – do people read it? Is it effective communication?
* E-news: week at a glance, include all groups
* Highlight kid accomplishments
* Too much put in the hands of room parents/volunteers – we would like a central place where everyone can go.

Goal 6 (Health, Safety, and Social Emotional Literacy):

Input
* Access to campuses is a plus and is also a liability, ie parents walking on campus
* Signing-in is beneficial for accountability
* Ongoing training through scenarios, "sand-tables", simulations
* Adult supervision is adequate at middle school
* Need crossing guard at Allendale crosswalk
* We completed our comprehensive school safety plans (CSSP) for each site and DO by the March 1st deadline
* Safety Plan binder for each teacher (summary and succinct version of CSSP
*What good is a binder if there's a gun at your head?
* Need to do train subs for emergencies!
* Lockdown training at RMS went well, learned a lot
* Need more emergency drills and simulations, repetition
* Subs – need a one pager for quick reference
* Need to have a system for replenishing emergency supplies annually

Goal 6 (Health, Safety, and Social Emotional Literacy):

1. Revise annually CSSP as needed. Train students and staff on emergency preparedness and drills (Emergency Preparedness Committee).

2. Continue to discuss Coordinated School Health Modules and implement action plan (Wellness Committee).

3. Improve social emotional literacy training for staff and parents.

4. Continue to evaluate the efficacy of our social emotional literacy programs and make adjustments based on student needs.

5. Research metrics and surveys to obtain data on students' social emotional needs and plan programs and services accordingly.

6. Train all teachers, support staff, new teachers and substitute teachers on emergency drills annually, in collaboration with local law and community safety organizations.

Goal 7 (Innovation, Technology, and 21st Century Learning Skills):

What's going well:
* More middle school and elementary classes using Schoology for classroom uses (5th grade)
* Help desk follow up
* Peer sharing of educational technology tools
* Google transition to mail
* Hardware/technology spending process is streamlines
* Common planning time- Wed PD
* Supplemental materials software
* Middle school special education teachers collaborating on ways to incorporate common core
* Site tech budget has allowed for pursuit of site tech goals/needs
* Addition of Chromebooks and carts has increased the use of tech in classes!
* GNN

Goal 7 (Innovation, Technology, and 21st Century Learning Skills):
1. Establish criteria, procedures and protocol for Technology Device Management and Technical Support.

2. Establish equitable and consistent access to technology devices and online digital resources.

3. Establish plan for digital communication and collaboration.

4. Establish educational technology integration plan, including Google docs.

5. Establish professional development technology plan.

6. Establish student projects integrating 4Cs

7. Coordinate and implement STEM programs at all grade levels.

* Leadership Class
* Google Drive
* Learn Storm
* Schoology
* Khan Academy
* Dreambox

What to improve:
*Many glitches with online Progress Updates causing strife
* Explore technology for accommodations/compensatory strategies
* Student well-being: more integration of tech in classroom – inconsistent
* Digital citizenship workshops for students, internet etiquette for students - ongoing training
* More Training on Google drive for teachers
* Improve Technology spending process
* Help desk follow up
* Coaching
* More communication re: assessment with the community

8. Coordinate and implement Project Lead the Way Gateway program in sixth grade on the Exploratory Wheel.

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

Instructions:

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

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

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

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

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

Goal: Describe the goal:

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

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

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

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

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

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

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

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

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

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

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

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

Guiding Questions:

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

GOAL 1:	Goal 1: All SUSD students will reach high standards and will demonstrate upward movement in student achievement through CCSS- and NGSS-aligned instruction, assessment, and teacher professional development.	Related State and/or Local Priorities: 1 X 2 _ 3 _ 4 X 5 X 6 X 7 X 8 X COE only: 9 _ 10 _ Local : Specify
Identified Need :	Need: Improve and increase ELA and Math Common Core State Standards (CCSS)- and Next Generation Science Standards (NGSS)- aligned professional development, instructional materials, instruction, and formative, interim and summative assessments. Metrics (refer to baseline metrics in Annual Update section): • CAASPP (SBAC, CST, CAA, CELDT) results • Local assessment results (DRA, MARS, writing assessments) • EL Reclassification rates • CCSS Implementation Plan • Professional Development Plan DLT Minutes and Agendas • Single Plans for Student Achievement (SPSA) • Professional Development Needs Assessments • Surveys • Agendas & evaluations of trainings • Classroom observations and "walk-throughs" • Williams Report • School Accountability Report Cards (SARC)	
Goal Applies to:	Schools: All	
	Applicable Pupil Subgroups:	All (2150 students), including English Language Learners, Students with Disabilities, Foster Youth, and economically disadvantaged students

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	1. SBAC Academic Level Descriptors (ALD) for all students on Math and ELA baseline data will be established, including sub-group achievement data. 2. Improved achievement on district benchmark assessments (DRA, writing, and MARS) for all students. 3. Expand a cohesive and strategic Professional Development plan to address CCSS ELA & Math and NGSS curriculum, rigor, Depth of Knowledge (DOK), differentiated instruction, and instructional shifts in Math, ELA, and Science which is consistent with our LCAP and Strategic Plan. 4. Increased availability and use of CCSS ELA & Math and NGSS instructional materials and digital resources, including the roll-out of newly adopted math instructional materials, training for teachers, and parent education. 5. Successful SBAC implementation in grades 3 - 8. 6. Revise CCSS-aligned Progress Updates (report cards) in TK - 5. 7. Research, field test, and administer consistent formative, interim, diagnostic, placement, and summative assessments which yield actionable data to meet the needs of all SUSD students. 8. Implement Phase 1 of the SUSD NGSS Implementation Plan. 9. Successful implementation of the Academic Summer School Program for students in grades k - 8. 10. Increase in reclassification rates for English Learners. 11. Maintain 100% Williams Compliance (100% course access; Highly Qualified Teachers; ccess to materials; and Common Core State Standards-aligned curriculum)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1 All SUSD teachers will participate in high quality, consistent, and cohesive professional development and structured collaboration for SUSD teachers in CCSS Math & ELA, and NGSS Science (middle school) with a focus on instructional shifts, depth of knowledge, differentiated instruction, research supported practices, assessment analysis, and assessment methods to meet the needs of all SUSD students.	LEA	X All _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1.1.1 SCCOE [One Time Discretionary Funds 010-0000-0020000] 5800: Professional/Consulting Services And Operating Expenditures Other $8000 1.1.2 Subs for PD [One Time Discretionary Funds 010-0000-0020000] 1000-1999: Certificated Personnel Salaries Other $16,500 1.1.3 SCCOE CLC

1.1.1 Curriculum Mapping and PD 1.1.2 Subs for PD 1.1.3 Curriculum Leadership Council 1.1.4 Curriculum Development and Professional Development: Math, Tech, ELA, NGSS, ELD, SEL, PE, Electives 1.1.5 NCTM Conference 1.1.6 subs for NCTM Conference 1.1.7 ISTE Conference 1.1.8 CUE Conference 1.1.9 Subs for CUE Conference 1.1.10 Leading Edge Certification (LEC)			[Title 2 060-4203-042030] 5800: Professional/Consulting Services And Operating Expenditures Title I $2500
			1.1.4 Curriculum Development and PD [Curriculum Development 010-0000-002130] 5800: Professional/Consulting Services And Operating Expenditures Basic Aid $5000
			1.1.5 NCTM Conference [Title 2 060-4035-040350] 5800: Professional/Consulting Services And Operating Expenditures Title II $2500
			1.1.6 Subs for NCTM Conference [Title 2 060-4035-040350] 1000-1999: Certificated Personnel Salaries Title II $1800
			1.1.7 ISTE Conference (registration, hotel, airplane, expenses) [Title 2 060-4035-040350] 5800: Professional/Consulting Services And Operating Expenditures Title II $10,000
			1.1.8 CUE Conference (registration, hotel, airplane, expenses) [Title 2 060-4035-040350] 5800: Professional/Consulting Services And Operating Expenditures Title II $8,000
			1.1.9 Subs for CUE Conference [Title 2 060-4035-040350] 1000-1999: Certificated Personnel Salaries Title II $3600
			1.1.10 LEC [Title 2 060-4035-040350] 5800: Professional/Consulting Services And Operating Expenditures Title II $4500
1.2 SUSD students will be provided with high quality and consistent CCSS ELA and Math and NGSS-aligned instructional materials, including digital resources. Supplementary instructional materials will be identified to supplement the core curriculum and provide differentiation when needed. 1.2.1 TK-8 Math Instructional Materials 1.2.2 Digital TK-8 Math Program	LEA	X All – – – – – – – – – – – – OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1.2.1 TK-5: Eureka/Engage NY 6-8: Houghton Mifflin Harcourt Big Ideas Mathematics [One Time Discretionary Funds 010-0000-002000] 4000-4999: Books And Supplies Other $150,000
			1.2.2 Dreambox [One Time Discretionary Funds 010-0000-0020000] 4000-4999: Books And Supplies Other $19,950
			1.2.2 Khan Academy - no additional expenditures anticipated

1.3 All SUSD teachers and administrators will be trained in using our data management tool (School City) to access student data to target students' instructional needs in Math and Literacy.	LEA	X All _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1.3 SchoolCity [Testing 010-0000-003160] 5800: Professional/Consulting Services And Operating Expenditures Basic Aid $10,555
1.4 The SUSD District Literacy Coach provides coaching, consultation and training for all teachers to support academically underperforming students with differentiated support. 1.4.1 The Literacy Coach will provide supplemental reading intervention services to support academically underperforming students in first and second grade. 1.4.2 Reading Recovery Supplies and Leveled Readers 1.4.3 Literacy Coach will provide coaching, consultation and training for all teachers. 1.4.4 Reading Recovery intervention will be provided to first grade students who are reading below grade level.	Elementary Schools	_ All _ _ _ _ _ _ _ _ _ _ OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient X Other Subgroups: (Specify) English Learners	1.4 1.0 FTE Literacy Coach (LB) [Parcel Tax: 040-000-003300] 1000-1999: Certificated Personnel Salaries Locally Defined $143,895 1.4.1 Reading Recovery PD [Title 2 060-4305-043050] 5800: Professional/Consulting Services And Operating Expenditures Title II $1100 1.4.2 Reading Recovery Supplies and Leveled Readers ($500 per LB and GJ; $500 per site) [Lottery 060-6300-063000] 4000-4999: Books And Supplies Lottery $5000 1.4.3 1.0 FTE Literacy Coach (refer to 1.4) 1.4.4 .5 FTE Reading Recovery Teacher [Title 1: 060-3010-030100] 1000-1999: Certificated Personnel Salaries Title I $67,943
1.5 New SUSD teachers will be supported by a mentor and participate in professional development with the Silicon Valley New Teacher Project (SVNTP) /Beginning Teacher Support and Assessment (BTSA).	LEA	X All _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1.5 Silicon Valley New Teacher Project ($4000 per teacher) [General Fund: 060-9010-072720] 5800: Professional/Consulting Services And Operating Expenditures Basic Aid $24,000
1.6 SUSD teachers and administrators will identify and	LEA	X All _ _ _ _ _ _ _ _ _ _	1.6.1, 1.6.2, 1.6.3 No additional costs anticipated

use effective CCSS and NGSS diagnostic, formative and interim assessment tools. These data will inform targeted instruction. Students in grades 5 and 6 will take a multiple-measures placement/diagnostic math assessment to inform their placement in middle school math courses. 1.6.1 Identify math placement assessments for rising 6th and 7th graders. 1.6.2 Identify CCSS-ELA and CCSS-Math formative and interim assessments. Explore CAASPP SBAC Interim Comprehensive and Block Assessments. 1.6.3 Analyze results of SBAC summative assessments to drive instruction.		OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
1.7 SUSD teachers, administrators, and classified staff will coordinate successful SBAC implementation. Teachers will prepare 2 - 8 grade students for annual summative SBAC by providing practice opportunities. The SBAC Implementation team will train teachers and administrators to administer SBAC to students.	LEA	X All ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1.7 No additional expenditures anticipated
1.8 SUSD TK - 5 teachers will utilize CCSS-aligned Progress Updates (report cards) - second year implementation of Progress Updates. Teachers will continue to collaborate with grade level colleagues on alignment of assessments with the Progress Updates and discuss criteria for achievement levels. Parents will be given information to understand the Progress Updates and how they can support their child at home with homework.	Elementary Schools	X All ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1.8 No additional expenditures anticipated
1.9 SUSD teachers will administer SVMI MARS math performance assessments to 2 - 8 grade students to assess students' problem-solving and conceptual understanding of CCSS Math. Teachers will participate in scoring calibration by evaluating student work with rubrics. Teachers will provide feedback to students and	LEA	X All ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent	1.9.1 Silicon Valley Math Initiative [Testing 010-0000-003160] 5800: Professional/Consulting Services And Operating Expenditures Basic Aid $5,000 1.9.2 Need for subs for MARS scoring is yet to be determined, as we plan to score the assessments on SLCT Days,

parents on the MARS assessment. 1.9.1 SVMI Annual Fee 1.9.2 Subs for MARS test scoring (TBD)		English proficient _ Other Subgroups: (Specify)	foregoing the need for subs.
1.10 SUSD special education staff will participate in Professional Development to address implementation of ELA and Math CCSS and NGSS for Special Education students and underperforming students, including differentiation, writing appropriate goals, and supports for the general education classroom.	LEA	_ All - - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient X Other Subgroups: (Specify) <u>Students with Special Needs</u>	1.10 No additional expenditures
1.11 SUSD will support English Language Learners. 1.11.1 EL teachers and instructional assistants will participate in Professional Development on ELD standards and effective pedagogical practices for EL students. 1.11.2 Each school will offer a before or after school intervention class for English Language Learners during the school year. 1.11.3 Each Elementary School will provide EL intervention support during the school day for English Learners 1.11.4 Provide Rosetta Stone online program for English Learners to use at school and at home. 1.11.5 Provide EL program to support underperforming English Learners in EL class at RMS. 1.11.6 Administer CELDT test annually to all English Learners.	LEA	_ All - - - - - - - - - - - - OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	1.11.1 English Language Development Professional Development - expenditures included in Goal 1.1.1 1.11.2 EL Intervention Before/After School Classes with certificated staff [Title 3 LEP: 060-4203-042030] 1000-1999: Certificated Personnel Salaries Title III $10,000 1.11.3 EL Intervention Support with classified staff [General Fund: 010-0000-070900] 2000-2999: Classified Personnel Salaries Basic Aid $50,455 1.11.4 Rosetta Stone [Title 3 LEP: 060-4203-042030; Title 3 Immigrant: 060-4201-042010] 4000-4999: Books And Supplies Title III $6,450 1.11.5 Certificated Salary of .33 FTE at RMS [General Fund: 010-0000-70900] 1000-1999: Certificated Personnel Salaries Basic Aid $29,026 1.11.6 CELDT Test - no additional expenditures
1.12 SUSD teachers will participate in a "Data Wall" data-driven collaboration to identify students for academic summer school.	LEA	_ All - - - - - - - - - - - - OR: X Low Income pupils	1.12.1 Salary for Academic Summer School EL Certificated Teacher and Literacy Coach (teacher salaries paid by LGSR) [Title 3 LEP 060-4203-042030]

Our district will implement an academic summer school program for underperforming K - 8 grade students in literacy and math. EL students will receive intervention support services.		X English Learners X Foster Youth X Redesignated fluent English proficient X Other Subgroups: (Specify) Students with Special Needs	1000-1999: Certificated Personnel Salaries Title III $4800
1.13 Our district will coordinate with the Silicon Valley Education Foundation (SVEF) to implement the Elevate Math summer intervention program for incoming 8th graders to address students' mathematical proficiency and confidence in Algebra.	Middle School	X All _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1.13 District contribution to SVEF [Title 1 PI Set Aside: 060-3010-030100] 5000-5999: Services And Other Operating Expenditures Title I $5,000
1.14 Our district will implement Project Lead the Way, an interactive, hands-on, problem and project-based STEM curriculum, at Redwood Middle School. The PLTW/STEM teacher will participate in the PLTW core training and ongoing professional development. The PLTW will collaborate with the RMS math, science, and elective teachers. 1.14.1 PLTW Teacher 1.14.2 PLTW Supplies	Middle School	X All _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1.14.1 PLTW 1.0 FTE Teacher [General Fund Middle School Staffing: 010-0000-001820] 1000-1999: Certificated Personnel Salaries Basic Aid $100,000 1.14.2 PLTW equipment and supplies for specialization unit [General Fund: 010-0000-001880] 4000-4999: Books And Supplies Basic Aid $30,000
1.15 SUSD will implement Phase 1- Awareness Phase-of the SUSD NGSS Implementation Plan (Refer to 2014 - 2019 SUSD NGSS Implementation Plan): form a District Implementation Team, plan for professional learning, exploration of instructional resources, form community and business partnerships, and align NGSS implementation with other initiatives. 1.15.1 NGSS Rollout Symposium 1.15.2 Subs for NGSS Symposium 1.15.3 CA STEM Conference 1.15.4 Subs for STEM Conference 1.15.5 Hands-on science instructional aides will provide meaningful science experiences for all students	LEA	X All _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1.15.1 NGSS Rollout Symposium #2 (registration) [Title 2 060-4035-040350] 5800: Professional/Consulting Services And Operating Expenditures Title II $800 1.15.2 Subs for NGSS Symposium [Title 2 060-4035-040350] 1000-1999: Certificated Personnel Salaries Title II $1500 1.15.3 CA STEM Conference (registration, hotel, airfare, expenses) [Title 2 4035] 5800: Professional/Consulting Services And Operating Expenditures Title II $8,800 1.15.4 Subs for STEM Conference

			[Title 2 060-4035-040350] 1000-1999: Certificated Personnel Salaries Title II $1500
			1.15.5 Hands-on Science Aides [Saratoga Education Foundation 060-9010-095713] 2000-2999: Classified Personnel Salaries Basic Aid $64,209
1.16 All elementary teachers will be trained in the Lucy Calkins Units of Study Writers' Workshop program. All TK - 5 grade teachers will receive the Units of Study curriculum and mentor texts. Following their foundational training in 2014-15, 3 - 5 grade teachers will use the curriculum consistently with students and will participate in ongoing support and training. TK-2 grade teachers will participate in the foundational training and will field test the curriculum with their students. 1.16.1 Lucy Calkins Units of Study Professional Development for K-5 teachers 1.16.2 Subs for Lucy Calkins Units of Study PD 1.16.3 Register 4 teachers for LC TC WW	Elementary	X All _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1.16.1 Pure Literacy (Kathi Zotovich) (10 days) [One Time Discretionary Funds 010-0000-0020000] 5800: Professional/Consulting Services And Operating Expenditures Other $12,000
			1.16.2 Subs for Pure Literacy training (12 days x 10 teachers per day x $150) [One Time Discretionary Funds 010-0000-0020000] 1000-1999: Certificated Personnel Salaries Other $15,000
			1.16.3 Lucy Calkins Teachers' College Writing Workshop Institute (4 teachers, if accepted) [Title 2 060-4035-040350] 5800: Professional/Consulting Services And Operating Expenditures Title II $12,000

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	1. SBAC Academic Level Descriptors (ALD) for all students on Math and ELA baseline data will be established, including sub-group achievement data.
	2. Improved achievement on district benchmark assessments (DRA, writing, and MARS) for all students.
	3. Expand a cohesive and strategic Professional Development plan to address CCSS ELA & Math and NGSS curriculum, rigor, Depth of Knowledge (DOK), differentiated instruction, and instructional shifts in Math, ELA, and Science which is consistent with our LCAP and Strategic Plan.
	4. Increased availability and use of CCSS ELA & Math and NGSS instructional materials and digital resources, including the roll-out of newly adopted math instructional materials, training for teachers, and parent education.
	5. Successful SBAC implementation in grades 3 - 8.
	6. Revise CCSS-aligned Progress Updates (report cards) in TK - 5.
	7. Research, field test, and administer consistent formative, interim, diagnostic, placement, and summative assessments which yield actionable data to meet the needs of all SUSD students.
	8. Implement Phase 1 of the SUSD NGSS Implementation Plan.
	9. Successful implementation of the Academic Summer School Program for students in grades k - 8.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1 SUSD teachers will participate in high quality, consistent, and cohesive professional development and structured collaboration for SUSD teachers in CCSS Math & ELA, and NGSS Science with a focus on instructional shifts, depth of knowledge, differentiated instruction, research supported practices, assessment analysis, and assessment methods to meet the needs of all SUSD students.	LEA	X All _ _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1.1 Professional Development (TBD) 5800: Professional/Consulting Services And Operating Expenditures Basic Aid $57,504

1.2 SUSD students will be provided with high quality and consistent CCSS ELA and Math and NGSS-aligned instructional materials, including digital resources. Supplementary instructional materials will be identified to supplement the core curriculum and provide differentiation when needed.	LEA	X All _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1.2 ELA Instructional Materials (Textbooks) [One Time Discretionary Funds 010-0000-0020000] 4000-4999: Books And Supplies Other $150,000 1.2.2 Dreambox [One Time Discretionary Funds 010-0000-0020000] 4000-4999: Books And Supplies Other $21,000 1.2.2 Khan Academy - no additional expenditures anticipated
1.3 SUSD teachers and administrators will consistently use a data management tool (School City) to access student data to target students' instructional needs in Math and Literacy.	LEA	X All _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1.3 SchoolCity [Testing: 010- 0000-003160] 5800: Professional/Consulting Services And Operating Expenditures Basic Aid $10,872
1.4 The SUSD District Literacy Coach and Reading Recovery Teacher provide coaching, consultation and training for all teachers to support academically underperforming students with differentiated support.	Elementary Schools	_ All _ _ _ _ _ _ _ _ _ _ OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient X Other Subgroups: (Specify) English Learners	1.4 Literacy Coach (LB) [Parcel Tax: 040-000-003300] 1000-1999: Certificated Personnel Salaries Locally Defined $146,053 1.4.4 .5 FTE Reading Recovery Teacher (GJ) [Title 1: 060-3010-030100] 1000-1999: Certificated Personnel Salaries Title I $68,962
1.5 New SUSD teachers will be supported by a mentor and participate in professional development with the Silicon Valley New Teacher Project (SVNTP) /Beginning Teacher Support and Assessment (BTSA).	LEA	X All _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1.5 Silicon Valley New Teacher Project ($4000 per teacher) [General Fund: 060-9010-072720] 5800: Professional/Consulting Services And Operating Expenditures Basic Aid $24,000
1.6 SUSD teachers and administrators will identify and use effective CCSS and NGSS diagnostic, formative and interim assessment tools. These data will inform	LEA	X All _ _ _ _ _ _ _ _ _ _ OR:	1.6.1, 1.6.2, 1.6.3 No additional costs anticipated

targeted instruction. Students in grades 5 and 6 will take a multiple-measures placement/diagnostic math assessment to inform their placement in middle school math courses. 1.6.1 Identify math placement assessments for rising 6th and 7th graders. 1.6.2 Identify CCSS-ELA and CCSS-Math formative and interim assessments. Explore CAASPP SBAC Interim Comprehensive and Block Assessments. 1.6.3 Analyze results of SBAC summative assessments to drive instruction.		_ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
1.7 SUSD teachers, administrators, and classified staff will coordinate successful SBAC implementation. Teachers will prepare 2 - 8 grade students for annual summative SBAC by providing practice opportunities. The SBAC Implementation team will train teachers and administrators to administer SBAC to students.	LEA	X All ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1.7 No additional expenditures anticipated
1.8 SUSD TK - 5 teachers will utilize CCSS-aligned Progress Updates (report cards). Teachers will collaborate with grade level colleagues on alignment of assessments with the Progress Updates and discuss criteria for achievement levels. Parents will be given information to understand the Progress Update.	Elementary Schools	X All ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1.8 No additional expenditures anticipated
1.9 SUSD teachers will administer SVMI MARS math performance assessments to 2 - 8 grade students to assess students' problem-solving and conceptual understanding of CCSS Math. Teachers will participate in scoring calibration by evaluating student work with rubrics. Teachers will provide feedback to students and parents on the MARS assessment.	LEA	X All ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups:	1.9 Silicon Valley Math Initiative TBD

		(Specify)	
1.10 SUSD special education staff will participate in Professional Development to address implementation of ELA and Math CCSS and NGSS for Special Education students and underperforming students, including differentiation, writing appropriate goals, and supports for the general education classroom.	LEA	_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient X Other Subgroups: (Specify) Students with Special Needs	1.10 No additional expenditures
1.11 SUSD will support English Language Learners. 1.11.1 EL teachers and instructional assistants will participate in Professional Development on ELD standards and effective pedagogical practices for EL students. 1.11.2 Each school will offer a before or after school intervention class for English Language Learners during the school year. 1.11.3 Each Elementary School will provide EL intervention support during the school day for English Learners 1.11.4 Provide Rosetta Stone online program for English Learners to use at school and at home. 1.11.5 Provide EL program to support underperforming English Learners in EL class at RMS. 1.11.6 Administer CELDT test annually to all English Learners.	LEA	_ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	1.11.1 English Language Development Professional Development - expenditures included in Goal 1.1.1 1.11.2 EL Intervention Before/After School Classes with certificated staff [Title 3 LEP: 060-4203-042030] 1000-1999: Certificated Personnel Salaries Title III $10,150 1.11.3 EL Intervention Support with classified staff [General Fund: 010-0000-070900] 2000-2999: Classified Personnel Salaries Basic Aid $51,212 1.11.4 Rosetta Stone [Title 3 LEP: 060-4203-042030; Title 3 Immigrant: 060-4201-042010] 4000-4999: Books And Supplies Title III $6,643 1.11.5 Certificated Salary of .33 FTE at RMS [General Fund: 010-0000-070900] 1000-1999: Certificated Personnel Salaries Basic Aid $29,461 1.11.6 CELDT Test - no additional expenditures
1.12 SUSD teachers will participate in a "Data Wall" data-driven collaboration to identify students for academic summer school. Our district will implement an academic summer school program for underperforming K - 8 grade students in	LEA	_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent	1.12.1 Salary for Summer School EL Certificated Teacher and Literacy Coach (teacher salaries paid by LGSR) [Title 3 LEP 060- 4203-042030] 1000-1999: Certificated Personnel Salaries Title III $4872

literacy and math. EL students will receive intervention support services.		English proficient X Other Subgroups: (Specify) <u>Students with Special Needs</u>	
1.13 Our district will coordinate with the Silicon Valley Education Foundation (SVEF) to implement the Elevate Math summer intervention program for incoming 8th graders to address students' mathematical proficiency and confidence in Algebra.	Middle School	X All – – – – – – – – – – – – OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1.13 District contribution to SVEF [Title 1 PI Set Aside: 060-3010-030100] 5000-5999: Services And Other Operating Expenditures Title I $5,150
1.14 Our district will implement Project Lead the Way, an interactive, hands-on, problem and project-based STEM curriculum, at Redwood Middle School. The PLTW/STEM teacher will participate in the PLTW core training and ongoing professional development. The PLTW will collaborate with the RMS math, science, and elective teachers. 1.14.1 PLTW Teacher 1.14.2 PLTW Supplies	Redwood Middle School	X All – – – – – – – – – – – – OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1.14.1 PLTW 1.0 FTE Teacher [General Fund Middle School Staffing: 010-0000-001820] 1000-1999: Certificated Personnel Salaries Basic Aid $101,500 1.14.2 PLTW Supplies and Equipment [General Fund: 010-0000-001880] 4000-4999: Books And Supplies Basic Aid $52,000
1.15 SUSD will implement Phase 1 of the SUSD NGSS Implementation Plan (Refer to 2014 - 2019 SUSD NGSS Implementation Plan): form a District Implementation Team, plan for professional learning, exploration of instructional resources, form community and business partnerships, and align NGSS implementation with other initiatives. 1.15.1 Hands-on Science Aides for elementary school	LEA	X All – – – – – – – – – – – – OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1.15 no additional expenditures anticipated 1.15.5 Hands-on Science Aides [Saratoga Education Foundation 060-9010-095713] 2000-2999: Classified Personnel Salaries Locally Defined $65,172
1.16 All elementary teachers will implement the Lucy Calkins Units of Study Writers' Workshop program.Teachers will use the curriculum consistently with students and will participate in ongoing support and training.	Elementary	X All – – – – – – – – – – – – OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent	1.16 no additional expenditures anticipated

			English proficient _ Other Subgroups: (Specify)	

LCAP Year 3: 2017 - 2018				

<table>
<tr>
<td>Expected Annual Measurable Outcomes:</td>
<td colspan="4">
1. SBAC Academic Level Descriptors (ALD) for all students on Math and ELA baseline data will be established, including sub-group achievement data.

2. Improved achievement on district benchmark assessments (DRA, writing, and MARS) for all students.

3. Expand a cohesive and strategic Professional Development plan to address CCSS ELA & Math and NGSS curriculum, rigor, Depth of Knowledge (DOK), differentiated instruction, and instructional shifts in Math, ELA, and Science which is consistent with our LCAP and Strategic Plan.

4. Increased availability and use of CCSS ELA & Math and NGSS instructional materials and digital resources, including the roll-out of newly adopted math instructional materials, training for teachers, and parent education.

5. Successful SBAC implementation in grades 3 - 8.

6. Revise CCSS-aligned Progress Updates (report cards) in TK - 5.

7. Research, field test, and administer consistent formative, interim, diagnostic, placement, and summative assessments which yield actionable data to meet the needs of all SUSD students.

8. Implement Phase 1 of the SUSD NGSS Implementation Plan.

9. Successful implementation of the Academic Summer School Program for students in grades k - 7.
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</table>

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1 SUSD teachers will participate in high quality, consistent, and cohesive professional development and structured collaboration for SUSD teachers in CCSS Math & ELA, and NGSS Science with a focus on instructional shifts, depth of knowledge, differentiated instruction, research supported practices, assessment analysis, and assessment methods to meet the needs of all SUSD students.	LEA	X All - - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1.1 Professional Development 5800: Professional/Consulting Services And Operating Expenditures Basic Aid $61,006

1.2 SUSD students will be provided with high quality and consistent CCSS ELA and Math and NGSS-aligned instructional materials, including digital resources. Supplementary instructional materials will be identified to supplement the core curriculum and provide differentiation when needed.	LEA	X All ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1.2.1 Vendor TBD; Subject: NGSS [One Time Discretionary Funds 010-0000-0020000] 4000-4999: Books And Supplies Other $150,000 1.2.2 Dreambox [One-time Discretionary Funds: 060-7405-074050] 4000-4999: Books And Supplies Other $19,950 1.2.2 Khan Academy - no additional expenditures anticipated
1.3 SUSD teachers and administrators will consistently use a data management tool (School City) to access student data to target students' instructional needs in Math and Literacy.	LEA	X All ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1.3 SchoolCity [Testing 010-0000-003160] 5800: Professional/Consulting Services And Operating Expenditures Basic Aid $11,198
1.4 The SUSD District Literacy Coach and Reading Recovery Teacher provide coaching, consultation and training for all teachers to support academically underperforming students with differentiated support.	Elementary Schools	_ All ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient X Other Subgroups: (Specify) <u>English Learners</u>	1.4 1.0 FTE Literacy Coach (LB) [Parcel Tax: 040-000-003300] 1000-1999: Certificated Personnel Salaries Locally Defined $148,244 0.5 FTE Reading Recovery Teacher (GJ) [Title 1: 060-3010-030100] 1000-1999: Certificated Personnel Salaries Title I $69,996
1.5 New SUSD teachers will be supported by a mentor and participate in professional development with the Silicon Valley New Teacher Project (SVNTP) /Beginning Teacher Support and Assessment (BTSA).	LEA	X All ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1.5 Silicon Valley New Teacher Project ($4000 per teacher) [General Fund: 060-9010-072720] 5800: Professional/Consulting Services And Operating Expenditures Basic Aid $24,000

1.6 SUSD teachers and administrators will identify and use effective CCSS and NGSS diagnostic, formative and interim assessment tools. These data will inform targeted instruction. Students in grades 5 and 6 will take a multiple-measures placement/diagnostic math assessment to inform their placement in middle school math courses. Use CCSS-ELA and CCSS-Math formative and interim assessments and CAASPP SBAC Interim Comprehensive and Block Assessments. Analyze results of SBAC summative assessments to drive instruction.	LEA	X All _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1.6 No additional costs anticipated
1.7 SUSD teachers, administrators, and classified staff will coordinate successful SBAC implementation. Teachers will prepare 2 - 8 grade students for annual summative SBAC by providing practice opportunities. The SBAC Implementation team will train teachers and administrators to administer SBAC to students.	LEA	X All _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1.7 No additional expenditures anticipated
1.8 SUSD TK - 5 teachers will utilize CCSS-aligned Progress Updates (report cards) - year 3 of implementation. Teachers will collaborate with grade level colleagues on alignment of assessments with the Progress Updates and discuss criteria for achievement levels. Parents will be given information to understand the Progress Update.	Elementary Schools	X All _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1.8 No additional expenditures anticipated
1.9 SUSD teachers will administer SVMI MARS math performance assessments to 2 - 8 grade students to assess students' problem-solving and conceptual understanding of CCSS Math. Teachers will participate in scoring calibration by evaluating student work with rubrics. Teachers will provide feedback to students and parents on the MARS assessment.	LEA	X All _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1.9 TBD
1.10 SUSD special education staff will participate in	LEA	_ All _ _ _ _ _ _ _ _ _ _ _	1.10 No additional expenditures

Professional Development to address implementation of ELA and Math CCSS and NGSS for Special Education students and underperforming students, including differentiation, writing appropriate goals, and supports for the general education classroom.		OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient X Other Subgroups: (Specify) <u>Students with Special Needs</u>	
1.11 SUSD will support English Language Learners. 1.11.1 EL teachers and instructional assistants will participate in Professional Development on ELD standards and effective pedagogical practices for EL students. 1.11.2 Each school will offer a before or after school intervention class for English Language Learners during the school year. 1.11.3 Each Elementary School will provide EL intervention support during the school day for English Learners 1.11.4 Provide Rosetta Stone online program for English Learners to use at school and at home. 1.11.5 Provide EL program to support underperforming English Learners in EL class at RMS. 1.11.6 Administer CELDT test annually to all English Learners.	LEA	_ All ‒ ‒ ‒ ‒ ‒ ‒ ‒ ‒ ‒ ‒ OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	1.11.1 English Language Development Professional Development - expenditures included in Goal 1.1.1 1.11.2 EL Intervention Before/After School Classes with certificated staff [Title 3 LEP: 060-4203-042030] 1000-1999: Certificated Personnel Salaries Title III $10,000 1.11.3 EL Intervention Support with classified staff [General Fund: 010-0000-070900] 2000-2999: Classified Personnel Salaries Basic Aid $50,455 1.11.4 Rosetta Stone [Title 3 LEP: 060-4203-042030; Title 3 Immigrant: 060-4201-042010] 4000-4999: Books And Supplies Title III $6,450 1.11.5 Certificated Salary of .33 FTE at RMS [General Fund: 010-0000-70900] 1000-1999: Certificated Personnel Salaries Basic Aid $29,903 1.11.6 CELDT Test - no additional expenditures
1.12 SUSD teachers will participate in a "Data Wall" data-driven collaboration to identify students for academic summer school. Our district will implement an academic summer school program for underperforming K - 8 grade students in literacy and math. EL students will receive intervention support services.	LEA	_ All ‒ ‒ ‒ ‒ ‒ ‒ ‒ ‒ ‒ ‒ OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient X Other Subgroups: (Specify) <u>Students with Special</u>	1.12.1 Salary for Summer School EL Certificated Teacher and Literacy Coach (teacher salaries paid by JPA with LGSR) [Title 3 LEP: 060-4203-042030] 1000-1999: Certificated Personnel Salaries Title III $4800

		Needs	
1.13 Our district will coordinate with the Silicon Valley Education Foundation (SVEF) to implement the Elevate Math summer intervention program for incoming 8th graders to address students' mathematical proficiency and confidence in Algebra.	Middle School	X All ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1.13 District contribution to SVEF [Title 1 PI Set Aside: 060-3010-030100] 5000-5999: Services And Other Operating Expenditures Title I $5,000
1.14 Our district will implement Project Lead the Way, an interactive, hands-on, problem and project-based STEM curriculum, at Redwood Middle School. The PLTW/STEM teacher will participate in the PLTW core training and ongoing professional development. The PLTW will collaborate with the RMS math, science, and elective teachers. 1.14.1 PLTW Teacher 1.14.2 PLTW Supplies and equipment	Middle School	X All ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1.14.1 PLTW 1.0 FTE Teacher [General Fund Middle School Staffing: 010-0000-001820] 1000-1999: Certificated Personnel Salaries Basic Aid $103,022 1.14.2 PLTW Supplies and Equipment [General Fund: 010-0000-001880] 4000-4999: Books And Supplies Basic Aid $90,000
1.15 SUSD will implement Phase 1 of the SUSD NGSS Implementation Plan (Refer to 2014 - 2019 SUSD NGSS Implementation Plan): form a District Implementation Team, plan for professional learning, exploration of instructional resources, form community and business partnerships, and align NGSS implementation with other initiatives. 1.15.1 Hands-on science instructional aides will provide meaningful science experiences for all students	LEA	X All ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1.15.1 no additional expenditures anticipated 1.15.1 Hands-on Science Aides [Saratoga Education Foundation 060-9010-095713] 2000-2999: Classified Personnel Salaries Locally Defined $66,150
1.16 All elementary teachers will implement the Lucy Calkins Units of Study Writers' Workshop program.Teachers will use the curriculum consistently with students and will participate in ongoing support and training.	Elementary	X All ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1.16 No additional expenditures anticipated

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

| GOAL 2: | Goal 2:
Our District and school sites will maintain effective communication, provide a process to include input from all stakeholders, and offer opportunities for family engagement. | Related State and/or Local Priorities:
1 X 2 _ 3 _ 4 _ 5 X 6 _ 7 X 8 _

COE only: 9 _ 10 _

Local : Specify |

| Identified Need : | Need:
Our students' educational experiences will be enriched when our district engages families and strives for clear and consistent communication.

Metric:
• frequency and content of School and District newsletters (e-News)
• Number of parent informational meetings and trainings
• Schoolwires website analytics
• Survey results |

| Goal Applies to: | Schools: All | |
| | Applicable Pupil Subgroups: | All (2150 students), including English Language Learners, Students with Disabilities, Foster Youth, and economically disadvantaged students |

LCAP Year 1: 2015-16

| Expected Annual Measurable Outcomes: | 1. General fund budget aligned to LCAP and SPSAs.

2. SPSAs updated annually with stakeholder input.

3. LCAP updated annually with stakeholder input.

4. Maintain effective communication plan with stakeholders, including up-to-date website, use of social media, and e-News.

5. Coordinate frequent opportunities for parents to attend informational meetings pertaining to district business, and to participate in the decision making process by providing input and feedback. |

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2.1 Coordinate quarterly DELAC meetings for parents of EL students.	LEA	_ All ------------ OR: _ Low Income pupils	No additional expenditures required

		X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	
2.2 Maintain LCAP portal on SUSD website.	LEA	X All - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	No additional expenditures required
2.3 SUSD will maintain effective and consistent communication via School Messenger, Power School, school and district newsletters, district and school websites, Schoology, and social media. Provide translated communications when possible.	LEA	X All - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	2.3 School Messenger [General Fund IT 010-0000-00770] 5800: Professional/Consulting Services And Operating Expenditures Basic Aid $5,600 2.3 Power School General Fund IT [010-0000-007700] 5800: Professional/Consulting Services And Operating Expenditures Basic Aid $17,642 2.3 School Wires [General Fund: 010-0000-007150] 5800: Professional/Consulting Services And Operating Expenditures Basic Aid $11,300
2.4 SUSD will develop and implement a cohesive, clear, and comprehensive communication plan for communicating information about the CAASPP student results, the new accountability system, and Common Core State Standards to SUSD staff, parents, and the community.	LEA	X All - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	2.4 no additional expenditures anticipated
2.5 Continue coordination and alignment of school site SPSAs, LCAP, and the SUSD Strategic Plan. Adhere to compliance standards (template, timeliness, content) for	LEA	X All - - - - - - - - - - OR: _ Low Income pupils	2.5 Document Tracking Services (DTS) [Testing: 010-0000-003160] 5800: Professional/Consulting Services And Operating

each accountability plan. Publish accountability plans on website for accessibility by community. Translate accountability plans into Mandarin, when possible.		_ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Expenditures Basic Aid $2150

LCAP Year 2: 2016-17			
Expected Annual Measurable Outcomes:	1. General fund budget aligned to LCAP and SPSAs. 2. SPSAs updated annually with stakeholder input. 3. LCAP updated annually with stakeholder input. 4. Maintain effective communication plan with stakeholders, including up-to-date website, use of social media, and e-News. 5. Coordinate frequent opportunities for parents to attend informational meetings pertaining to district business, and to participate in the decision making process by providing input and feedback.		

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2.1 Coordinate quarterly DELAC meetings for parents of EL students.	LEA	_ All — — — — — — — — — — OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	No additional expenditures required
2.2 Maintain LCAP portal on SUSD website.	LEA	X All — — — — — — — — — — OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	No additional expenditures required

2.3 SUSD will maintain effective and consistent communication via School Messenger, Power School, school and district newsletters, district and school websites, Schoology, and social media. Provide translated communications when possible.	LEA	X All ⎯ ⎯ ⎯ ⎯ ⎯ ⎯ ⎯ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	2.3 School Messenger [General Fund IT 010-0000-00770] 5800: Professional/Consulting Services And Operating Expenditures Basic Aid $5,768 2.3 Power School [General Fund IT 010-0000-00770] 5800: Professional/Consulting Services And Operating Expenditures Basic Aid $18,171 2.3 School Wires General Fund [010-0000-007150] 5800: Professional/Consulting Services And Operating Expenditures Basic Aid $11,639
2.4 SUSD will develop and implement a cohesive, clear, and comprehensive communication plan for communicating information about the CAASPP student results, the new accountability system, and Common Core State Standards to SUSD staff, parents, and the community.	LEA	X All ⎯ ⎯ ⎯ ⎯ ⎯ ⎯ ⎯ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	2.4 no additional expenditures anticipated
2.5 Continue coordination and alignment of school site SPSAs, LCAP, and the SUSD Strategic Plan. Adhere to compliance standards (template, timeliness, content) for each accountability plan. Publish accountability plans on website for accessibility by community. Translate accountability plans into Mandarin, when possible.	LEA	X All ⎯ ⎯ ⎯ ⎯ ⎯ ⎯ ⎯ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	2.5 Document Tracking Services (DTS) [Testing: 010-0000-003160] 5800: Professional/Consulting Services And Operating Expenditures Basic Aid $2,214

LCAP Year 3: 2017 - 2018			

Expected Annual Measurable Outcomes:	1. General fund budget aligned to LCAP and SPSAs. 2. SPSAs updated annually with stakeholder input. 3. LCAP updated annually with stakeholder input. 4. Maintain effective communication plan with stakeholders, including up-to-date website, use of social media, and e-News. 5. Coordinate frequent opportunities for parents to attend informational meetings pertaining to district business, and to participate in the decision making process by providing input and feedback.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2.1 Coordinate quarterly DELAC meetings for parents of EL students.	LEA	_ All – – – – – – – – – – – OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	No additional expenditures required
2.2 Maintain LCAP portal on SUSD website.	LEA	X All – – – – – – – – – – – OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	No additional expenditures required
2.3 SUSD will maintain effective and consistent communication via School Messenger, Power School, school and district newsletters, district and school websites, Schoology, and social media. Provide translated communications when possible.	LEA	X All – – – – – – – – – – – OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent	2.3 School Messenger [General Fund IT 010-0000-00770] 5800: Professional/Consulting Services And Operating Expenditures Basic Aid $5,941 2.3 Power School [General Fund IT 010-0000-00770]

			English proficient _ Other Subgroups: (Specify)	5800: Professional/Consulting Services And Operating Expenditures Basic Aid $23,622
				2.3 School Wires [General Fund: 010-0000-007150] 5800: Professional/Consulting Services And Operating Expenditures Basic Aid $11,988
2.4 SUSD will develop and implement a cohesive, clear, and comprehensive communication plan for communicating information about the CAASPP student results, the new accountability system, and Common Core State Standards to SUSD staff, parents, and the community.	LEA		X All — — — — — — — — — — OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	2.4 no additional expenditures anticipated
2.5 Continue coordination and alignment of school site SPSAs, LCAP, and the SUSD Strategic Plan. Adhere to compliance standards (template, timeliness, content) for each accountability plan. Publish accountability plans on website for accessibility by community. Translate accountability plans into Mandarin, when possible.	LEA		X All — — — — — — — — — — OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	2.5 Document Tracking Services (DTS) [Testing: 010-0000-003160] 5800: Professional/Consulting Services And Operating Expenditures Basic Aid $2280

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

GOAL 3:	Goal 3: All SUSD students will be educated in a safe environment that integrates social emotional literacy and provides opportunities for engagement of students and stakeholders at all levels.	Related State and/or Local Priorities: 1 _ 2 X 3 X 4 X 5 X 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify

Identified Need :	Need: Students' emotional and physical safety is of the utmost importance. Fostering an appreciation of student diversity within our community is of equal importance. Metric: • Number of students served by School Counselors • Baseline Developmental Assets indicators on Cornerstone survey when administered • Baseline attendance rates • Baseline suspension and expulsion rates • Number of emergency drills

Goal Applies to:	Schools:	All
	Applicable Pupil Subgroups:	All (2150 students), including English Language Learners, Students with Disabilities, Foster Youth, and economically disadvantaged students

LCAP Year 1: 2015-16	

Expected Annual Measurable Outcomes:	1. Improved Developmental Assets indicators on Cornerstone survey (when administered)
	2. Improved attendance rate for all students.
	3. Annual decrease in suspension (and expulsions when indicated).
	4. Maintain 0% middle school drop out rate.
	4. Complete and review Coordinated School Health Modules.
	5. Review and revise Comprehensive School Safety Plans; train all staff and students.
	6. Maintain 100% Williams Compliance (safe and well-maintained environments).

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3.1 SUSD will provide strategic behavioral and social emotional guidance support for all students (elementary and middle school counselors, Behavioral Specialist, Psychologists).	LEA	X All _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	3.1 1.0 FTE elementary and 2.0 FTE middle school counselors; 1.0 FTE Behavioral Specialist; 4.0 FTE Psychologists 1000-1999: Certificated Personnel Salaries Basic Aid $1,009,373
3.2 Our district and schools will implement the Project Cornerstone program, including Expect Respect leadership training for students, ABC Readers, professional development for teachers, training for noon duty supervisors, and Take it Personally workshop for parents.	LEA	X All _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	3.2 Project Cornerstone [General Fund 010-0000-002130] 5800: Professional/Consulting Services And Operating Expenditures Basic Aid $10,000
3.3 SUSD teachers will have opportunities to learn and implement social emotional literacy programs (examples: Mind Up, Maxi the Taxi Dog).	LEA	X All _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils	3.3 No additional expenditures anticipated

		_ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
3.4 Maintain the process for foster students to enroll in a school with no more than one school day passing once the registration takes place.	LEA	_ All ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ OR: _ Low Income pupils _ English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	3.4 No additional expenditures anticipated
3.5 Revise Comprehensive School Safety Plans (CSSP) for each school site and district office. Train students and staff on emergency preparedness and drills (Emergency Preparedness Committee).	LEA	X All ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	3.5 Refer to Goal 2.5 (DTS); No additional expenditures anticipated.
3.6 Wellness Committee will complete the Coordinated School Health Modules (Nutrition Services and Health Education) and implement resulting action plan.	LEA	X All ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	3.6 No additional expenditures anticipated
3.7 Conduct social emotional literacy, digital safety, and parent effectiveness training for parents.	LEA	X All ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent	3.7 No additional expenditures anticipated

		English proficient _ Other Subgroups: (Specify)	
3.8 The Emergency Committee will maintain sufficient emergency supplies at each school site and district office. SUSD will maintain emergency radio devices for emergency purposes, which includes annual maintenance.	LEA	X All ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	3.8 Emergency supplies and emergency radio maintenance [General Fund 010-0000-008400] 4000-4999: Books And Supplies Basic Aid $12,000
3.9 Physical Activity: As per Education Code, all TK-5 grade students will have 200 minutes of structures physical activity every two weeks. 3.9.1 Rhythm & Moves will provide weekly physical activity classes to fulfill a portion of the required minutes.		X All ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	3.9.1 Rhythm & Moves [SEF: 060-9010-095713] 5000-5999: Services And Other Operating Expenditures Locally Defined $155,295

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	1. Improved Developmental Assets indicators on Cornerstone survey (when administered) 2. Improved attendance rate for all students 3. Annual decrease in suspension (and expulsions when indicated) 4. Maintain 0% middle school drop out rate 4. Complete and review Coordinated School Health Modules 5. Review and revise Comprehensive School Safety Plans; train all staff and students.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3.1 SUSD will provide strategic behavioral and social	LEA	X All ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾	3.1

emotional guidance support for all students (elementary and middle school counselors, Behavioral Specialist, Psychologists).		OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1.0 FTE elementary and 2.0 FTE middle school counselors; 1.0 FTE Behavioral Specialist; 4.0 FTE Psychologists 1000-1999: Certificated Personnel Salaries Basic Aid $1,024,514
3.2 Our district and schools will implement the Project Cornerstone program, including Expect Respect leadership training for students, ABC Readers, professional development for teachers, training for noon duty supervisors, and Take it Personally workshop for parents.	LEA	X All - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	3.2 Project Cornerstone [General Fund 010-0000-002130] 5800: Professional/Consulting Services And Operating Expenditures Basic Aid $10,000
3.3 SUSD teachers will have opportunities to learn and implement social emotional literacy programs (examples: Mind Up, Maxi the Taxi Dog).	LEA	X All - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	3.3 No additional expenditures anticipated
3.4 Maintain the process for foster students to enroll in a school with no more than one school day passing once the registration takes place.	LEA	_ All - - - - - - - - - - - OR: _ Low Income pupils _ English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	3.4 No additional expenditures anticipated
3.5 Revise Comprehensive School Safety Plans (CSSP) for each school site and district office. Train students and staff on emergency preparedness and drills (Emergency Preparedness Committee).	LEA	X All - - - - - - - - - - - OR: _ Low Income pupils	3.5 Refer to Goal 2.5 (DTS); No additional expenditures anticipated.

		_ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
3.6 Wellness Committee will complete the Coordinated School Health Modules (Nutrition Services and Health Education) and implement resulting action plan.	LEA	X All _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	3.6 No additional expenditures anticipated
3.7 Conduct social emotional literacy, digital safety, and parent effectiveness training for parents.	LEA	X All _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	3.7 No additional expenditures anticipated
3.8 The Emergency Committee will maintain sufficient emergency supplies at each school site and district office. SUSD will maintain emergency radio devices for emergency purposes, which includes annual maintenance.	LEA	X All _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	3.8 Emergency supplies and emergency radio maintenance [General Fund: 010-0000-008400] 4000-4999: Books And Supplies Basic Aid $12,360
3.9 Physical Activity: As per Education Code, all TK-5 grade students will have 200 minutes of structures physical activity every two weeks. 3.9.1 Rhythm & Moves will provide weekly physical		X All _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent	3.9.1 Rhythm & Moves [SEF: 060-9010-095713] 5000-5999: Services And Other Operating Expenditures Locally Defined $159,954

activity classes to fulfill a portion of the required minutes.		English proficient _ Other Subgroups: (Specify)	
	LEA	_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
		_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

LCAP Year 3: 2017 - 2018

Expected Annual Measurable Outcomes:	1. Improved Developmental Assets indicators on Cornerstone survey (when administered) 2. Improved attendance rate for all students 3. Annual decrease in suspension (and expulsions when indicated) 4. Maintain 0% middle school drop out rate 4. Complete and review Coordinated School Health Modules 5. Review and revise Comprehensive School Safety Plans; train all staff and students.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3.1 SUSD will provide strategic behavioral and social	LEA	X All	3.1

emotional guidance support for all students (elementary and middle school counselors, Behavioral Specialist, Psychologists).		OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1.0 FTE elementary and 2.0 FTE middle school counselors; 1.0 FTE Behavioral Specialist; 4.0 FTE Psychologists 1000-1999: Certificated Personnel Salaries Basic Aid $1,039,881
3.2 Our district and schools will implement the Project Cornerstone program, including Expect Respect leadership training for students, ABC Readers, professional development for teachers, training for noon duty supervisors, and Take it Personally workshop for parents.	LEA	X All ‒ ‒ ‒ ‒ ‒ ‒ ‒ ‒ ‒ ‒ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	3.2 Project Cornerstone [General Fund 010-0000-002130] 5800: Professional/Consulting Services And Operating Expenditures Basic Aid $10,000
3.3 SUSD teachers will have opportunities to learn and implement social emotional literacy programs (examples: Mind Up, Maxi the Taxi Dog).	LEA	X All ‒ ‒ ‒ ‒ ‒ ‒ ‒ ‒ ‒ ‒ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	3.3 No additional expenditures anticipated
3.4 Maintain the process for foster students to enroll in a school with no more than one school day passing once the registration takes place.	LEA	_ All ‒ ‒ ‒ ‒ ‒ ‒ ‒ ‒ ‒ ‒ OR: _ Low Income pupils _ English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	3.4 No additional expenditures anticipated
3.5 Revise Comprehensive School Safety Plans (CSSP) for each school site and district office. Train students and staff on emergency preparedness and drills (Emergency Preparedness Committee).	LEA	X All ‒ ‒ ‒ ‒ ‒ ‒ ‒ ‒ ‒ ‒ OR: _ Low Income pupils _ English Learners	3.5 Refer to Goal 2.5 (DTS); No additional expenditures anticipated.

		_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
3.6 Wellness Committee will complete the Coordinated School Health Modules (Nutrition Services and Health Education) and implement resulting action plan.	LEA	X All ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	3.6 No additional expenditures anticipated
3.7 Conduct social emotional literacy, digital safety, and parent effectiveness training for parents.	LEA	X All ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	3.7 No additional expenditures anticipated
3.8 The Emergency Committee will maintain sufficient emergency supplies at each school site and district office. SUSD will maintain emergency radio devices for emergency purposes, which includes annual maintenance.	LEA	X All ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	3.8 Emergency supplies and emergency radio maintenance [General Fund: 010-0000-008400] 4000-4999: Books And Supplies Basic Aid $13,091
3.9 Physical Activity: As per Education Code, all TK-5 grade students will have 200 minutes of structures physical activity every two weeks. 3.9.1 Rhythm & Moves will provide weekly physical activity classes to fulfill a portion of the required minutes.		X All ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient	3.9.1 Rhythm & Moves [SEF: 060-9010-095713] 5000-5999: Services And Other Operating Expenditures Locally Defined $164,752

		_ Other Subgroups: (Specify)	
	LEA	_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
	LEA	_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
	LEA	_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
	LEA	_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

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

GOAL 4:	Goal 4: Our district will cultivate innovative and empowered learners through personalized learning, 21st Century Learning Skills (creativity, collaboration, communication, and critical thinking), and the infusion of technology.	Related State and/or Local Priorities: 1 X 2 _ 3 _ 4 X 5 _ 6 _ 7 _ 8 X COE only: 9 _ 10 _ Local : Specify
Identified Need :	Need: There is a need to provide equitable access to technology devices for CCSS instruction and SBAC testing. There is a need to increase access to online digital resources and integrate 21st Century Learning Skills into instruction. Metrics: • Ratio of technology devices to students Classroom walkthrus Surveys CST/CMA/ CAPA • CELDT Results • Reclassification Rates • SUSD District Benchmark Assessments • DRA • Writing Assessments • MARS • Physical Fitness Testing • Participation Rates	
Goal Applies to:	Schools: All	
	Applicable Pupil Subgroups:	All English Language Learners and Reclassified English Learners.

	LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:

1. Improved Academic Level Descriptors (ALD) for all EL students on Math and ELA SBAC.

2. Improved local assessment (MARS, DRA, writing) results for all students.

3. Improve procedures and protocol for technology device management and technical support

4. Improve equitable and consistent access to technology devices and online digital resources.

5. Improve plan for digital communication and collaboration.

6. Improve educational technology integration plan, including access to digital technology resources.

7. Continue to revise and implement professional development in educational technology for all SUSD staff.

8. Increase student projects integrating 4Cs (creativity, critical thinking, collaboration, communication).

9. Implement a PLTW specialized unit for all sixth graders in the exploratory wheel at Redwood Middle School.

10. Increase the number of tech devices students can access for instruction and assessment.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
4.1 Instructional Technology Support 4.1.1 SUSD Technology Team will meet on a regular basis to systematically execute the integration of educational technology in our classrooms and schools. 4.1.2 1.0 FTE Instructional Technology Support 4.1.3 ZenDesk for HelpDesk	LEA	X All - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	4.1.1 No additional expenditures anticipated 4.1.2 Instructional Tech Support [General Fund: 010-0000-007700] 2000-2999: Classified Personnel Salaries Basic Aid $91,967 4.1.3 Zen Desk license [General fund: 010-0000-007700] 5000-5999: Services And Other Operating Expenditures Basic Aid $2,484
4.2 Our district will coordinate the Student 2 Student Conference annually for third - eighth grade students.	LEA	X All - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups:	4.2 Supplies for conference [General fund: 060-9010-098010] 4000-4999: Books And Supplies Basic Aid $1000

		(Specify)	
4.3 Our District Tech Team will create organizational structures for Technology Procedures and Protocol, including device management and help desk support protocols. Responses to help desk support requests will improve: response times will decrease and the follow up/closure communication will improve.	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	4.3 No additional expenditures required
4.4 SUSD teachers will have opportunities to participate in differentiated professional development on Schoology Learning Management System (5th - 8th grade) and Google Apps for Education (Google drive and Google docs) to collaborate and curate curriculum and use in classroom as a media tool.	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	4.4 No additional expenditures anticipated
4.5 Our district will implement Project Lead the Way, an interactive, hands-on, problem and project-based STEM curriculum, at Redwood Middle School. The PLTW/STEM teacher will participate in the PLTW core training and ongoing professional development. The PLTW will collaborate with the RMS math, science, and elective teachers. 4.5.1 Implement PLTW Gateway module as part of exploratory wheel for all sixth graders at RMS in the 2015-2016 school year.	Redwood	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	4.5.1 PLTW teacher Refer to Goal 1.14 4.5.1 PLTW Supplies and Equipment Refer to Goal 1.14
4.6 All students will have access to Chromebooks for CCSS instruction. All 3 - 8 grade students will have access to Chromebooks for SBAC assessments. The ratio of Chromebooks to students will decrease.	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	4.6 Chromebooks and Chromebook carts - 2 carts of 36 Chromebooks per elementary and 3 carts of 36 Chromebooks per middle school (9 carts and 324 Chromebooks total) [One Time Discretionary Funds 010-0000-0020000] 4000-4999: Books And Supplies Other $115,200

4.7 All SUSD teachers will receive and use standard instructional technology equipment: iPad, projector, and laptop or desktop computer. A long term replacement plan for replacing obsolete or inoperable technology devices will be developed by the Tech Team.	LEA	X All _ _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	4.7 Plan development in progress
4.8 Tech Team will receive Professional Development in educational technology.	LEA	X All _ _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	4.8 CA Educational Technology Professionals Association (CETPA) Conference [Title 2: 060-4035-040350]: 5800: Professional/Consulting Services And Operating Expenditures Title II $3000
4.9 Teachers will use Schoology for student collaboration (grades 5-8) and archiving, communicating, and collaborating with colleagues.		X All _ _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	4.9 Schoology annual license for 5 - 8 grade students [General Fund: 010-0000-007150] 5800: Professional/Consulting Services And Operating Expenditures Basic Aid $9,732

LCAP Year 2: 2016-17	

| Expected Annual Measurable Outcomes: | 1. Improved Academic Level Descriptors (ALD) for all EL students on Math and ELA SBAC.

 2. Improved local assessment (MARS, DRA, writing) results for all students.

 3. Improve procedures and protocol for technology device management and technical support

 4. Improve equitable and consistent access to technology devices and online digital resources.

 5. Improve plan for digital communication and collaboration.

 6. Improve educational technology integration plan, including access to digital technology resources.

 7. Continue to revise and implement professional development in educational technology for all SUSD staff.

 8. Increase student projects integrating 4Cs (creativity, critical thinking, collaboration, communication).

 9. Implement a PLTW specialized unit for all sixth graders in the exploratory wheel at Redwood Middle School.

 10. Increase the number of tech devices students can access for instruction and assessment. |

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
4.1 Instructional Technology Support 4.1.1 SUSD Technology Team will meet on a regular basis to systematically execute the integration of educational technology in our classrooms and schools. 4.1.2 1.0 FTE Instructional Technology Support 4.1.3 ZenDesk for HelpDesk	LEA	X All ------- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	4.1.1 No additional expenditures anticipated 4.1.2 Instructional Tech Support [General Fund IT: 010-0000-00770] 2000-2999: Classified Personnel Salaries Basic Aid $93,347 4.1.3 ZenDesk license [General Fund IT: 010-0000-007700] 5000-5999: Services And Other Operating Expenditures Basic Aid $2,558
4.2 Our district will coordinate the Student 2 Student Conference annually for third - eighth grade students.	LEA	X All ------- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups:	4.2 Supplies for conference [General Fund: 010-9010-98010] 4000-4999: Books And Supplies Basic Aid $1000

		(Specify)	
4.3 Our District Tech Team will create organizational structures for Technology Procedures and Protocol, including device management and help desk support protocols. Responses to help desk support requests will improve: response times will decrease and the follow up/closure communication will improve.	LEA	X All _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	4.3 No additional expenditures required
4.4 SUSD teachers will have opportunities to participate in differentiated professional development on Schoology Learning Management System and Google Apps for Education (Google drive and Google docs) to collaborate and curate curriculum and use in classroom as a media tool.	LEA	X All _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	4.4 No additional expenditures anticipated
4.5 Our district will implement Project Lead the Way, an interactive, hands-on, problem and project-based STEM curriculum, at Redwood Middle School. The PLTW/STEM teacher will participate in the PLTW core training and ongoing professional development. The PLTW will collaborate with the RMS math, science, and elective teachers.	Redwood	X All _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	4.5 PLTW program Refer to Goal 1.14
4.6 All students will have access to Chromebooks for CCSS instruction. All 3 - 8 grade students will have access to Chromebooks for SBAC assessments. The ratio of Chromebooks to students will decrease.	LEA	X All _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	4.6 Chromebooks and Chromebook carts - new devices and replacement of obsolete and broken devices [One Time Discretionary Funds 010-0000-0020000] 4000-4999: Books And Supplies Other $115,200

4.7 All SUSD teachers will receive and use standard instructional technology equipment: iPad, projector, and laptop or desktop computer. A long term replacement plan for replacing obsolete or inoperable technology devices will be developed by the Tech Team.	LEA	X All _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	4.7 Plan development in progress
4.8 Tech Team will receive Professional Development in educational technology.	LEA	X All _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	4.8 PD TBD [Title 2: 060-4035-040350]: 5800: Professional/Consulting Services And Operating Expenditures Title II $3000
4.9 Teachers will use Schoology for student collaboration and archiving, communicating, and collaborating with colleagues.		X All _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	4.9 Schoology annual license for 5th - 8th graders [General Fund: 010-0000-007150] 5800: Professional/Consulting Services And Operating Expenditures Other $10,044

LCAP Year 3: 2017 - 2018

Expected Annual Measurable Outcomes:	1. Improved Academic Level Descriptors (ALD) for all EL students on Math and ELA SBAC. 2. Improved local assessment (MARS, DRA, writing) results for all students. 3. Improve procedures and protocol for technology device management and technical support 4. Improve equitable and consistent access to technology devices and online digital resources. 5. Improve plan for digital communication and collaboration. 6. Improve educational technology integration plan, including access to digital technology resources. 7. Continue to revise and implement professional development in educational technology for all SUSD staff. 8. Increase student projects integrating 4Cs (creativity, critical thinking, collaboration, communication). 9. Implement a PLTW specialized unit for all sixth graders in the exploratory wheel at Redwood Middle School. 10. Increase the number of tech devices students can access for instruction and assessment.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
4.1 Instructional Technology Support 4.1.1 SUSD Technology Team will meet on a regular basis to systematically execute the integration of educational technology in our classrooms and schools. 4.1.2 1.0 FTE Instructional Technology Support 4.1.3 ZenDesk for HelpDesk	LEA	X All ---------- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	4.1.1 No additional expenditures anticipated 4.1.2 Instructional Tech Support [General Fund: 010-0000-007700] 2000-2999: Classified Personnel Salaries Other $94,747 4.1.3 ZenDesk license [General Fund: 010-0000-007700] 5000-5999: Services And Other Operating Expenditures Other $2,635
4.2 Our district will coordinate the Student 2 Student Conference annually for third - eighth grade students.	LEA	X All ---------- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups:	4.2 Supplies for conference [General fund: 060-9010-098010] 4000-4999: Books And Supplies Basic Aid $1000

		(Specify)	
4.3 Our District Tech Team will create organizational structures for Technology Procedures and Protocol, including device management and help desk support protocols. Responses to help desk support requests will improve: response times will decrease and the follow up/closure communication will improve.	LEA	X All _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	4.3 No additional expenditures required
4.4 SUSD teachers will have opportunities to participate in differentiated professional development on Schoology Learning Management System and Google Apps for Education (Google drive and Google docs) to collaborate and curate curriculum and use in classroom as a media tool.	LEA	X All _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	4.4 No additional expenditures anticipated
4.5 Our district will implement Project Lead the Way, an interactive, hands-on, problem and project-based STEM curriculum, at Redwood Middle School. The PLTW/STEM teacher will participate in the PLTW core training and ongoing professional development. The PLTW will collaborate with the RMS math, science, and elective teachers. 4.5.1 Implement PLTW Gateway module as part of exploratory wheel for all sixth graders at RMS in the 2015-2016 school year.	Redwood	X All _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	4.5.1 and 4.5.2 PLTW teacher, supplies, and equipment Refer to Goal 1.4 $104,545
4.6 All students will have access to Chromebooks for CCSS instruction. All 3 - 8 grade students will have access to Chromebooks for SBAC assessments. The ratio of Chromebooks to students will decrease.	LEA	X All _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	4.6 Chromebooks and Chromebook carts -new devices and replacement of obsolete and broken devices. [One Time Discretionary Funds 010-0000-0020000] 4000-4999: Books And Supplies Other $115,200

4.7 All SUSD teachers will receive and use standard instructional technology equipment: iPad, projector, and laptop or desktop computer. A long term replacement plan for replacing obsolete or inoperable technology devices will be developed by the Tech Team.	LEA	X All _ _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	4.7 Plan development in progress
4.8 Tech Team will receive Professional Development in educational technology.	LEA	X All _ _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	4.8 PD TBD [Title 2: 060-4035-040350]: 5800: Professional/Consulting Services And Operating Expenditures Title II $3000
4.9 Teachers will use Schoology for student collaboration and archiving, communicating, and collaborating with colleagues.		X All _ _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	4.9 Schoology annual license for 5th - 8th graders [General Fund: 010-0000-007150] 5800: Professional/Consulting Services And Operating Expenditures Basic Aid $10,345

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:	Goal 1: All staff will participate in Professional Development in ELA and Math Common Core State Standards and Next Generation Science Standards to focus on instructional shifts, depth of knowledge, and differentiated instruction.	Related State and/or Local Priorities: 1 X 2 X 3 _ 4 X 5 _ 6 _ 7 X 8 X COE only: 9 _ 10 _ Local : Specify

Goal Applies to:	Schools: All	
	Applicable Pupil Subgroups:	All (2150 students), including English Language Learners, Students with Disabilities, Foster Youth, and economically disadvantaged students

Expected Annual Measurable Outcomes:	1.1 Baseline Academic Level Descriptors (ALD) will be obtained for all students on Math and ELA Smarter Balanced Assessment Consortium (SBAC). 1.2 Baseline benchmark assessment results will be obtained for all students. 1.3 Expand Professional Development plan to address CCSS and NGSS curriculum, rigor, Depth of Knowledge (DOK), differentiated instruction, and instructional shifts in Math, ELA, and Science.	Actual Annual Measurable Outcomes:	1.1: SBAC data have not yet been released (as of May 2015). Upon receipt, these data will be analyzed to establish baseline data. Student SBAC data will be used to identify areas of academic need for all students, especially ELs. Teachers and administrators will disaggregate these data and plan instruction accordingly in 2015 - 16. 1.2: The system and process of reporting and accessing baseline benchmark results for MARS, DRA, and the writing assessment is an area that requires improvement. This will be a priority in 2015-16. 1.3 DLT and Administrator Team has expanded the Professional Development Plan to address CCSS and NGSS instructional shifts during weekly early release days (SLCT Days) and two staff development days.The DLT and Administrator Team will continue to revise the PD Plan to meet the needs of all Saratoga teachers and students in 2015-16. • -- LCAP Required Metrics: Student Performance on standardized tests: not yet available Rate of teachers who are properly assigned: 100% Student access to standards -aligned instruction and instructional materials: 100%

| | District Williams Reports: No Williams complaints

Facilities in good repair: FIT Report

EL Reclassification rate:
2013-14: 79 students were reclassified
2014-15: 33 students were reclassified

School attendance rates:
8/17/2014 - 4/2/2015 ADA%:
Argonaut: 97.42%
Foothill: 97.04%
Saratoga 98.52%
Redwood: 97.4%
District: 97.55%

2013-2014
Argonaut: 97.72%
Foothill: 97.1%
Saratoga: 98.61%
Redwood: 97.69%
District: 97.76%

Middle school dropout rates:
Student suspension rates:
2013-2014:
Argonaut: 16
Foothill: 3
Saratoga: 9
Redwood: 5
District: 33

2014-2015 (through 4/1/2015)

Argonaut: 0
Foothill: 3
Saratoga: 0
Redwood: 5
District: 8

Student expulsion rates: 0 |

LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1.1 Provide Professional Development in CCSS in Math, ELA, and NGSS Science to focus on instructional shifts, depth of knowledge, differentiated instruction, research supported practices, assessment analysis, and assessment methods to target alignment.	Anticipated Expenditure/Funding Source: $105,305 - CCSS Implementation Funds (PD) & $33,000 est. – Title 2 Teacher Quality 0000: Unrestricted Other 105305 0000: Unrestricted Other 33000	1.1.1. All TK - 8 teachers participated in Professional Development in CCSS Math, English Language Arts (ELA), and Next Generation Science Standards (NGSS) Science to focus on instructional shifts, depth of knowledge, differentiated instruction, and research supported practices. 1.1.2. All TK-5 grade teachers participated in four ELA expository reading trainings on SLCT days (8 hours) provided by SCCOE. 1.1.3. All 3 - 5 grade teachers participated in two Lucy Calkins Writers' Workshop trainings and some participated in an optional training. Teachers learned how to implement a writers' workshop in their classrooms, and how to provide immediate feedback and differentiated instruction to all students in writing. This action significantly addressed the needs of all students and subgroups and the provision of this service resulted in the desired outcomes. 1.1.4. All 2 - 5 grade teachers and 6-8 grade math teachers participated in the MARS assessment scoring/PD. Teachers use these assessments to provide feedback to all students. 1.1.5. All TK-8 grade teachers participated in two "mini conferences", in which they chose their trainings, depending on their and their students' needs.	1.1.1. no additional costs on SLCT Days 8 teachers' registration for Engage NY Math training @ SCCOE: [title 2: 060-4035] = $800 3 teachers' registration for CCSS Math Conference: [CCSS: 060-7405] = $375 2 teachers' registration for ELA /ELD: [Title 3 LEP: 060-4203] = $100 5800: Professional/Consulting Services And Operating Expenditures Other $1,275 1.1.2. included in $16k MOU with SCCOE [Title 2 060-4035] 5800: Professional/Consulting Services And Operating Expenditures Other $750 1.1.3. Consultant (Pure Literacy): [060-7405] $6,448 $548 $459 Subs [CCSS 060-7405]: 6 working lunches x $75 = $450 15 subs in October x $142 = 2130 30 subs in February x $142 = $4260 30 subs in April x $142 = $4260 1000-1999: Certificated Personnel Salaries Other $18,555 1.1.4. Subs/Working Lunches: [Testing: 010-000-003160] 16 subs for scoring facilitationx $142 =

		1.1.6. All 6-8 grade math, ELA core, science, PE, and elective teachers participated in monthly collaboration and planning on SLCT Days. 1.1.7. All middle school PE teachers attended a two day training in PE and CCSS alignment,which has led to increased collaboration between the PE Department and teachers in the other content areas. 1.1.8. All 6-8 grade Science teachers participated in two NGSS trainings with SCCOE Science Coordinators, with an emphasis on NGSS-izing their curriculum, and integrating critical aspects of NGSS into their curriculum. 1.1.9. 3 science teachers and 2 administrators attended the Statewide NGSS Implementation Roll Out at the SCCOE. 1.1.10. Teachers had the opportunity to attend the SCCOE's Curriculum Leadership Council Summer Institute and four days during the school year. **The focus on assessment methods and analysis will be carried forward.	$2272 54 sub days for grade level scoring calibration x $142 = $7668 7 working lunches x $75 = $525 1000-1999: Certificated Personnel Salaries Other $10465
			1.1.5. included in $16K MOU with SCCOE [Title 2: 060-4035] 5800: Professional/Consulting Services And Operating Expenditures Other $750
			1.1.6. no additional costs on early release days $0
			1.1.7. MOU with CCPE (CCSS: 060-7405] 5800: Professional/Consulting Services And Operating Expenditures Other $2750
			1.1.8. included in $16k MOU with SCCOE [Title 2: 060-4035] 5800: Professional/Consulting Services And Operating Expenditures Other $375
			1.1.9. San Joaquin COE 5 registrations x $200 = 1000 6 subs (3 subs x 2 days) x $142 = $852 [CCSS:060-7405] 5800: Professional/Consulting Services And Operating Expenditures Other $1852
			1.1.10. MOU with SCCOE [Title 2: 060-4035] 5800: Professional/Consulting Services And Operating Expenditures Other $2500

Scope of Service ¦ LEA		Scope of Service ¦ LEA	
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)	
1.2 Teachers will continue to collaborate with grade	Anticipated Expenditure/Funding Source: $105,305 - CCSS	1.2.1. All TK - 8 grade teachers collaborated on SLCT Days two	1.2.1. no additional costs on SLCT days $0

| level/departments to develop CCSS and NGSS aligned curriculum maps and units and to identify instructional resources. | Implementation Funds (PD) & $33,000 est. – Title 2 Teacher Quality (total expenditure and funding source also reported in 1.1)

0000: Unrestricted Other 105305

0000: Unrestricted Other 33000 | hours/month with grade level/departments to develop CCSS and NGSS aligned curriculum maps and units and to identify instructional resources to meet the needs of all students, including ELs and all subgroups.This action significantly addressed the needs of all students and subgroups and the provision of this service resulted in the desired outcomes.

1.2.2. All TK - 8 teachers participated in "vertical articulation" collaboration with adjacent grade levels to plan for cohesion between grades on two SLCT Days.

1.2.3. All middle school teachers collaborated with Saratoga High School teachers within their departments on a SLCT Day in order to plan for a cohesive transition between middle and high school for all students.

1.2.4. All 3 - 5 grade teachers received Lucy Calkins Units of Study curriculum.

1.2.5. The Math Instructional Materials Adoption Committee, comprised of K-8 grade teachers, administrators, and special education teachers, participated in the process for evaluating, piloting, and selecting math instructional materials. Embedded in this intensive process is professional learning about the CCSS-Math progressions, Standards for Mathematical Practice, the shifts in math instruction, and mathematical pedagogy to meet the needs of all learners at all levels. | 1.2.2. no additional costs on SLCT days $0

1.2.3. no additional costs on SLCT days $0

1.2.4. Lucy Calkins Units of Study writing curriculum [CCSS: 060-7405]

4000-4999: Books And Supplies Other $10,233

1.2.5. no additional costs |
| Scope of Service | LEA | | | Scope of Service | LEA | |

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)	
1.3 Provide Professional Development and training on educational technology resources and learning management systems.	Anticipated Expenditure/Funding Source: $105,305 - CCSS Implementation Funds (PD) & $33,000 est. – Title 2 Teacher Quality (total expenditure and funding source also reported in 1.1) 0000: Unrestricted Other 105305 0000: Unrestricted Other 33000	1.3.1. At our Back to School Mini Conference and on a SLCT Day (early release day), all TK - 8 grade teachers had the opportunity to choose from a variety of educational technology trainings, including Dreambox, Khan Academy, Schoology, SchoolCity, Google docs and Google drive. 1.3.2. Eight TK-8 grade teachers participated in a full day of Khan Academy training which allows for differentiated instruction for all students, including students performing below and above grade level. 1.3.3. All principals participated in a Dreambox training. 1.3.4. All principals participated in a SchoolCity training. Training on data management systems and processes for principals will continue to be a priority. 1.3.5. Our Elementary Technology Teacher (funded by SEF) and the Middle School Computer teacher attended a full day training on coding at Khan Academy. 1.3.6. Eleven teachers participated (10 completed) the Leading Edge Certification course (SCCOE), in which	1.3.1. no additional costs on SLCT days $0 1.3.2. 8 subs x $142 = $1136 [CCSS: 060-7405] 1000-1999: Certificated Personnel Salaries Other $1,136 1.3.3. No additional costs on SLCT days $0 1.3.4. no additional costs $0 1.3.5. 2 subs x $142 = $284 [CCSS: 060-7405] 1000-1999: Certificated Personnel Salaries Other $284 1.3.6.SCCOE [Title 2: 060-4035] 5800: Professional/Consulting Services And Operating Expenditures Other $450

		they learned educational technology pedagogy to meet the needs of all students.	
Scope of Service LEA X All - - - - - - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service LEA X All - - - - - - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

1.4 Literacy Coach provides coaching, consultation and training for all teachers.	Anticipated Expenditure: $137,237
	1.4 Funding Source: Parcel Tax
	  0000: Unrestricted Other 137237
		1.4.1. The District's Literacy Coach provided coaching, consultation and training for all TK-5 teachers when needed.
		
		1.4.2. The Literacy Coach provided a half day training for all new TK - 5 teachers in how to administer the Developmental Reading Assessment (DRA) and how to use the results. The DRA results is used to provide targeted instruction with Guided Reading using leveled texts for students at all levels. This will continue to be an area of focus in our district.
			1.4.1. 1.0 FTE
			[Parcel Tax: 040-000-003300]
			(includes 13-14 retro pay)
			
			  1000-1999: Certificated Personnel Salaries Other $145,557
			
			1.4.2. no additional costs during SLCT days $0

Scope of Service LEA X All - - - - - - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient		Scope of Service Elementary Schools X All - - - - - - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

_ Other Subgroups: (Specify)			
1.5 Provide support for new teachers (Silicon Valley New Teacher Project (SVNTP)/Beginning Teacher Support and Assessment (BTSA).	Anticipated Expenditure: $21,000 est. 1.5 Funding Source: General Fund 0000: Unrestricted Other 21000	1.5.1. All new teachers were mentored and supported by a teacher through the SVNTP BTSA program. One of the program's focuses is meeting the needs of students who are performing below grade level, and students with different learning needs. 1.5.2. The Director of Educational Services participated in the SVNTP Steering Committee and worked closely with the mentors to provide meaningful support for new teachers.	1.5.1. MOU with SVNTP [General Fund contribution: 060-9010-072720] 5000-5999: Services And Other Operating Expenditures Other $21,000 1.5.2. no additional costs $0
Scope of Service ¦ LEA X All ‑ ‑ ‑ ‑ ‑ ‑ ‑ ‑ ‑ ‑ ‑ ‑ ‑ ‑ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service ¦ LEA X All ‑ ‑ ‑ ‑ ‑ ‑ ‑ ‑ ‑ ‑ ‑ ‑ ‑ ‑ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
1.6 Provide Professional Development to address implementation of ELA and Math CCSS and NGSS for Special Education students, including differentiation, writing appropriate goals, and supports for the general education classroom.	Anticipated Expenditure/Funding Source: $105,305 - CCSS Implementation Funds (PD) & $33,000 est. – Title 2 Teacher Quality (total expenditure and funding source also reported in Section 3A 1.1 0000: Unrestricted Other 105305 0000: Unrestricted Other 33000	1.6.1. Special Education teachers participated in Professional Development on SLCT Days to address implementation of ELA and Math CCSS and NGSS for Special Education students, including differentiation, writing appropriate goals, and supports for the general education classroom.	1.6.1. no additional costs on SLCT days $0
Scope of Service ¦ LEA X All		Scope of Service ¦ LEA _ All	

OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient X Other Subgroups: (Specify) Students with Disabilities	
1.7 Provide Professional Development on ELD standards.	Anticipated Expenditure/Funding Source: $105,305 - CCSS Implementation Funds (PD) & $33,000 est. – Title 2 Teacher Quality (total expenditure and funding source also reported in Section 3A 1.1) 0000: Unrestricted Other 105305 0000: Unrestricted Other 33000	1.7.1. The ELD teacher at Redwood participated in Professional Development on ELD standards at the SCCOE to address the specific needs of English learners at the middle school level in all content areas.This will continue to be an area of focus in our district. 1.7.2. The three elementary EL aides participated in ELD training at the SCCOE to address the specific learning needs of English learners at the elementary level in all content areas. This will continue to be an area of focus in our district. Two EL aides and ELD middle school teacher attended Academic Success Conference at SCCOE.	1.7.1. SCCOE registration + 3 sub days $200 + $142x3 [Title 3 LEP: 060-4203] 5800: Professional/Consulting Services And Operating Expenditures $626 1.7.2. SCCOE registrations [Title 3 LEP: 060-4203] SCCOE registrations = $375 [Title 3 LEP: 060-4203] 5800: Professional/Consulting Services And Operating Expenditures Other $575
Scope of Service ¦ LEA X All – – – – – – – – – – – – – – – – OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service ¦ LEA _ All – – – – – – – – – – – – – – – – OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	
1.8 Literacy Coach will provide literacy professional development to teachers	Anticipated Expenditure/Funding Source: $105,305 - CCSS	1.8.1. The Literacy Coach provided literacy professional development to	1.8.1. embedded in salary- no additional costs $0

on providing differentiation and intervention services to support academically underperforming students.	Implementation Funds (PD) & $33,000 est. – Title 2 Teacher Quality (total expenditure and funding source also reported in Section 3A 1.1) 0000: Unrestricted Other 105305 0000: Unrestricted Other 33000	teachers on providing differentiation and intervention services to support academically underperforming students. This PD also addresses meeting the needs of our English learners and students in all subgroups.This action significantly addressed the needs of all students and subgroups and the provision of this service resulted in the desired outcomes.	
Scope of Service LEA X All - - - - - - - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service LEA 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?	Changes in actions, services and expenditures that will be made as a result of reviewing past progress and/or changes to Goal 1 (Professional Development): 1. Continue to improve the alignment of actions, services and expenditures. 2. Continue to identify quantitative and qualitative metrics to assess the effectiveness of actions and services. 3. Continue to improve stakeholder engagement and consultation processes (staff, students, parents, community members) 4. Formative, interim, and summative assessment data will be analyzed and will drive decisions about actions, services, and expenditures. 5. District Leadership Team will continue to provide input into CCSS and NGSS Professional Development plan, to be reviewed and discussed by Principals and District Administrators. 6. CAASPP data will be reviewed and analyzed to inform actions and services to support students. 7. Continue to provide Professional Development in CCSS-Math, CCSS-ELA, and NGSS.

	8. Increase the quantitative and qualitative metrics used to review progress toward goals in this area.
	9. Research and identify resources and strategies for differentiation to meet the needs of all learners in all content areas.
	10. Plan and implement extensive and sustained professional development for newly-adopted mathematics instructional materials and Lucy Calkins Writers Workshop.
	11. Increased opportunities for PD in NGSS.
	12. Incorporate stakeholder input and feedback from engagement meetings and carry over to 2015-16 LCAP.

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:	Goal 2: All students will have access to ELA and Math Common Core State Standards and Next Generation Science Standards instruction and materials.	Related State and/or Local Priorities: 1 X 2 X 3 _ 4 X 5 _ 6 _ 7 X 8 COE only: 9 _ 10 _ Local : Specify

Goal Applies to:	Schools: All	
	Applicable Pupil Subgroups:	All (2150 students), including English Language Learners, Students with Disabilities, Foster Youth, and economically disadvantaged students

Expected Annual Measurable Outcomes:	2.1 50% of Math instructional materials and digital resources will be CCSS aligned. 2.2 50% of ELA instructional materials and digital resources will be CCSS aligned. 2.3 Increased and improved CCSS aligned instruction in Math. 2.4 Increased and improved CCSS aligned instruction in ELA. 2.5 Increased and improved NGSS aligned instruction in Science.	Actual Annual Measurable Outcomes:	2.1 and 2.2: CCSS-aligned Math and ELA instructional materials are not yet consistently available in all grades and classrooms. 2.3 and 2.4: Principals have observed increased and improved instruction in CCSS-Math and CCSS-ELA. Teachers report that CCSS-Math and ELA instruction is improving. 2.5: Increased and improved NGSS instruction is emerging. LCAP Required Metrics: Student Performance on standardized tests: not yet available Rate of teachers who are properly assigned: 100% Student access to standards -aligned instruction and instructional materials: 100% District Williams Reports: No Williams complaints Facilities in good repair: FIT Report EL Reclassification rate: 2013-14: 79 students were reclassified 2014-15: 33 students were reclassified School attendance rates: 8/17/2014 - 4/2/2015 ADA%: Argonaut: 97.42%

<table>
<tr><td rowspan="2"></td><td>Foothill: 97.04%
Saratoga 98.52%
Redwood: 97.4%
District: 97.55%

2013-2014
Argonaut: 97.72%
Foothill: 97.1%
Saratoga: 98.61%
Redwood: 97.69%
District: 97.76%

Middle school dropout rates:
Student suspension rates:
2013-2014:
Argonaut: 16
Foothill: 3
Saratoga: 9
Redwood: 5
District: 33

2014-2015 (through 4/1/2015)

Argonaut: 0
Foothill: 3
Saratoga: 0
Redwood: 5
District: 8

Student expulsion rates: 0</td></tr>
</table>

LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
2.1Provide CCSS and NGSS aligned instructional materials in Math, ELA, and Science.	The Math Instructional Materials Adoption Committee, comprised of K-8 grade teachers, administrators, and special education teachers, participated in the process for evaluating, piloting, and selecting math instructional materials.Anticipated Expenditure/Funding Source:	2.1.1. The Math Instructional Materials Adoption Committee, comprised of K-8 grade teachers, administrators, and special education teachers, participated in the process for evaluating, piloting, and selecting math instructional materials. **CCSS ELA and NGSS aligned	2.1.1. no additional costs $0

	$105,305 est. - CCSS Implementation Fund (Ins.Mat) $60,000 est.– Prop 20 Lottery & $3600 for science materials – Prop 20 Lottery 0000: Unrestricted Other 105305 0000: Unrestricted Other 3600	instructional materials are yet to be reviewed.	
Scope of Service ¦ LEA X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		**Scope of Service** ¦ LEA X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
2.2 To meet the needs of all students, teachers provide instruction integrating the use of educational technology resources in the instructional program: • technology devices (i.e., Chromebooks and ipads) • access to online instructional technology programs, (i.e., Dreambox and Khan Academy)	Anticipated Expenditure/Funding Source: $111,000 est – CCSS Implementation Fund (Tech) & $105,305 – CCSS Implementation Fund (PD) & $20,000 est. – Parcel Tax 0000: Unrestricted Other 111000 0000: Unrestricted Other 105305 0000: Unrestricted Other 20000	2.2.1. All teachers received an iPad for instructional use in 2013-14. 2.2.2. Chromebooks and carts (as well as mice, headphones) were purchased and distributed equitably among the schools. Additional Chromebooks will be purchased as funding permits.This action significantly addressed the needs of all students and subgroups and the provision of this service resulted in the desired outcomes. This will continue to be a priority in our district. 2.2.3. All teachers had multiple opportunities to participate in educational technology training: Chromebooks, iPads, Dreambox and Khan Academy, and Google Apps for Education (Google Drive and Google Docs) on SLCT Days or PD Days.	2.2.1. cost incurred in 2013 - 2014 (Board Set-Aside funds) 2.2.2. Technology Devices: 166 chromebooks for all four sites x $315 = $52,290 [CCSS: 060-7405] 16 chromebooks for RMS x $315 = $5040 [CCSS: 060-7405] 15 CB for RMS x $315 = $4725 [RMS PTA] 22 CB for Saratoga Elem $6930 [CCSS: 060-7405] 111 chromebooks x $315 = $34,965 [Parcel Tax: 040-0000-007800] 7chromebooks x $315 = $2,205 [Title 3 Immigrant: 060-4201] 7 chromebooksx $315 = $2,205 [Title

		2.2.4. All TK- 8 grade students had access to Dreambox. TK-5 grade students used Dreambox consistently. This action significantly addressed the needs of all elementary students and subgroups and the provision of this service resulted in the desired outcomes. 2.2.5. All first - fifth grade students have Khan Academy accounts and the majority of students use it at school, home, or both. In addition, we held a Khan Academy Parent Information Night. 2.2.6. All 6-8 grade students participated in Khan Academy in the area of math, and many participated in coding.This action significantly addressed the needs of all middle school students and subgroups and the provision of this service resulted in the desired outcomes.	3 LEP: 060-4203] 5 carts = $8673 [CCSS: 060-7405] headsets = $1199 [CCSS: 060-7405] mouse= $1150 [CCSS:060-7405] • -- 13 ipads for FH x $ 591 = $7,687 13 macbook airs for FH $14,206 [CCSS: 060-7405] 21 Apple TVs for Argo = $2,261 1 macbook pro for Argo = $1490 10 iPads for SES = $5,092 2 macbook airs for SES = $2436 display ports = $750 11 apple TV for RMS $1184 5 ipads for RMS = $2571 7000-7439: Other Outgo Other $228,059
			2.2.3. no additional costs on SLCT days $0
			2.2.4. Dreambox one year license for K-8: [CCSS: 060-7405] 0000: Unrestricted Other $32,750
			2.2.5. no additional costs $0
			2.2.6. no additional costs $0

Scope of Service	LEA X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Scope of Service	LEA X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)

2.3 Hands-on science instructional aides to provide meaningful science experiences for all students.	Anticipated expenditure: $62,706 est. 2.3 Funding Source: Saratoga Education Foundation (SEF) 0000: Unrestricted Other 62706	2.3.1. Three hands-on science instructional aides provided meaningful science experiences for all elementary students one time per week.	2.3.1. MM: $22,244 [Saratoga Education Foundation: 060-9010-095713] BP: $22318 [SEF: 060-9010-095713] DS: $21769 [SEF: 060-9010-095713] 2000-2999: Classified Personnel Salaries Other $66,331
Scope of Service: Elementary X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: Elementary X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
2.4 Provide ongoing training on CCSS and NGSS instructional materials and resources.	Anticipated Expenditure/Funding Source: $105,305 - CCSS Implementation Funds (PD) & $33,000 est. – Title 2 Teacher Quality (total expenditure and funding source also reported in 1.1) 0000: Unrestricted Other 105305 0000: Unrestricted Other 33000	2.4.1. Training on CCSS instructional materials and resources is embedded in professional development. **NGSS has not been a focus at the elementary level yet; middle school science teachers are beginning to explore materials.	2.4.1. no additional costs $0
Scope of Service: LEA X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
2.5 Literacy Coach will provide	Anticipated expenditure/Funding	2.5.1.0 FTE Literacy Coach and .5 FTE	2.5.1 Literacy Coach = $145,033

supplemental intervention services to support academically underperforming students in first grade (Reading Recovery).	Source: $137,237 - Parcel Tax & $65,377 – Title 1 0000: Unrestricted Other 137237 0000: Unrestricted Other 65377	teacher provide supplemental intervention services to support academically underperforming students in first grade (Reading Recovery).	[Parcel Tax: 040-0000-003300] .5 FTE Teacher = $68,519 [Title 1: 060-3010-30100] 1000-1999: Certificated Personnel Salaries Other $213,552
Scope of Service Elementary X All ‐ ‐ ‐ ‐ ‐ ‐ ‐ ‐ ‐ ‐ ‐ ‐ ‐ ‐ ‐ ‐ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service Elementary X All ‐ ‐ ‐ ‐ ‐ ‐ ‐ ‐ ‐ ‐ ‐ ‐ ‐ ‐ ‐ ‐ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
2.6 Purchase materials and resources in core academic areas that are intended for use as interventions for students at risk of low academic performance.	Anticipated expenditure: $30,000 est. 2.7 Funding Source: CCSS Implementation Fund (Instructional Materials) 30000	2.6.1. Lucy Calkins Readers' Workshop Units of Study in Reading were purchased to use as interventions for students at risk of low academic performance.	2.6.1. Lucy Calkins Units of Study Readers' Workshop curriculum: [CCSS: 060-7405] 4000-4999: Books And Supplies Other $3404
Scope of Service LEA X All ‐ ‐ ‐ ‐ ‐ ‐ ‐ ‐ ‐ ‐ ‐ ‐ ‐ ‐ ‐ ‐ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service Elementary 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	Changes in actions, services and expenditures that will be made as a result of reviewing past progress and/or changes to Goal 2 (Instructional Materials): 1. Continue to improve the alignment of actions, services and expenditures.		

goals?	2. Continue to identify quantitative and qualitative metrics to assess the effectiveness of actions and services.
	3. Continue to improve stakeholder engagement and consultation processes (staff, students, parents, community members)
	4. Formative, interim, and summative assessment data will be analyzed and will drive decisions about actions, services, and expenditures.
	5. District Leadership Team will continue to provide input into CCSS and NGSS Professional Development plan, to be reviewed and discussed by Principals and District Administrators
	6. In 2014 - 2015, SUSD teachers participated in a math instructional materials pilot adoption process which concludes with a recommendation to the SUSD Board of Trustees. Pending their approval, the CCSS aligned math materials will be available to students in the 2015-2016 school year.
	7. Continue to evaluate digital and online CCSS-aligned math supplementary materials.
	8. Continue to vertically articulate between elementary and middle school, and middle and high school (inter-district collaboration) in all curriculum areas.
	9. Plan for ELA CCSS instructional materials adoption process.
	10. Continue to evaluate digital and online NGSS -aligned science curriculum.
	11. Begin the process of ELA instructional materials review and evaluation.
	12. Increase the quantitative and qualitative metrics used to review progress toward goals in this area.
	13. Incorporate feedback and input from engagement meetings and carry over to 2015-2016 LCAP.

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:	Goal 3: SUSD staff will identify, develop, and use formative, interim, and summative assessments to measure students' performance on Math and ELA Common Core State Standards and Next Generation Science Standards.	Related State and/or Local Priorities: 1 _ 2 X 3 X 4 X 5 X 6 _ 7 _ 8 X COE only: 9 _ 10 _ Local : Specify

Goal Applies to:	Schools: All	
	Applicable Pupil Subgroups:	All (2150 students), including English Language Learners, Students with Disabilities, Foster Youth, and economically disadvantaged students

| Expected Annual Measurable Outcomes: | 3.1 Baseline Academic Level Descriptors (ALD) will be obtained for all students on SBAC.

3.2 Baseline benchmark assessment results will be obtained for all students.

3.3 SBAC implementation

3.4 Identify formative assessment sand train teachers on how to use them to drive instruction.

3.5 Research, identify, and implement a variety of ways to provide timely, relevant feedback to students and to ensure lesson adjustment as needed.

3.6 Evaluate consistency and calibration of assessments and train teachers.

3.7 Develop CCSS Math and ELA course content and assessments.

3.8 Develop and deploy CCSS aligned report cards in TK – 5th grade; train teachers and communicate with parents. | Actual Annual Measurable Outcomes: | 3.1 and 3.2: SBAC results have not yet been released (as of May 2015), but results will be analyzed upon receipt to establish baseline data.

3.3: SBAC Implementation Team (District Team and Site Coordinator Team) successfully coordinating SBAC (as of April 2015). This will continue to be a priority.

3.4 - 3.7: Formative assessment and feedback will continue to be an area of focus.

3.8: Elementary teachers successfully developed and deployed CCSS-aligned report cards; teachers were trained, communication occurred with parents. Training and calibration will continue to be a priority.

LCAP Required Metrics:

Student Performance on standardized tests: not yet available

Rate of teachers who are properly assigned: 100%

Student access to standards -aligned instruction and instructional materials: 100%

District Williams Reports: No Williams complaints

Facilities in good repair: FIT Report |
|---|---|---|---|

	EL Reclassification rate: 2013-14: 79 students were reclassified 2014-15: 33 students were reclassified School attendance rates: 8/17/2014 - 4/2/2015 ADA%: Argonaut: 97.42% Foothill: 97.04% Saratoga 98.52% Redwood: 97.4% District: 97.55% 2013-2014 Argonaut: 97.72% Foothill: 97.1% Saratoga: 98.61% Redwood: 97.69% District: 97.76% Middle school dropout rates: Student suspension rates: 2013-2014: Argonaut: 16 Foothill: 3 Saratoga: 9 Redwood: 5 District: 33 2014-2015 (through 4/1/2015) Argonaut: 0 Foothill: 3 Saratoga: 0 Redwood: 5 District: 8 Student expulsion rates: 0

LCAP Year: 2014-15	
Planned Actions/Services	Actual Actions/Services
Budgeted Expenditures	Estimated Actual Annual Expenditures

3.1 Staff will use a data management tool (School City) to access student data to determine areas of student need.	Anticipated expenditure: $12,000 3.1 Funding Source: General Fund 0000: Unrestricted Other 12000	3.1.1. Teachers and administrators use our data management tool (School City) minimally, if at all, to access student data to determine areas of student need. This is an area of significant need of improvement in our district.	3.1.1. School City STARS Assessment: [Testing: 010-0000-003160] 5800: Professional/Consulting Services And Operating Expenditures Other $10,480
Scope of Service ┊ LEA <u>X</u> All - - - - - - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service ┊ LEA <u>X</u> All - - - - - - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
3.2 Teachers identify effective CCSS and NGSS formative and interim assessment tools (Northwest Evaluation Association [NWEA]).	Anticipated expenditure: $33,000 (under evaluation) 3.2 Funding Source: General Fund 0000: Unrestricted Other 33000	3.2.1. The NWEA (Northwest Evaluation Association) MAP (Measures of Academic Progress) computer adaptive assessment was used as one part of a diagnostic/placement assessment for middle school math course placement. The identification of a valid and reliable diagnostic/placement assessment for middle school math course placement will continue to be a high priority in our district. 3.2.2. CCSS-ELA formative and interim assessments are yet to be identified. SBAC Interim Assessments will be utilized in subsequent years. This is an area that requires attention in subsequent years. **NGSS assessments are yet to be identified.	3.2.1. NWEA web-based measurement: [Testing: 010-0000-003160] 5000-5999: Services And Other Operating Expenditures Other $2750 3.2.2. no additional costs $0

Scope of Service: LEA X All - - - - - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA X All - - - - - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
3.3 Implement SBAC for all students in grades 2 – 8.	No additional expenditures required	3.3.1. The SBAC Implementation Team coordinated and deployed a successful, well-planned and well-executed SBAC for all students in grades 3 – 8. Training of Site Teams and teachers, clear communication with Site Coordinators, networking with other districts and SCCOE, student preparation, increasing number of devices, ensuring network bandwidth, and ensuring security protocols will continue to be a high priority in our district. In 2015-16 we will increase and improve communication with parents on the meaning of the SBAC scores.	3.3.1. no additional costs $0
Scope of Service: LEA X All - - - - - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA X All - - - - - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
3.4 TK-5 teachers develop and implement CCSS aligned Report Card; train teachers on alignment of assessment with CCSS.	Anticipated Expenditure/Funding Source: $105,305 - CCSS Implementation Funds (PD)	3.4.1. The Report Card (Progress Update) Committee, comprised of general and special education teacher representatives from every grade level	3.4.1. School City [Testing: 010-0000-003160] 5000-5999: Services And Other Operating Expenditures Other

	& $33,000 est. – Title 2 Teacher Quality (total expenditure and funding source also reported in 1.1) 0000: Unrestricted Other 105305 0000: Unrestricted Other 33000	developed and deployed online CCSS aligned Progress Updates (Report Cards) for TK-5th grade. The Committee trained teachers on alignment of assessments with CCSS and calibrated expectations within their grade levels.	$1800
Scope of Service ┆LEa X All - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service ┆LEA X All - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
3.5 Implement Silicon Valley Mathematics Initiative (SVMI) MARS Math Performance Assessments to assess and inform curriculum.	Anticipated expenditure/Funding Source: $5000 - General Fund, Agile Mind, SVMI Mini Grant & $12,000 – General Fund 0000: Unrestricted Other 5000 0000: Unrestricted Other 12000	3.5.1. SUSD participates in the Silicon Valley Mathematics Initiative (SVMI) MARS Math Performance Assessments process to assess and inform math instruction. 3.5.2. Students in grades 2 - 8 took the annual performance assessment.Teachers participated in scoring trainings with SVMI and those teachers facilitated scoring training and calibration with their grade level teams. After all students' assessments were scored, data were shared with teachers, students and parents. These data provide important feedback on conceptual understanding and problem solving abilities to students at all levels and their parents.	3.5.1. SVMI: $5000 [General Fund contribution: $2102: 010-0000 Agile Mind: $1167: 060-9010-095017 SV Lesson Plan: $1731: 060-9010-095018] 5000-5999: Services And Other Operating Expenditures Other $5000 3.5.2. Subs for MARS [010-0000-003160] scoring leader training(16) and grade level scoring days (77) =$13206 (Testing) and 7 working lunches x $75 = 1000-1999: Certificated Personnel Salaries Other $13731
Scope of Service ┆LEA		Scope of Service ┆LEA	

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?	Changes in actions, services and expenditures that will be made as a result of reviewing past progress and/or changes to Goal 3 (Assessments): 1. Continue to improve the alignment of actions, services and expenditures. 2. Continue to identify quantitative and qualitative metrics to assess the effectiveness of actions and services. 3. Continue to improve stakeholder engagement and consultation processes (staff, students, parents, community members) 4. Formative, interim, and summative assessment data will be analyzed and will drive decisions about actions, services, and expenditures. 5. Study teacher and administrator use of data management tool (School City) to access student data to determine areas of student need. 6. Identify effective CCSS and NGSS formative and interim assessment tools. 7. Improve math diagnostic placement assessments for 5th and 6th graders to make data-driven decisions about math course placement. (Northwest Evaluation Association [NWEA]). 8. Continue to provide opportunities for district grade level and cross-grad-level collaboration to discuss alignment of CCSS-aligned report cards and assessments, as well as indicators of student proficiency for each ALD (Achievement Level Descriptors on SBAC). 9. Continue to provide opportunities for teachers to calibrate and evaluate student work using rubrics (MARS math performance tasks and Lucy Calkins Writers Workshop). 10. Continue to successfully coordinate SBAC for students in grades 3 - 8 with our team-based approach. 11. Increase the quantitative and qualitative metrics used to review progress toward goals in this area. 12. Incorporate feedback and input from engagement meetings and carry over to 2015-16 LCAP.

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:	Goal 4: Increase proficiency levels for all English Learners.	Related State and/or Local Priorities: 1 _ 2 _ 3 X 4 X 5 _ 6 _ 7 _ 8 X COE only: 9 _ 10 _ Local : Specify

Goal Applies to:	Schools: All	
	Applicable Pupil Subgroups:	All English Language Learners and Reclassified English Learners.

Expected Annual Measurable Outcomes:	4.1 Baseline Academic Level Descriptors (ALD) will be obtained for all EL students on Math and ELA SBAC. 4.2 Baseline benchmark assessment results will be obtained for all EL students. 4.3 Baseline CELDT assessment results will be obtained for all EL students. 4.4 Baseline Reclassification rates will be obtained.	Actual Annual Measurable Outcomes:	4.1 and 4.2: SBAC data is not yet available (as of May 2015), and will be analyzed upon receipt to determine baseline results for all EL students. 4.3: Baseline CELDT results have been obtained. 4.4: Baseline Reclassification rates have been obtained. LCAP Required Metrics: Student Performance on standardized tests: not yet available Rate of teachers who are properly assigned: 100% Student access to standards -aligned instruction and instructional materials: 100% District Williams Reports: No Williams complaints Facilities in good repair: FIT Report EL Reclassification rate: 2013-14: 79 students were reclassified 2014-15: 33 students were reclassified School attendance rates: 8/17/2014 - 4/2/2015 ADA%: Argonaut: 97.42% Foothill: 97.04% Saratoga 98.52%

| | Redwood: 97.4%
District: 97.55%

2013-2014
Argonaut: 97.72%
Foothill: 97.1%
Saratoga: 98.61%
Redwood: 97.69%
District: 97.76%

Middle school dropout rates:
Student suspension rates:
2013-2014:
Argonaut: 16
Foothill: 3
Saratoga: 9
Redwood: 5
District: 33

2014-2015 (through 4/1/2015)

Argonaut: 0
Foothill: 3
Saratoga: 0
Redwood: 5
District: 8

Student expulsion rates: 0 |

LCAP Year: 2014-15			
Planned Actions/Services		**Actual Actions/Services**	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
4.1 Provide EL program to support underperforming English Learners (EL aide at elementary sites and EL class at RMS).	Anticipated expenditure: $59,402 4.1 Funding Source: EIA Carryover, General Fund 0000: Unrestricted Other 59402	4.1.1. Three part-time classified staff provide EL program to support underperforming English Learners at all elementary schools. .16 FTE teacher taught EL class at RMS. This action significantly addressed the needs of all English Learners and the provision of this service resulted in the desired outcomes.	4.1.1. Certificated Salaries [funded by EIA (unduplicated EL count: 010-0000-070900]: LB @ RMS = .16 FTE $13,661 DW @ RMS= $496 Classified salaries [funded by EIA unduplicated EL count: 010-0000-070900]: RK: $131 KW: $21,813

			MS: $6300 Classified salaries [funded by EIA carryover: 060-7090-070900]: $19,695 1000-1999: Certificated Personnel Salaries Other $62,096
Scope of Service LEA _ All - - - - - - - - - - - - - - - - OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service LEA _ All - - - - - - - - - - - - - - - - OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	
4.2 Provide Rosetta Stone to CELDT levels 1, 2, and 3 English Learners.	Anticipated expenditure: $6000 4.2 Funding Source: Title 3 LEP and Immigrant 0000: Unrestricted Other 6000	4.2.1. All CELDT levels 1, 2, 3 students had access to Rosetta Stone at home and/or school.	4.2.1. Rosetta Stone: Title 3 LEP: 060-4201: $4,644 Title 3 Immigrant: 060-4203: $1,161 4000-4999: Books And Supplies Other $5805
Scope of Service LEA X All - - - - - - - - - - - - - - - - OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service LEA _ All - - - - - - - - - - - - - - - - OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	
4.3 Provide before and/or after school intervention program for English Learners at each school site.	Anticipated expenditure: $9590 4.3 Funding Source: General Fund 0000: Unrestricted Other 9590	4.3.1.Each elementary school site provided three six-week sessions of before and/or after school intervention programs, taught by credentialed teachers, for English Learners. This	4.3.1. Estimated: $9590: [Title 3 LEP: 060-4203-042030] 1000-1999: Certificated Personnel Salaries Other $9590

			action significantly addressed the needs of all students and subgroups and the provision of this service resulted in the desired outcomes.	
Scope of Service	Provide before and/or after school intervention program for English Learners at each school site. _ All OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service	LEA _ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	
4.4 Maintain resources for EL families on SUSD and school site websites.	No additional costs	4.4 1. Some resources for EL families were available on SUSD and school site websites. This will continue to be an area on which to focus in 2015-16.	4.4 1. no additional costs - embedded in costs of website $0
Scope of Service	LEA X All OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service	LEA _ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	
4.5 Administer CELDT test to all EL students annually	No additional costs	4.5 1. CELDT tests are administered annually and within 30 days of students entering school. In 2015 -16, the results of CELDT tests will be shared in a more timely fashion, and parents will receive	4.5 1. no additional costs $0

<table>
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<td></td>
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<td>more comprehensible information to understand the meaning of their child's CELDT testing and how they can support their child at home.</td>
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Scope of Service

_ All
OR:
_ Low Income pupils
_ English Learners
_ Foster Youth
_ Redesignated fluent English proficient
_ Other Subgroups: (Specify)
</td>
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<td>

Scope of Service

_ All
OR:
_ Low Income pupils
X English Learners
_ Foster Youth
X Redesignated fluent English proficient
_ Other Subgroups: (Specify)
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<tr>
<td>4.6 Purchase materials and resources in core academic areas that are intended for use as support to re-designated students.</td>
<td>Anticipated Expenditure/Funding Source: $105,305 - CCSS Implementation Funds (PD) & $33,000 est. – Title 2 Teacher Quality (total expenditure and funding source also reported in Section 3A 2.1)

0000: Unrestricted Other 105305

0000: Unrestricted Other 33000</td>
<td>4.6.1 ***Materials and resources in core academic areas for use as support specifically for re-designated students were not purchased in 2014-15. This action will be carried over to 2015-16.</td>
<td>4.6.1 no materials purchased $0</td>
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Scope of Service | LEA

X All
OR:
_ Low Income pupils
X English Learners
_ Foster Youth
X Redesignated fluent English proficient
_ Other Subgroups: (Specify)
</td>
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Scope of Service | LEA

_ All
OR:
_ Low Income pupils
X English Learners
_ Foster Youth
X Redesignated fluent English proficient
_ Other Subgroups: (Specify)
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<td>What changes in actions, services, and expenditures will be made as a result of reviewing</td>
<td colspan="3">Changes in actions, services and expenditures that will be made as a result of reviewing past progress and/or changes to Goal 4 (English Learners):
1. Continue to improve the alignment of actions, services and expenditures.</td>
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past progress and/or changes to goals?	2. Continue to identify quantitative and qualitative metrics to assess the effectiveness of actions and services.
	3. Continue to improve stakeholder engagement and consultation processes (staff, students, parents, community members)
	4. Formative, interim, and summative assessment data will be analyzed and will drive decisions about actions, services, and expenditures.
	5. Continue to provide elementary pull-out/push-in EL program and class at middle school.
	6. Continue to provide training and professional development for EL elementary aides and middle schoool EL teacher on ELA/ELD standards and ELD framework).
	7. Continue to provide opportunities for EL students to access online English instruction, including Rosetta Stone (currently have 50 licenses for CELDT levels 1, 2, 3) and encourage students to utilize the program at home.
	8. Evaluate and improve timeline, forms, and process for EL identification, testing, and reporting at the district level.
	9. Continue to evaluate CCSS-aligned instructional materials to support EL and RFEP students in all content areas.
	10. Increase the quantitative and qualitative metrics used to review progress toward goals in this area.
	11. Incorporate feedback and input from stakeholder engagement meetings in 2015-16 LCAP.

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:	Goal 5: The District and school sites will maintain effective communication, which includes a process to include input from all stakeholders, and offer opportunities for stakeholder engagement.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify

Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All students, including ELL, FY, SwD, and LI.		

Expected Annual Measurable Outcomes:	5.1 General fund budget aligned to LCAP and SPSAs. 5.2 SPSAs updated annually with stakeholder input 5.3 LCAP updated annually with stakeholder input. 5.4 Maintain effective communication plan with stakeholders.	Actual Annual Measurable Outcomes:	5.1 The LCAP, SPSAs and general budget were loosely aligned. The Chief Business Officer and Director of Educational Services plan to bolster the alignment of programs/services with budget in the following LCAP year. 5.2 Principals worked with their SSCs to update their SPSAs in the fall of 2014. In the spring of 2015, the principals again worked with their SSCs to develop the 2015-2016 SPSAs, which are aligned with the LCAP and the SUSD Strategic Plan. 5.3 The LCAP was updated with stakeholder input, as per Education Code (refer to Section 1). 5.4 The district office and school site staff maintained effective and frequent communication with families through a variety of media. LCAP Required Metrics: Student Performance on standardized tests: not yet available Rate of teachers who are properly assigned: 100% Student access to standards -aligned instruction and instructional materials: 100% District Williams Reports: No Williams complaints Facilities in good repair: FIT Report

EL Reclassification rate:
2013-14: 79 students were reclassified
2014-15: 33 students were reclassified

School attendance rates:
8/17/2014 - 4/2/2015 ADA%:
Argonaut: 97.42%
Foothill: 97.04%
Saratoga 98.52%
Redwood: 97.4%
District: 97.55%

2013-2014
Argonaut: 97.72%
Foothill: 97.1%
Saratoga: 98.61%
Redwood: 97.69%
District: 97.76%

Middle school dropout rates:
Student suspension rates:
2013-2014:
Argonaut: 16
Foothill: 3
Saratoga: 9
Redwood: 5
District: 33

2014-2015 (through 4/1/2015)

Argonaut: 0
Foothill: 3
Saratoga: 0
Redwood: 5
District: 8

Student expulsion rates: 0

LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
5.1 Coordinate quarterly DELAC meetings.	No additional expenditures required	5.1.1. Our DELAC is comprised of EL parent representatives from each	5.1.1. no additional costs $0

		school site, as well as district teachers, instructional assistants, administrators, and the Director of Educational Services. The DELAC met five times throughout the year. There will be greater effort at improving representation from all sites and increasing attendance at the meetings.	
Scope of Service X All ───────── OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service LEA _ All ───────── OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	
5.2 Maintain LCAP portal on SUSD website.	No additional expenditures required	5.2.1. The LCAP portal on the SUSD website was maintained and included the LCAP presentations, timeline, informational resources, link to the survey, and the approved SUSD LCAP.	5.2.1. No additional expenditures required - embedded in cost of website. $0
Scope of Service LEA X All ───────── OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service LEA X All ───────── OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
5.3 Maintain effective and consistent communication via School Messenger, Power School, newsletters, websites, Schoology, and social media. Provide translated communications when	Anticipated expenditure: $44,566 5.3 Funding Source: General Fund 0000: Unrestricted Other 44566	5.3.1. Our staff (site admins and principals, the District Information Coordinator, Director of Educational Services, Superintendent, and Tech Team) maintained effective and	5.3.1. no additional costs - embedded in costs of School Messenger, Power School, Schoology, and SchoolWires $0

possible.		consistent communication via School Messenger, Power School, newsletters, websites, Schoology, and social media. This action significantly addressed the needs of all families, students and subgroups, and the provision of this service resulted in the desired outcomes. 5.3.2. School sites strive to translate documents and communications when possible. 5.3.3. We translated the SARC into Mandarin. 5.3.4. The 2014-15 LCAP was not translated into Mandarin, but the 2015-16 LCAP will be translated into Mandarin. 5.3.5. LCAP and SPSA Plans were completed on online platform - Document Tracking Service (DTS).	5.3.2. no additional costs $0 5.3.3. Envision Consulting 5800: Professional/Consulting Services And Operating Expenditures Other $500 action did not happen 0000: Unrestricted Other 5.3.5. DTS (Testing) 5800: Professional/Consulting Services And Operating Expenditures Other $1250
Scope of Service LEA X All - - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service LEA X All - - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
5.4 Coordinate two districtwide LCAP Community Meetings.	No additional expenditures required	5.4.1 While separate LCAP meetings were not held, ample LCAP consultation and stakeholder engagement was embedded in board meetings, SSC, SAC, and DELAC and	5.4.1. no additional costs

		met the CA Ed Code requirements.	
Scope of Service X All - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	LEA		Scope of Service X All - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	LEA	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Changes in Goal 6 (Safety) actions, services and expenditures that will be made as a result of reviewing past progress and/or changes to Goal 5 (Communication and Engagement): 1. Continue to improve the alignment of actions, services and expenditures. 2. Continue to identify quantitative and qualitative metrics to assess the effectiveness of actions and services. 3. Continue to improve stakeholder engagement and consultation processes (staff, students, parents, community members) 4. Formative, interim, and summative assessment data will be analyzed and will drive decisions about actions, services, and expenditures. 5.Maintain positive communication forums and initiatives to inform parents of SUSD's successes and failures, and to foster partnerships between home and school. 6. Continue coordination of SPSAs, LCAP, and the SUSD Strategic Plan. 7. Grow membership in DELAC for more representation from each school site. 8. Continue collaboration between Educational Services and Business Services to align budget and program. 9. Maintain effective and frequent communication with families through a variety of media. 10. Coordinate regular opportunities for parents to learn about CCSS instruction and how to support their children with homework. 11. Increase the quantitative and qualitative metrics used to review progress toward goals in this area. 11.Increase efforts to translate critical oral and written communication for EL families. 12. Incorporate input and feedback from stakeholder meetings and carry over to 2015-16 LCAP.

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:	Goal 6: All students will be educated in a safe environment that integrates social emotional literacy and provides opportunities for engagement of students and stakeholders at all levels.	Related State and/or Local Priorities: 1 _ 2 _ 3 X 4 _ 5 X 6 X 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify

Goal Applies to:	Schools: All	
	Applicable Pupil Subgroups:	All students, including ELL, FY, SwD, and LI.

Expected Annual Measurable Outcomes:	6.1 Baseline Developmental Assets indicators on Cornerstone survey when administered 6.2 Baseline California Healthy Kids Survey 6.3 Baseline attendance rate for all students 6.4. Baseline suspension and expulsion rates 6.5 Complete Coordinated School Health Modules 1 (School Health and Safety Policies and Environment), 2 (Health Education), and 4 (Nutrition Services) 6.6 Complete District and Site Emergency Preparedness Procedures; train all staff and students.	Actual Annual Measurable Outcomes:	6.1 Project Cornerstone survey not administered in 2014 - 2015 schoolyear. 6.2: California Healthy Kids Survey not administered in 2014 - 2015. 6.3: Baseline attendance rates have been obtained. 6.4: Baseline suspension and expulsion rates have been obtained. 6.5: Coordinated School Health Modules 1 (School Health and Safety Policies and Environment) has been completed. Module 2 (Health Education) and Module 4 (Nutrition Services) have not yet been completed (as of April 2015). 6.6 District and Site Comprehensive School Safety Plans have been completed and were approved by the SUSD Board of Trustees on February 10, 2015. The Emergency Preparedness Committee continues to plan trainings and drills for all staff and students. LCAP Required Metrics: Student Performance on standardized tests: not yet available Rate of teachers who are properly assigned: 100% Student access to standards -aligned instruction and

	instructional materials: 100%
	District Williams Reports: No Williams complaints
	Facilities in good repair: FIT Report
	EL Reclassification rate: 2013-14: 79 students were reclassified 2014-15: 33 students were reclassified
	School attendance rates: 8/17/2014 - 4/2/2015 ADA%: Argonaut: 97.42% Foothill: 97.04% Saratoga 98.52% Redwood: 97.4% District: 97.55%
	2013-2014 Argonaut: 97.72% Foothill: 97.1% Saratoga: 98.61% Redwood: 97.69% District: 97.76%
	Middle school dropout rates: Student suspension rates: 2013-2014: Argonaut: 16 Foothill: 3 Saratoga: 9 Redwood: 5 District: 33
	2014-2015 (through 4/1/2015)
	Argonaut: 0 Foothill: 3 Saratoga: 0 Redwood: 5 District: 8
	Student expulsion rates: 0

LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
6.1 Provide strategic behavioral and social emotional guidance support for all students (elementary and middle school counselors).	Anticipated expenditure: $343,243 6.1 Funding Source: General Fund 0000: Unrestricted Other 343243	6.1.1. One elementary and two middle school counselors provided strategic behavioral and social emotional guidance support to all TK-8 grade students and families. This action significantly addressed the needs of all students and subgroups and the provision of this service resulted in the desired outcomes.	6.1.1. General fund: 010-0000-003110 1000-1999: Certificated Personnel Salaries Other $348,222
Scope of Service : LEA X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service : LEA X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
6.2 Implement Project Cornerstone program for all students.	Anticipated expenditure: $10,000 6.2 Funding Source: General Fund 0000: Unrestricted Other 10000	6.2.1. Each school offered the Project Cornerstone program for all TK-8 grade students: ABC Readers' program, Asset a Month program, Expect Respect Student Leadership workshops, Take it Personally Parent workshop (6 weeks long), Developmental Assets training for teachers, Project Cornerstone training for noon duty supervisors.	6.2.1. Project Cornerstone: [General Fund: 010-0000-002130] 0000: Unrestricted Other $10,000
Scope of Service : LEA X All OR:		Scope of Service : LEA X All OR:	

_ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
6.3 Train teachers to implement social emotional literacy programs (Mind Up, Maxi the Taxi Dog)	Anticipated expenditure: $6700 6.3 Funding Source: 1440 Foundation Grant 0000: Unrestricted Other 6700	6.3.1. Training for social emotional literacy programs Mind Up and Maxi the Taxi Dog did not occur in 2014-15. 6.3.2. Elementary teachers did continue to implement the Mind Up and Maxi the Taxi Dog programs with students. 6.3.3. 6 staff members attended Suicide Prevention training	6.3.1 no additional costs $0 6.3.2 no additional costs $0 6.3.3. Title 2: 060-4035 5800: Professional/Consulting Services And Operating Expenditures Other $150
Scope of Service ┊ LEA X All - - - - - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service ┊ LEA X All - - - - - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
6.4 Coordinate social emotional literacy trainings and workshops for parents.	Anticipated Expenditure: $10,000 6.4 Funding Source: General Fund 0000: Unrestricted Other 10000	6.4.1. SUSD offered a "Take it Personally" six week training for 18 parents. 6.4.2. SUSD offered two My Digital Tat2 cyber safety trainings for parents. All students in grades 5 - 8 participated in a My Digital Tat2 cyber safety training.	6.4.1. Project Cornerstone [General Fund: 010-0000-002130] 5800: Professional/Consulting Services And Operating Expenditures Other $360 6.4.2.My Digital Tat2 [CCSS: 060-7405] 5800: Professional/Consulting Services And Operating Expenditures Other $13,800
Scope of Service ┊ LEa		Scope of Service ┊ LEA	

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 strategic behavioral support (Behavioral Specialist).	Anticipated expenditure: $131,495 6.5 Funding Source: General Fund 131495	6.5.1. One Behavioral Specialist provided strategic behavioral support to students as needed. This action significantly addressed the needs of all students and subgroups and the provision of this service resulted in the desired outcomes.	6.5.1. [General Fund: 010-0000-003120] 1000-1999: Certificated Personnel Salaries Other $139,048
Scope of Service _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ All _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ All _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Provide behavioral and social emotional support (3.0 FTE Psychologists)	Anticipated expenditure: $392,929 6.6 Funding Source: General Fund & Special Education 392929	6.6.1. 2.0 FTE psychologists provided behavioral and social-emotional support to TK-8 grade students as needed. This action significantly addressed the needs of all students and subgroups and the provision of this service resulted in the desired outcomes.	6.6.1. [General Fund: 010-0000-003120] 1000-1999: Certificated Personnel Salaries Other $392,929
Scope of Service		Scope of Service	

_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Maintain the process for foster students to enroll in a school with no more than one school day passing once the registration takes place.	No additional costs	6.7.1. SUSD currently has no foster students enrolled. The process for foster student enrollment is in place.	6.7.1. no additional costs
Scope of Service _ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service _ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Changes in Goal 6 (Safety) actions, services and expenditures that will be made as a result of reviewing past progress and/or changes to Goal 6 (Safety): 1. Continue to improve the alignment of actions, services and expenditures. 2. Continue to identify quantitative and qualitative metrics to assess the effectiveness of actions and services. 3. Continue to improve stakeholder engagement and consultation processes (staff, students, parents, community members) 4. Formative, interim, and summative assessment data will be analyzed and will drive decisions about actions, services, and expenditures. 5. Revise Comprehensive School Safety Plans (CSSPs) annually as needed. Train students and staff on emergency preparedness and drills (Emergency Preparedness Committee). 6. Continue to discuss Coordinated School Health Modules and implement action plan (Wellness Committee). 7. Improve social emotional literacy training for staff and parents.

	8. Continue to evaluate the efficacy of our social emotional literacy programs and make adjustments based on student needs.
	9. Research metrics and surveys to obtain data on students' social emotional needs and plan programs and services accordingly.
	10. Increase the quantitative and qualitative metrics used to review progress toward goals in this area.
	11. Incorporate feedback and input from stakeholder input meetings and carry over to 2015-16 LCAP.

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

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

Original GOAL 7 from prior year LCAP:	Goal 7: Cultivate innovative and empowered learners through personalized learning, 21st Century Learning Skills (creativity, collaboration, communication, and critical thinking), and the infusion of technology.	Related State and/or Local Priorities: 1 X 2 X 3 X 4 X 5 X 6 X 7 X 8 X COE only: 9 _ 10 _ Local : Specify

Goal Applies to:	Schools: All	
	Applicable Pupil Subgroups:	All students, including ELL, FY, SwD, and LI.

Expected Annual Measurable Outcomes:	7.1 Baseline Academic Level Descriptors (ALD) will be obtained for all students on SBAC. 7.2 Baseline benchmark assessment results will be obtained for all students. 7.3 Establish criteria, procedures and protocol for Technology Device Management 7.5 Establish equitable and consistent access to technology devices and online digital resources. 7.6 Establish plan for digital communication and collaboration. 7.7 Establish educational technology integration plan. 7.8 Establish professional development technology plan. 7.9 Establish student projects integrating 4Cs	Actual Annual Measurable Outcomes:	7.1 and 7.2: SBAC results have not been released (as of May 2015), and data will be evaluated upon receipt to determine baseline results. 7.3 - 7.9: Technology plans, procedures and protocols are under development. LCAP Required Metrics: Student Performance on standardized tests: not yet available Rate of teachers who are properly assigned: 100% Student access to standards -aligned instruction and instructional materials: 100% District Williams Reports: No Williams complaints Facilities in good repair: FIT Report EL Reclassification rate: 2013-14: 79 students were reclassified 2014-15: 33 students were reclassified School attendance rates: 8/17/2014 - 4/2/2015 ADA%: Argonaut: 97.42% Foothill: 97.04% Saratoga 98.52%

	Redwood: 97.4% District: 97.55% 2013-2014 Argonaut: 97.72% Foothill: 97.1% Saratoga: 98.61% Redwood: 97.69% District: 97.76% Middle school dropout rates: Student suspension rates: 2013-2014: Argonaut: 16 Foothill: 3 Saratoga: 9 Redwood: 5 District: 33 2014-2015 (through 4/1/2015) Argonaut: 0 Foothill: 3 Saratoga: 0 Redwood: 5 District: 8 Student expulsion rates: 0

LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
7.1 Implement SUSD Technology Plan (Director of Technology, Instructional Technology Support Specialist, hardware, Mouse Squad)	Anticipated expenditure: $350,000 Funding Source: General Fund & CCSS Implementation Fund (technology 0000: Unrestricted Other 350000	7.1.1. SUSD Tech Plan not fully implemented: Director of Technology not yet hired, Instructional Technology Support Specialist has been hired; hardware, such as chromebooks and iPads have been purchased; Mouse Squad not yet implemented.	7.1.1. ITSS position [General Fund: 010-0000-007600]; refer to Goal 1 of Annual Update for list of hardware (chromebooks, carts, iPads, other tech equipment) and budget. 2000-2999: Classified Personnel Salaries Other $57,985

Scope of Service ┊ LEA X All - - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service ┊ LEA X All - - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
7.2 Provide support for high achieving and high performing students through GATE Lead Teachers that address higher order thinking skills.	No additional expenditures required	7.2.1. GATE Committee met four times to discuss and plan support for high achieving and high performing students. .	7.2.1. no additional costs 0000: Unrestricted Other $0
Scope of Service ┊ LEA X All - - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service ┊ LEA X All - - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
7.3 Coordinate Student 2 Student Conference annually for all students.	Anticipated expenditure: $1000 7.3 Funding Source: General Fund 1000	7.3.1. The GATE Committee coordinated Student 2 Student Conference for 3-8 grade students. 45 students presented topics of their choosing to the community. This action significantly addressed the needs of all students and subgroups and the provision of this service resulted in the desired outcomes.	7.3.1. [General Fund: 060-9010-098010] 4000-4999: Books And Supplies Other $522

Scope of Service: LEA X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
7.4 Design Tech Criteria, Procedures, and Protocol, including device management and support protocols.	No additional expenditures required	7.4.1. The Technology Team (the Superintendent, Director of Educational Services, two Technology TOSAs, and one Technology Support Specialist) meets weekly to plan and implement technology in SUSD. The Tech Team is in the process of developing and revising Tech Criteria, Procedures, and Protocol, including device management and support protocols.This action significantly addressed the needs of all students and subgroups and the provision of this service resulted in the desired outcomes.	7.4.1. no additional costs $
Scope of Service: LEA X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
7.5 Provide ongoing professional development on Schoology Learning Management System to collaborate	Anticipated Expenditure/Funding Source: $105,305 - CCSS	7.5.1. All teachers had an opportunity to participate in optional Schoology training.	7.5.1. Cost of Schoology subscription - annual district license [General Fund:

and curate curriculum and use in classroom as a media tool and for staff collaboration.	Implementation Funds (PD) & $33,000 est. – Title 2 Teacher Quality (total expenditure and funding source also reported in 1.1)
	  0000: Unrestricted Other 105305
	  0000: Unrestricted Other 33000
		All elementary teachers participated in a two hour Schoology Learning Management training.
		
		7.5.2. Middle school teachers participated in two Schoology trainings. Middle school teachers use Schoology to collaborate and curate curriculum and use their students.
			010-0000-007150] 5800: Professional/Consulting Services And Operating Expenditures Other $18,700
			7.5.2. no additional costs

Scope of Service	LEA		Scope of Service	LEA	
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?	Changes in actions, services and expenditures that will be made as a result of reviewing past progress and/or changes to Goal 7 (Technology and Innovation): 1. Continue to improve the alignment of actions, services and expenditures. 2. Continue to identify quantitative and qualitative metrics to assess the effectiveness of actions and services. 3. Continue to improve stakeholder engagement and consultation processes (staff, students, parents, community members) 4. Formative, interim, and summative assessment data will be analyzed and will drive decisions about actions, services, and expenditures. 5. Establish criteria, procedures and protocol for Technology Device Management 6. Establish equitable and consistent access to technology devices and online digital resources. 7. Establish plan for digital communication and collaboration. 8. Establish educational technology integration plan. 9. Establish professional development technology plan.

	10. Establish student projects integrating 4Cs
	11. Coordinate and implement STEM programs at all grade levels.
	12. Coordinate and implement Project Lead the Way Gateway program in sixth grade on the Exploratory Wheel.
	13. Increase the quantitative and qualitative metrics used to review progress toward goals in this area.
	14. Incorporate input and feedback from stakeholder engagement meetings and carry over to 2015-16 LCAP.

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:	$150,560

Our estimated supplemental and concentration grant funding is $150,560. Based upon the calculation of the number of low income, foster youth, and English learner pupils equaling 7.03% of the enrollment, our district is providing services that exceed the required expenditures. The services for those students will include:

1. Research-based support in literacy in a small group setting using supplemental instructional materials specific to the needs of the students, i.e. literacy support through Guided Reading instruction, summer school intervention, and before/after school English Learner intervention support (See Goals/Actions/Services/Budgeted Expenditures 1.4, 1.11, and 1.12)

2. Professional development to all staff in differentiation and best practices for English Learner students (See Goals/Actions/Services/Budgeted Expenditures 1.1 and 1.11).

3. Specifically designated personnel to provide push-in services to support the needs of English Learners (See Goals/Actions/Services/Budgeted Expenditures 1.11).

District-wide actions used to support low income, foster youth, and English learners include:

1. Professional development working with all students with particular strategies to differentiate for at-risk groups particularly English Learners is justified base upon research which states that strategies used to assist EL students in access Common Core State Standards will benefit all students ("Diverse Teaching Strategies for Diverse Learners by Marietta Saravia-Shore).

2. The ELA/ELD Framework for Raising Expectations and Instructional Rigor for English Language Learners is a research-based document supporting many of actions we are using not only to support all students, but targeted to our under-represented populations.

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.

1.08 | %

The services in the LCAP demonstrate a 1.08% in increased or improved services to unduplicated students as compared to the services provided to all pupils in the 2015-16 school year. This increase in services is as such:

Quantitatively: the expenditure of Local Control Funding Formula funds for additional personnel materials or services targeted primarily to unduplicated students as detailed in 3A, provides services above and beyond those provided to all students: supplemental personnel targeted to assist at-risk and English Learner students; professional development targeted in strategies to assist in access to the Common Core State Standards for differentiation based on unduplicated students; research-based materials expressly for assistance in accessing Common Core curriculum for our unduplicated student populations.

Qualitatively: district will put more emphasis on cultural diversity training for staff in an effort to foster more inclusive environments.The after school ELL tutorial for unduplicated youth that was available at only three of the schools, and only for half the year in 2014-15 will be available at all four school sites and for the entire school year in 2015-16 as described in Section 2, Goal 1.

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).

01-13-15 [California Department of Education]

SUSD Education Acronyms and Their Meanings

Acronym	Title	Brief Description
ALD	Achievement Level Descriptors	Also known as standard-setting, is the process for establishing one or more threshold scores on an assessment, making it possible to create categories of performance.
AMAO	Annual Measurable Achievement Objectives	A performance objective, or target, that the district receiving Title III funds must meet each year for its English learners.
AMO	Annual Measurable Objectives	A school must demonstrate a minimum percentage of its students scoring proficient or above on a standards-based assessment in English language arts and math.
Argo	Argonaut Elementary School	
BTSA-SVSCNTP	Beginning Teacher Support and Assessment – Silicon Valley Santa Cruz New Teacher Project	A statewide funded program to engage preliminary credentialed teachers in a job-embedded formative assessment system of support and professional growth to fulfill the requirements of their obtaining their credential.
CAA	California Alternate Assessment	An alternate assessment for students who have a significant cognitive disability in grades 3 –8 and 11. The test utilizes computer-based technology and is aligned with the CCSS.
CAASPP	California Assessment of Student Performance and Progress	California's new statewide student assessment system established January 1, 2014.
CALPADS	California Longitudinal Pupil Achievement Data System	The California Longitudinal Pupil Achievement Data System (CALPADS) is the foundation of California's K-12 education data system that allows for tracking a student's academic performance over time.
CAPA	California Alternate Performance Assessment	An alternate assessment for science for students in grades 5, 8, and 10 who have an individualized education program and who have a significant cognitive disability
CCSS	Common Core State Standards	Educational standards describe what students should know and be able to do in each subject in each grade. In California, the State Board of Education decides on the standards for all students, from kindergarten through high school. Since 2010, 45 states have adopted the same standards for English and math. These standards are called the Common Core State Standards (CCSS). Having the same standards helps all students get a good education, even if they change schools or move to a different state. Teachers, parents, and education experts designed the standards to prepare students for success in college and the workplace
CDE	California Department of Education	Oversees the state's diverse and dynamic public school system that is responsible for the education of more than seven million children and

		young adults in more than 9,000 schools.
CELDT	California English Language Development Test	A required state test of English language proficiency that must be given to students whose primary language is not English.
CMA	California Modified Assessment	An alternate assessment of CA content standards for students with disabilities who have an IEP. The CMA has been replaced by the SBAC for ELA and Math. CMA for students in 5, 8 and 11 in Science will continue until a successor test is developed.
CSH - CDC	Coordinated School Health – Center for Disease Control	A coordinated and collaborative approach to assessing an organization's strengths and opportunities for growth in the areas of health education, physical education, health services, nutrition, counseling and social services, healthy and safe school environments, health promotion for staff, and family/community involvement.
CSSP	Comprehensive School Safety Plan	All CA schools and districts are required by Education Code to develop/revise a CSSP by March 1st each year which includes procedures and policies related to safety, emergencies, and disaster preparedness and preparation.
CST	California Standards Test	CST for Science for students in grades 5, 8, and 10. The CSTs are multiple choice tests and are written to assess students' achievement of CA;s academic content standards in science.
DELAC	District English Learner Advisory Committee	A district with 51 or more English learners must have a functioning DELAC in which at least 51% of the members are parents of English learners. A DELAC has the responsibility to advise the governing board on the development of the District's master plan for educational programs and services to English learners.
DADT	District Administrators Directors Team	SUSD Team of district office administrators and principals which meets monthly to discuss district business.
DLT	District Leadership Team	K-8 District Leadership Team which is a vehicle for teacher input on district decisions to ensure and facilitate articulation among school sites, grade levels, departments, and establish long and short term professional development goals based upon district goals and administrator, teacher, and student need.
DOK	Depth of Knowledge	A way to think about content complexity, not content difficulty.
DRA	Diagnostic Reading Assessment	A standardized reading test used to determine a student's instructional level in reading.
ELs	English Learners	Students for whom there is a report of a primary language other than English on the state-approved Home Language Survey and who, on the basis of the state approved CELDT test, have been determined to lack the clearly defined English language skills of listening comprehension, speaking, reading and writing necessary to succeed in the school's regular instructional programs
ELA	English Language Arts	Content area of English Language reading, writing, speaking and listening.
ELPAC	English Language Proficiency Assessments for California	New English language assessment for ELs which will tentatively replace CELDT in 2016-2017.
FH	Foothill Elementary School	
FY	Foster Youth	Students who have been displaced from family and school.

GATE	Gifted and Talented Education	Special practices, procedures, and theories used in the education of children who have been identified as gifted and talented.
HLS	Home Language Survey	The state requires the district to collect a Home Language Survey for every new student. This information is used to count the students whose families speak a language other than English at home. It also helps to identify the students who need to be assessed for English language proficiency.
IEP	Individualized Education Plan	An Individualized Education Program (*IEP*) is a written education plan designed to meet a child's learning needs.
LCAP	Local Control and Accountability Plan	Under the LCFF all LEAs are required to prepare an LCAP, which describes how they intend to meet annual goals for all pupils, with specific activities to address identified state and local priorities.
LCFF	Local Control Funding Formula	Formula to significantly simplify how state funding is provided to local educational agencies (LEAs). Under the new funding system, revenue limits and most state categorical programs are eliminated. LEAs will receive funding based on the demographic profile of the students they serve and gain greater flexibility to use these funds to improve outcomes of students.
LEA	Local Education Agency	The term LEA is used to define a school district.
LI	Low Income	Students that meet income eligibility requirements for free or reduced-price meals under the National School Lunch Program.
LEAP	Local Education Agency Plan	A written plan that includes specific descriptions and assurances to meet the requirements of No Child Left Behind. The local board and the state board of education must approve this plan. The LEAP specifically addresses how all students will reach proficiency or better in reading and mathematics, by 2013-14.
MARS	Mathematics Assessment Resource Collaborative	Math performance assessments
NGSS	Next Generation Science Standards	A multi-state effort to create new education standards that are rich in content and practice, arranged in a coherent manner across disciplines and grade to provide all students an internationally benchmarked science education.
PD	Professional Development	Specialized training or learning to help administrators, teachers, and other educators improve their professional knowledge, competence, skill, and effectiveness.
PE	Physical Education	Instruction in the development and care of the body that encourages psychomotor learning in a play or movement setting to promote health.
PLTW	Project Lead the Way	Interactive, hands-on, problem and project-based STEM curriculum for elementary, middle, and high school, and also professional development for teachers.
PTA	Parent Teacher Association	An organization of teachers and parents that works for the improvement of the school and the benefit of the students in SUSD.
RFEP	Reclassified Fluent English Proficient	When an EL meets criteria for proficiency in English language and content standards, their identification becomes RFEP.
RMS	Redwood Middle School	
SAC	Superintendent's Advisory Council	The SUSD Superintendent meets four times a year with leaders of SEF and SSC, and PTA from each school site to discuss school and district issues.

SARC	School Accountability Report Card	Each school in California is required to publish a school accountability report card that includes information such as student achievement; number of NCLB compliant/highly qualified teachers, safe school trends, and graduation rates.
SBAC	Smarter Balanced Assessment (Collaborative)	Computer adaptive tests and performance tasks that allow students to show what they know and are able to do, based on CCSS for ELA and Mathematics.
SCA	Saratoga Classified Association	Employee organization/bargaining representative for all classified employees in SUSD.
SCCOE	Santa Clara County Office of Education	County office which supports all school districts, including SUSD, in the county
SEF	Saratoga Education Foundation	A parent organization that raises money to improve the education experiences of students in SUSD.
SEL	Social Emotional Literacy	Ability to understand emotions, have a sense of literacy, learn to manage emotions, and maintain emotional interactivity.
SES	Saratoga Elementary School	
SLCT	Staff Learning & Collaboration Time	SUSD staff collaboration and professional development to meet the needs of our students.
SPSA	Single Plan for Student Achievement	A plan that requires collection and analysis of student performance data, setting priorities for program improvements, rigorous use of effective solution strategies; and ongoing monitoring of results. The plan provides a structured means to enhance the planning and implementation process for improving student academic performance at each school.
SSC	School Site Council	The SSC is a body authorized by Education Code 52852 and is charged with developing plans and proposing expenditures in the SPSA.
SST	Student Study Team	A positive school-wide early identification and early intervention process. A team (student, parent, teachers, and administrators) identify the student's strengths and assets upon which an improvement plan can be designed.
STA	Saratoga Teachers' Association	Employee organization/bargaining representative for all certificated employees in SUSD.
STEM/STEAM	Science Technology Engineering (Art) & Math	Refers to the academic disciplines of science, technology, engineering, (arts), and mathematics.
SUSD	Saratoga Union School District	
SVMI	Silicon Valley Math Initiative	A comprehensive effort to improve mathematics instruction and student learning, and is based on high performance expectations, ongoing professional development, examining student work, improved math instruction, and a formative and summative performance assessment system.
SwD	Students with Disabilities	Students who have an Individualized Education Program (IEP).
TK	Transitional Kindergarten	A school grade that serves as a bridge between preschool and kindergarten, functioning to provide students with time to develop fundamental skills needed for success in school in an age- and developmentally-appropriate setting.

Saratoga Union School District LCAP – Strategic Plan – SPSA Alignment Matrix

SUSD LCAP Goals	Innovation: A new way of doing things that is transformational, original, and creative so it inspires others to learn.	Academics: Support differentiated instruction where students need it; teachers inspire change in curriculum and methods of delivery.	Student Well-Being: Foster a positive physical, social, and emotional learning environment to allow students to thrive, flourish, and learn.	Community: Engage the community to build ongoing, permanent relationships so that a common vision is shared and implemented.	Professional Development: Engage in learning opportunities to grow professionally so that it affects continuous improvement and refinement of learning, teaching, and processes.	SUSD Strategic Plan Goals
Goal 1: All SUSD students will reach high standards and will demonstrate upward movement in student achievement through CCSS- and NGSS- aligned instruction, assessment, and teacher professional development. *State Priority Areas: CCSS, Basic Services, Course Access, School Climate, Student Engagement, Student Achievement, and Other Student Outcomes*						Single Plan for Student Achievement Actions & Goals
Goal 2: Our district and school sites will maintain effective communication, provide a process to include input from all stakeholders, and offer opportunities for stakeholder engagement. *State Priority Areas: School Climate, Student Engagement, Parent Engagement*						
Goal 3: Our students will be educated in a safe environment that integrates social emotional literacy and provides opportunities for engagement of students and stakeholders at all levels. *State Priority Areas: Basic Services, School Climate, Student Engagement, Parent Engagement*						
Goal 4: Our District will cultivate innovative and empowered learners through personalized learning, 21st Century Learning Skills (creativity, collaboration, communication, and critical thinking), and the infusion of technology. *State Priority Areas: CCSS, Basic Services, Course Access, School Climate, Parent Engagement, Student Engagement, Student Achievement, and Other Student Outcomes*						

SUSD 14-15 LCAP Survey

This survey will allow all stakeholders to provide input into the goals of the Saratoga Union School District Local Control Accountability Plan (LCAP). The survey should take only about 10 minutes to complete. All input and personal information will be CONFIDENTIAL. Thank you for your time and support!

1. Please check all descriptors that apply to you.

☐ I am a parent/guardian of a current SUSD student. (Continue to #3)

☐ I am a certificated SUSD employee.(Continue to #2)

☐ I am a classified/confidential SUSD employee. (Continue to #2)

2. If you are an SUSD employee, at what school(s) do you work? Choose all that apply.

☐ Argonaut Elementary

☐ Foothill Elementary

☐ Saratoga Elementary

☐ Redwood Middle School

☐ District Office

If you have children who attend an SUSD school, proceed to the next question. If you do not have children who attend an SUSD school, proceed to question #7.

3. What school(s) does your child(ren) attend?
Choose all that apply

☐ Argonaut Elementary

☐ Foothill Elementary

☐ Saratoga Elementary

☐ Redwood Middle School

☐ No children attending SUSD.

4. Indicate the grade(s) of your child(ren).
Choose all that apply.

☐ Transitional Kindergarten

☐ Kindergarten

☐ First Grade

☐ Second Grade

☐ Third Grade

☐ Fourth Grade

☐ Fifth Grade

☐ Sixth Grade

☐ Seventh Grade

☐ Eighth Grade

☐ No children attending SUSD

5. Please indicate all programs in which your student is participating. All individual comments are CONFIDENTIAL and will not be shared.
Choose all that apply.

☐ Special Education Program   ☐ Foster Child Services

☐ 504 Accommodation Plan   ☐ Occupational Therapy

☐ Counseling Services   ☐ Speech Therapy

☐ English Language Development   ☐ No Special Programs

☐ Free or Reduced Lunch

Other (please specify)

_____

6. Please indicate the race or ethnicity of your student.

☐ American Indian/Alaskan   ☐ Hispanic-Latino

☐ African American   ☐ Pacific Islander

☐ East Asian   ☐ White

☐ Asian Indian   ☐ Two or More Races

☐ Filipino   ☐ Decline to State

Other (please specify)

_____

7. STUDENT ACHIEVEMENT/ENGAGEMENT: Included in our goals is the statement, "We will provide and support engaging, high quality instruction which promotes active learning and maximizes student achievement."

	Very Satisfied	Satisfied	Slightly Satisfied	Not Satisfied
How satisfied are you with the level of instruction provided for our students?	○	○	○	○
How satisfied are you with student engagement in school?	○	○	○	○

8. How else might the district improve STUDENT ACHIEVEMENT? (optional)

_____

9. How else might the district support STUDENT ENGAGEMENT? (optional)

_____

10. COMMON CORE STATE STANDARDS (CCSS): The Common Core State Standards (CCSS) prepare children for the challenges of a constantly changing world by learning real-world skills they need for college and career. Implementing the Common Core State Standards is a priority in Saratoga Union School District.

	Very Familiar	Familiar	Somewhat Familiar	Not Familiar
How familiar are you with the Common Core State Standards?	○	○	○	○

11. In addition to preparing our teachers to teach the Common Core State Standards, how else should the district invest in the transition to the Common Core? (optional)

12. SCHOOL CLIMATE: Keeping our students and employees safe and secure while at school is our highest priority. We work diligently to maintain a positive culture in our schools where students are free from bullying, isolation, racism, and intolerance, and practice open two-way communication and problem-solving with their peers and adults.

	Strongly Agree	Agree	Slightly Agree	Disagree
Do you agree that our schools have a safe and positive learning environment?	○	○	○	○

13. How might we improve the CLIMATE in our schools to ensure that all students and employees feel SAFE and connected to their schools? (optional)

14. PARENTAL INVOLVEMENT: The district values parents and supports parent involvement in schools. We communicate with parents or guardians about individual student academic achievement and options for supporting students. We hold workshops about parent/family education on student achievement and development at the school and district level. We maintain a high level of regular communication about school events and activity opportunities with parents.

	Well informed	Informed	Slightly informed	Not informed
How well does your student's school keep you informed on issues and encourage you to be involved?	○	○	○	○

15. How else might the schools of SUSD encourage and support PARENT INVOLVEMENT? (optional)

16. COURSE ACCESS: SUSD has a rich tradition of providing a curriculum that focuses on meeting the needs of the whole child. We are committed to ensuring our programs and curricula are relevant to the real-world, reflecting the knowledge and 21st century skills our young people need for success in both college and work.

	Strongly agree	Agree	Slightly agree	Disagree
How much do you agree with this statement? The students at Saratoga Union School District are well prepared for High School and beyond.	○	○	○	○

17. How else might the schools of SUSD prepare students to be High School and "college and career" ready? (optional)

[   ]

18. BASIC SERVICES: Access to appropriate textbooks and learning materials, along with appropriately credentialed teachers, is important to ensuring that students succeed in school . The district ensures that all students have textbooks and access to all the materials they need for their classes. In addition, we know that having well-maintained schools is important to student learning and pride in their schools.

	Very satisfied	Satisfied	Slightly satisfied	Not satisfied
How satisfied are you with the quality of our facilities and availability of instructional materials?	○	○	○	○

19. How else can the district ensure that all students have access to 1) appropriate textbook /learning materials, 2) appropriately credentialed teachers, and 3) well maintained schools? (optional)

[   ]

Thank you for taking the time to provide input. The results of this survey will help develop the learning goals that will be presented to the SUSD Board of Education in June. If you wish to provide additional input or comments, please email your input or comments to rzarea@saratogausd.org.

Q1 Please check all descriptors that apply to you.
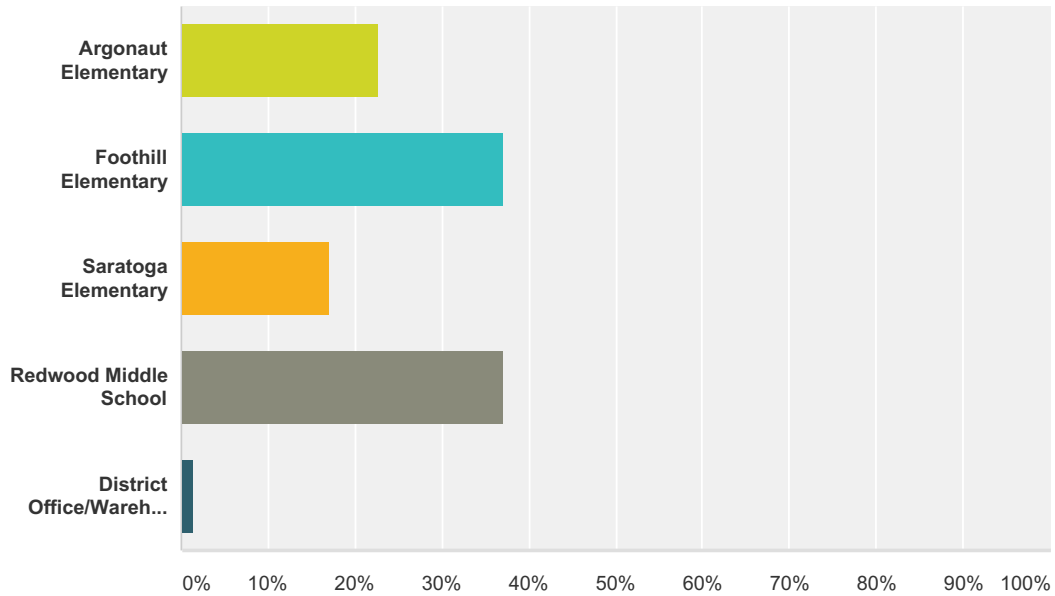
Answered: 191   Skipped: 1
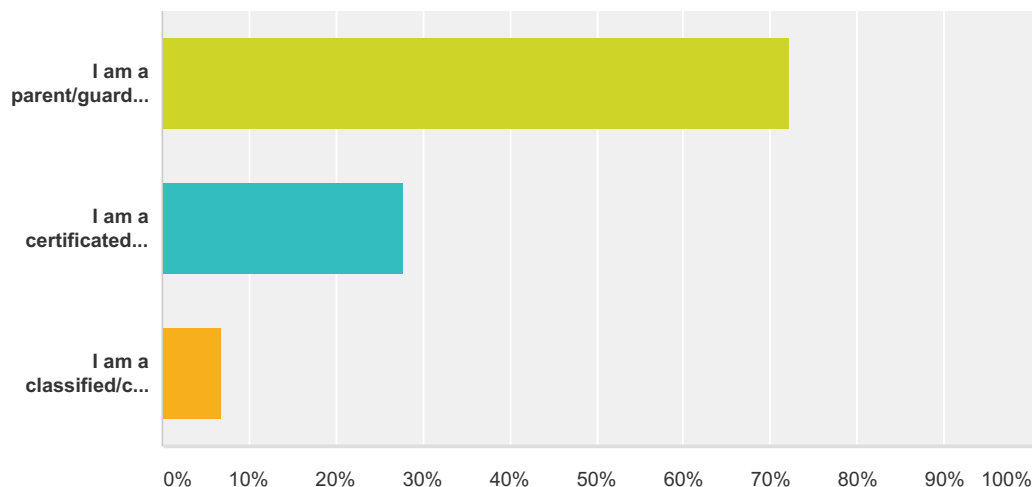
Answer Choices	Responses	
I am a parent/guardian of a current SUSD student. (Continue to #3)	**72.25%**	138
I am a certificated SUSD employee.(Continue to #2)	**27.75%**	53
I am a classified/confidential SUSD employee. (Continue to #2)	**6.81%**	13
Total Respondents: 191		

Q2 If you are an SUSD employee, at what school(s) do you work? Choose all that apply.

Answered: 70   Skipped: 122

Answer Choices	Responses	
Argonaut Elementary	**22.86%**	16
Foothill Elementary	**37.14%**	26
Saratoga Elementary	**17.14%**	12
Redwood Middle School	**37.14%**	26
District Office/Warehouse	**1.43%**	1
Total Respondents: 70		

Q3 What school(s) does your child(ren) attend?Choose all that apply

Answered: 151   Skipped: 41

Answer Choices	Responses	
Argonaut Elementary	**19.87%**	30
Foothill Elementary	**37.75%**	57
Saratoga Elementary	**16.56%**	25
Redwood Middle School	**47.02%**	71
No children attending SUSD.	**6.62%**	10
Total Respondents: 151		

Q4 Indicate the grade(s) of your child(ren).Choose all that apply.

Answered: 149   Skipped: 43

SUSD 14-15 Local Control Accountability Plan Staff & Parent Survey

4 / 12
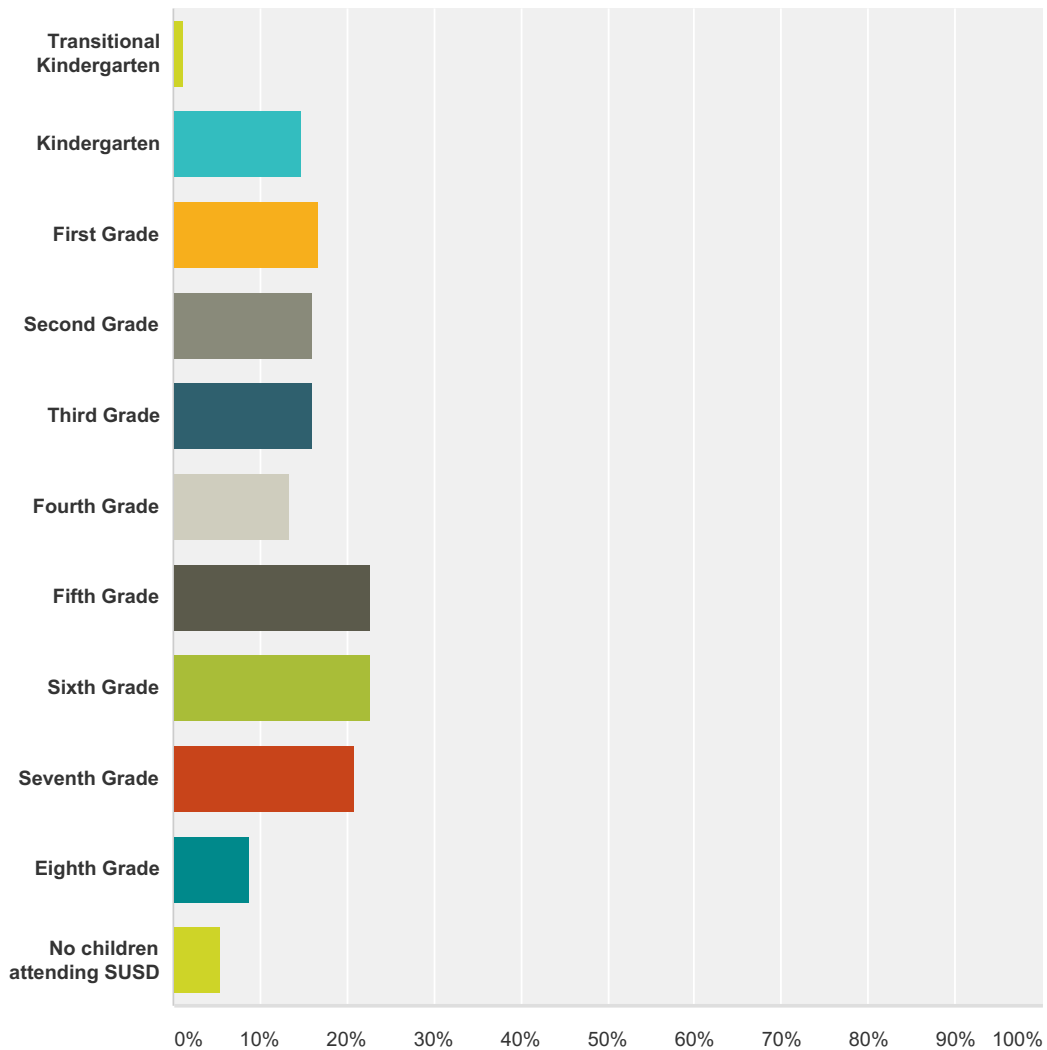
Answer Choices	Responses	
Transitional Kindergarten	1.34%	2
Kindergarten	14.77%	22
First Grade	16.78%	25
Second Grade	16.11%	24
Third Grade	16.11%	24
Fourth Grade	13.42%	20
Fifth Grade	22.82%	34
Sixth Grade	22.82%	34
Seventh Grade	20.81%	31
Eighth Grade	8.72%	13
No children attending SUSD	5.37%	8

Q5 Please indicate all programs in which your student is participating. All individual comments are CONFIDENTIAL and will not be shared.Choose all that apply.

Answered: 116   Skipped: 76
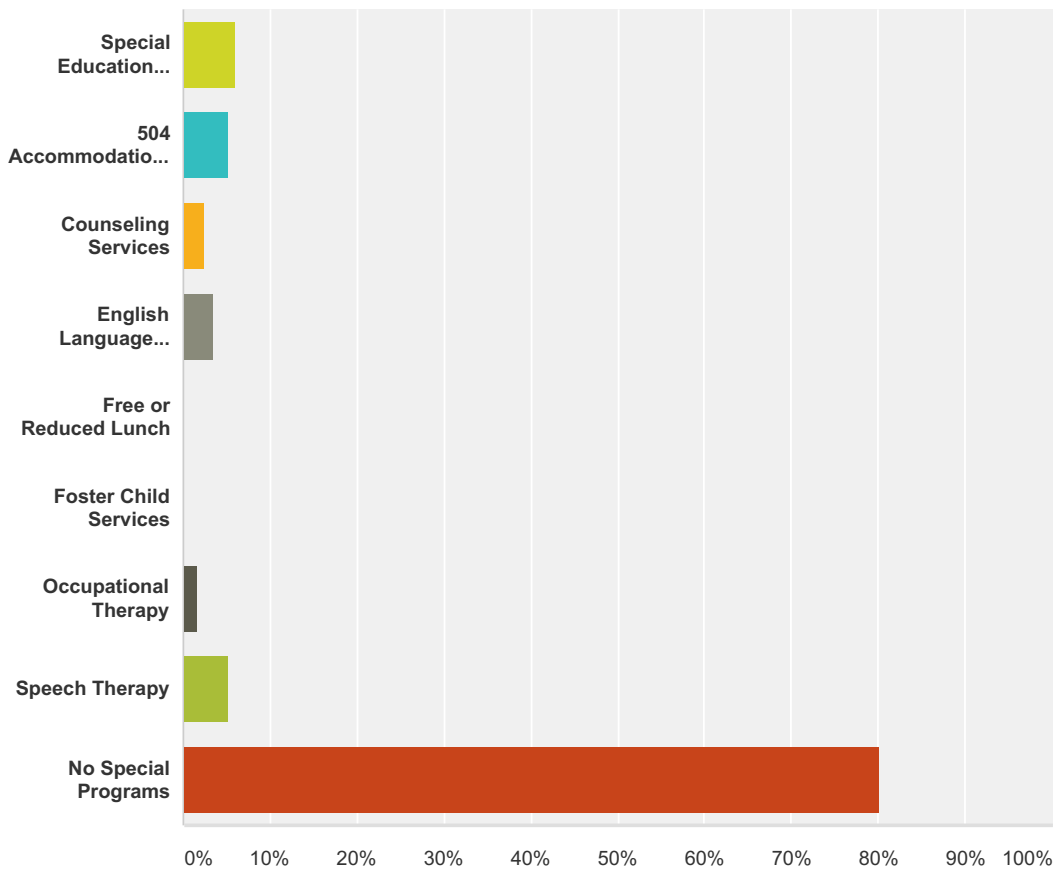
Answer Choices	Responses	
Special Education Program	**6.03%**	7
504 Accommodation Plan	**5.17%**	6
Counseling Services	**2.59%**	3
English Language Development	**3.45%**	4
Free or Reduced Lunch	**0.00%**	0
Foster Child Services	**0.00%**	0
Occupational Therapy	**1.72%**	2
Speech Therapy	**5.17%**	6
No Special Programs	**80.17%**	93

Total Respondents: 116

Q6 Please indicate the race or ethnicity of your student.

Answered: 137   Skipped: 55
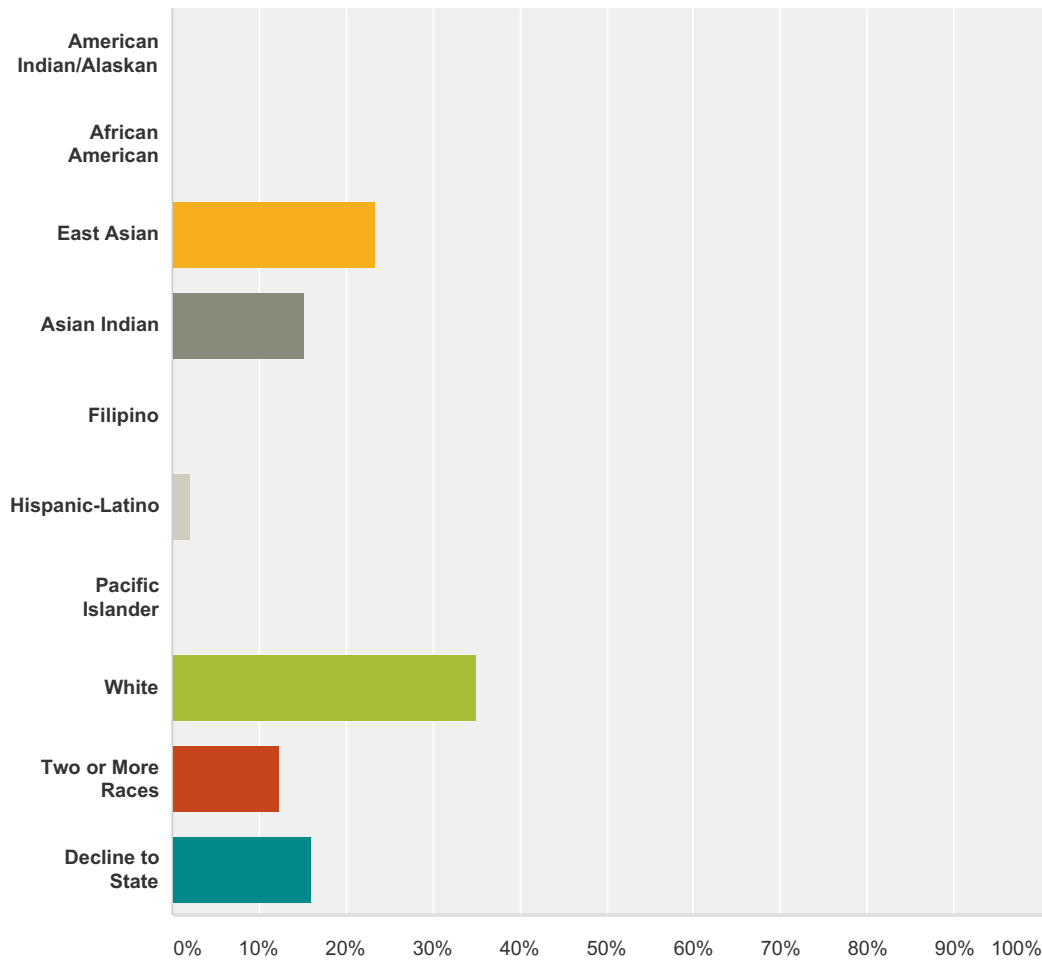
Answer Choices	Responses	
American Indian/Alaskan	0.00%	0
African American	0.00%	0
East Asian	23.36%	32
Asian Indian	15.33%	21
Filipino	0.00%	0
Hispanic-Latino	2.19%	3
Pacific Islander	0.00%	0
White	35.04%	48
Two or More Races	12.41%	17

Decline to State	16.06%	22
Total Respondents: 137		

Q7 STUDENT ACHIEVEMENT/ENGAGEMENT: SUSD strives to provide and support engaging, high quality instruction which promotes active learning and maximizes student achievement.

Answered: 188   Skipped: 4
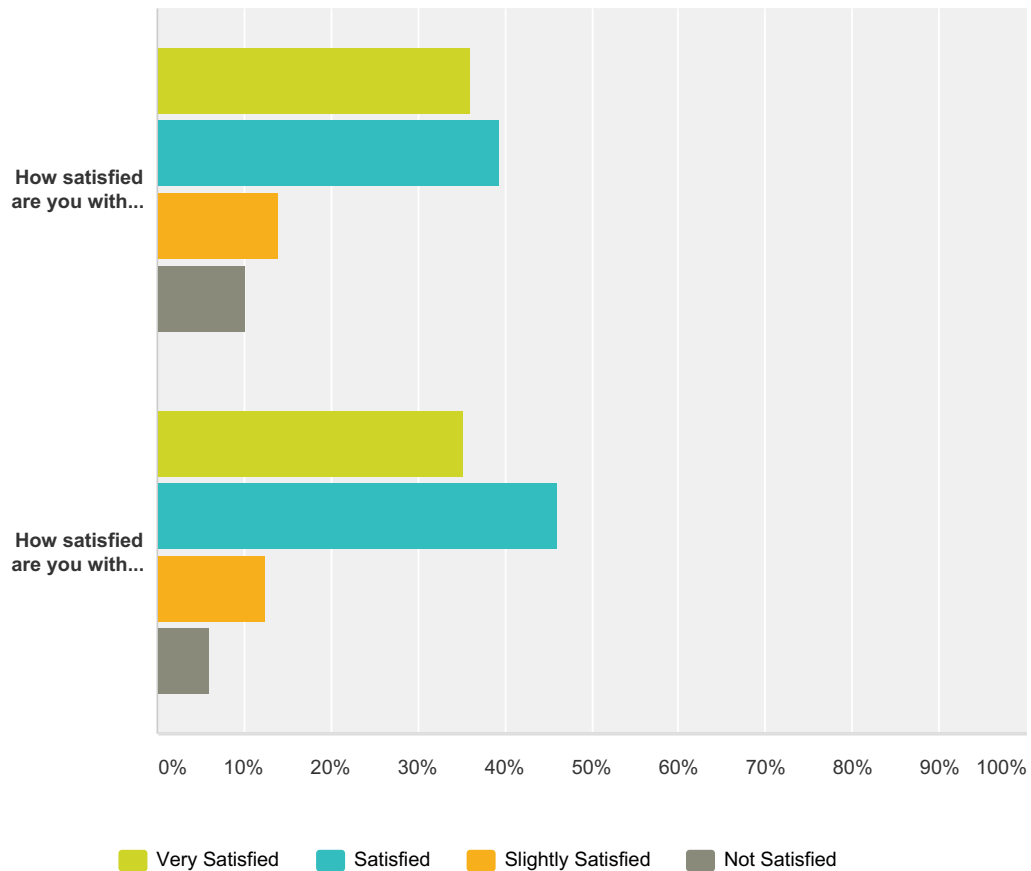
	Very Satisfied	Satisfied	Slightly Satisfied	Not Satisfied	Total
How satisfied are you with the level of instruction provided for our students?	36.22% 67	39.46% 73	14.05% 26	10.27% 19	185
How satisfied are you with student engagement in school?	35.33% 65	46.20% 85	12.50% 23	5.98% 11	184

Q8 How else might the district improve STUDENT ACHIEVEMENT? (optional)

Answered: 72   Skipped: 120

Q9 How else might the district support STUDENT ENGAGEMENT? (optional)

Answered: 49   Skipped: 143

Q10 COMMON CORE STATE STANDARDS (CCSS): The Common Core State Standards (CCSS) prepare children for the challenges of a constantly changing world by learning real-world skills they need for college and career. Implementing the Common Core State Standards is a priority in Saratoga Union School District.

Answered: 188   Skipped: 4

Legend: Very Familiar | Familiar | Somewhat Familiar | Not Familiar
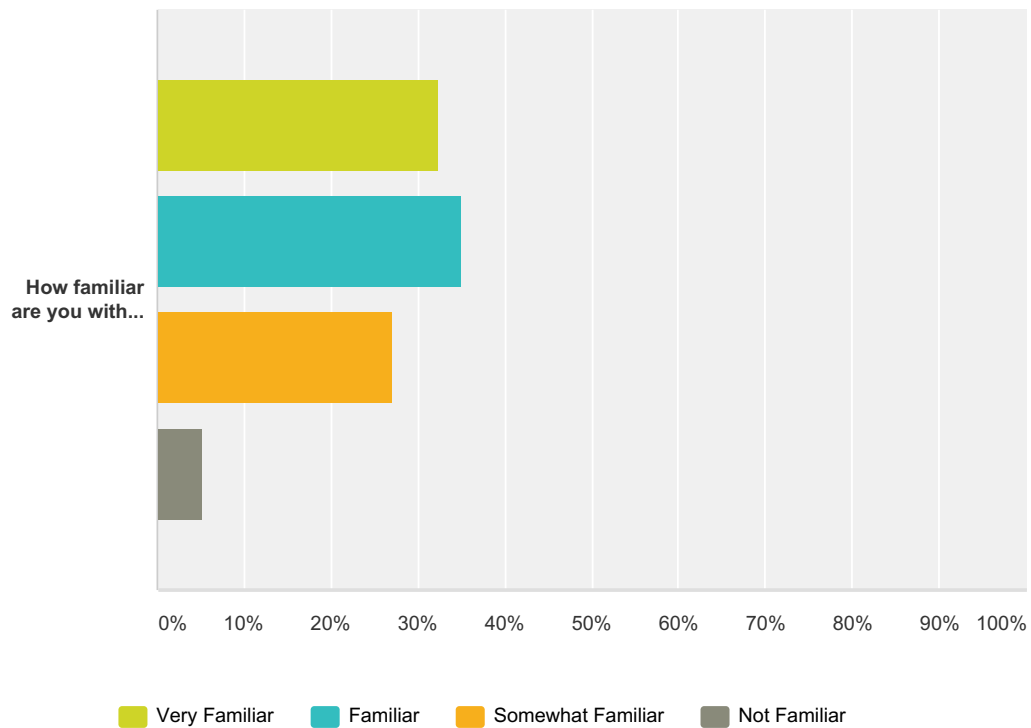
	Very Familiar	Familiar	Somewhat Familiar	Not Familiar	Total
How familiar are you with the Common Core State Standards?	32.45% 61	35.11% 66	27.13% 51	5.32% 10	188

Q11 In addition to preparing our teachers to teach the Common Core State Standards, how else should the district invest in the transition to the Common Core? (optional)

Answered: 54   Skipped: 138

Q12 SCHOOL CLIMATE: Keeping our students and employees safe and secure while at school is our highest priority. We work diligently to maintain a positive culture in our schools where students are free from bullying, isolation, racism, and intolerance, and practice open two-way communication and problem-solving with their peers and adults.

Answered: 190   Skipped: 2
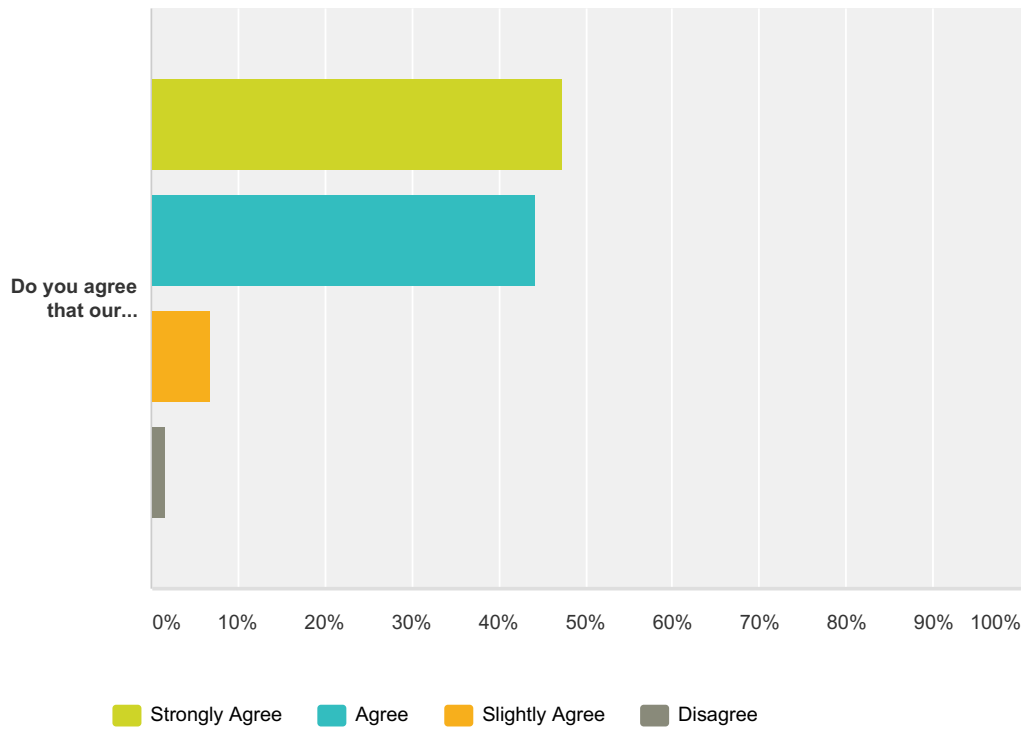
	Strongly Agree	Agree	Slightly Agree	Disagree	Total
Do you agree that our schools have a safe and positive learning environment?	**47.37%** 90	**44.21%** 84	**6.84%** 13	**1.58%** 3	190

Q13 How might we improve the CLIMATE in our schools to ensure that all students and employees feel SAFE and connected to their schools? (optional)

Answered: 42   Skipped: 150

Q14 PARENTAL INVOLVEMENT: The district values parents and supports parent involvement in schools. We communicate

**with parents or guardians about individual
student academic achievement and options
for supporting students. We hold
workshops about parent/family education
on student achievement and development
at the school and district level. We maintain
a high level of regular communication about
school events and activity opportunities
with parents.**

Answered: 181   Skipped: 11

Well informed   Informed   Slightly informed   Not informed
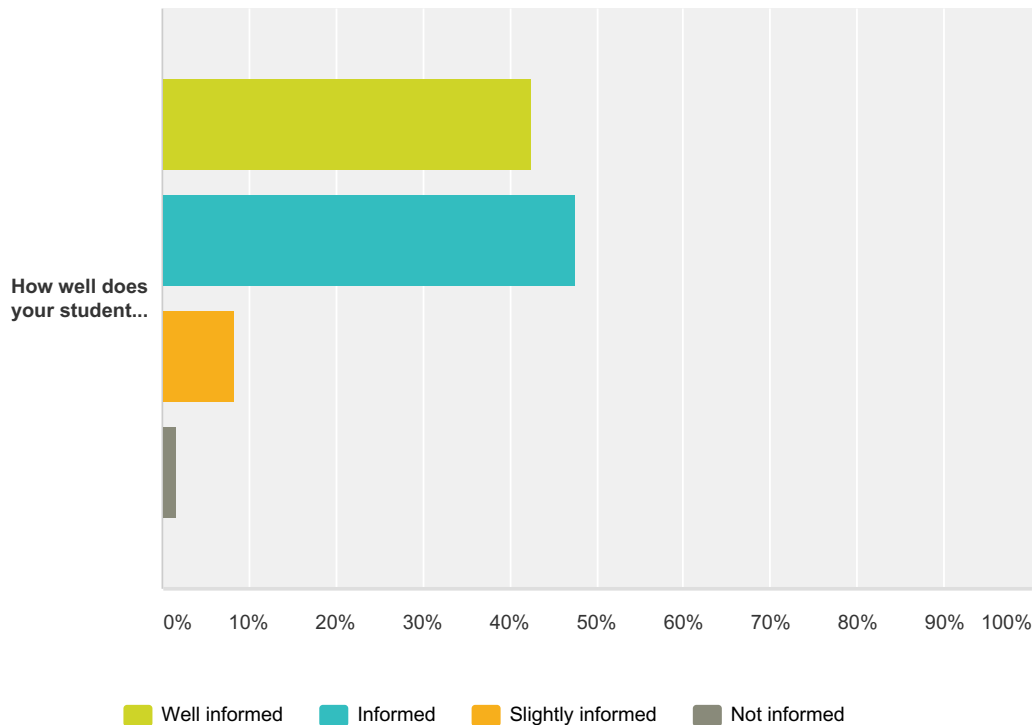
	Well informed	Informed	Slightly informed	Not informed	Total
How well does your student's school keep you informed on issues and encourage you to be involved?	**42.54%** 77	**47.51%** 86	**8.29%** 15	**1.66%** 3	181

**Q15 How else might the schools of SUSD
encourage and support PARENT
INVOLVEMENT? (optional)**

Answered: 42   Skipped: 150

**Q16 COURSE ACCESS: SUSD has a rich
tradition of providing a curriculum that
focuses on meeting the needs of the whole
child. We are committed to ensuring our**

programs and curricula are relevant to the real-world, reflecting the knowledge and 21st century skills our young people need for success in both college and work.

Answered: 185   Skipped: 7
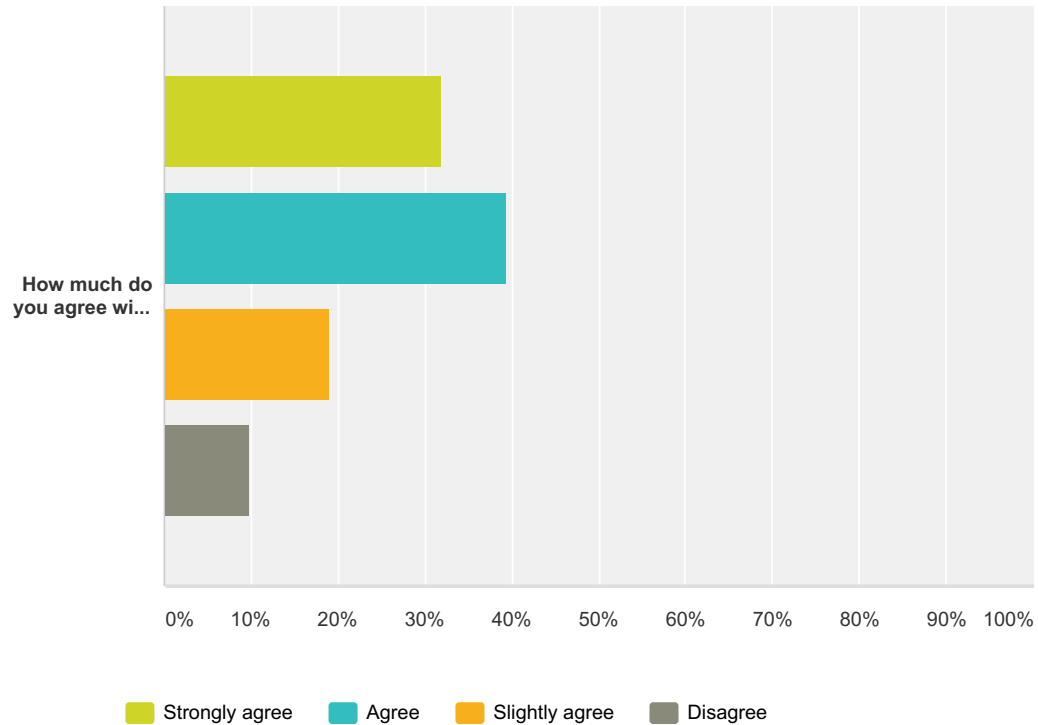
|	Strongly agree	Agree	Slightly agree	Disagree	Total
How much do you agree with this statement? The students at Saratoga Union School District are well prepared for High School and beyond.	**31.89%** 59	**39.46%** 73	**18.92%** 35	**9.73%** 18	185

Q17 How else might the schools of SUSD prepare students to be High School and "college and career" ready? (optional)

Answered: 67   Skipped: 125

Q18 BASIC SERVICES: Access to appropriate textbooks and learning materials, along with appropriately credentialed teachers, is important to ensuring that students succeed in school . The district ensures that all students have textbooks and access to all the materials they need for their classes. In addition, we know that having well-maintained schools

is important to student learning and pride in their schools.

Answered: 187   Skipped: 5
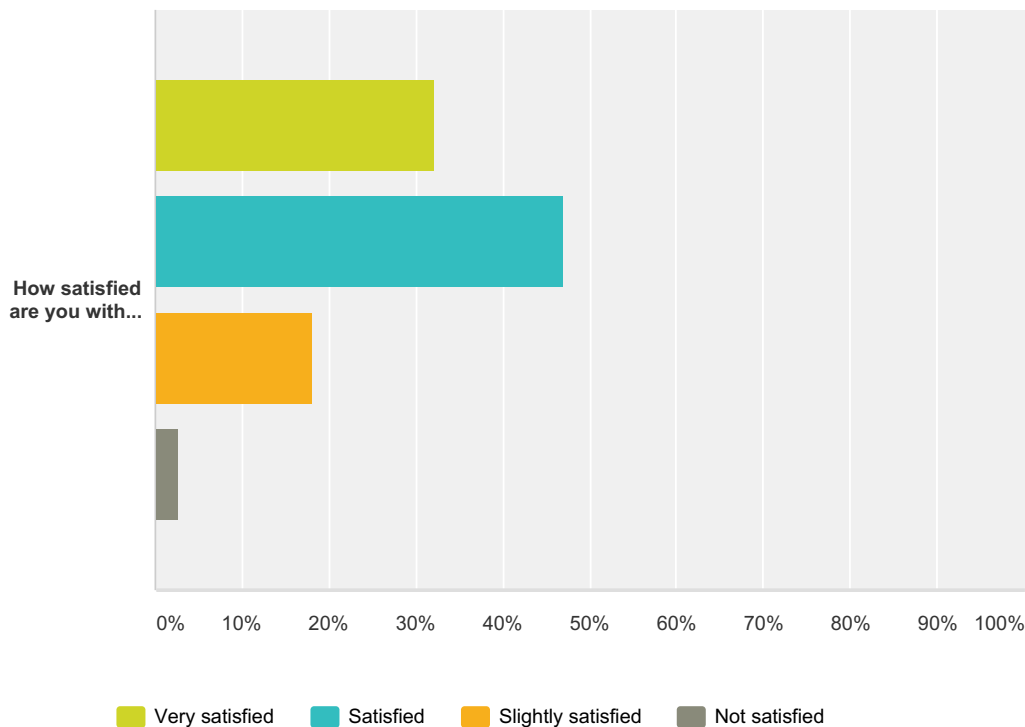
How satisfied are you with...

	Very satisfied	Satisfied	Slightly satisfied	Not satisfied	Total
How satisfied are you with the quality of our facilities and availability of instructional materials?	**32.09%** 60	**47.06%** 88	**18.18%** 34	**2.67%** 5	187

Q19 How else can the district ensure that all students have access to 1) appropriate textbook /learning materials, 2) appropriately credentialed teachers, and 3) well maintained schools? (optional)

Answered: 46   Skipped: 146

12 / 12

2015 SUSD Student Local Control Accountability Plan Survey

Hello SUSD Students!
Our district is interested in hearing your comments about school - what's going well and how can we make it better. Your input will be used as part of our Local Control Accountability Plan to develop goals for our district to make it better! Your answers are anonymous.Thank you for taking a few minutes to give your honest feedback.

1. Name of my school

- ○ Argonaut
- ○ Foothill
- ○ Saratoga Elementary
- ○ Redwood Middle School

2. I am in grade:

- ○ 4
- ○ 5
- ○ 6
- ○ 7
- ○ 8

3. My school provides a good education for students.

- ○ Agree
- ○ Disagree

4. My school provides everything I need to learn while at school.

- ○ Agree
- ○ Disagree

5. My school prepares students for their future in high school, college, or career.

- ○ Agree
- ○ Disagree

6. I look forward to coming to school each day.

- ○ Agree
- ○ Disagree

7. I feel safe while at school.

○ Agree

○ Disagree

8. My school works with my parents/guardian to help me do my best in school.

○ Agree

○ Disagree

9. My teacher calls or writes my parents/guardian when I am having trouble learning.

○ Agree

○ Disagree

10. My school is clean, safe, and in good condition (such as the bathrooms and drinking fountains).

○ Agree

○ Disagree

11. My school provides textbooks and learning materials to meet the needs of all students, including English language learners and students with disabilities.

○ Agree

○ Disagree

12. My school provides textbooks and learning materials to challenge and meet the needs of all students.

○ Agree

○ Disagree

13. Common Core State Standards are being taught to all students at my school, including English language learners and students with disabilities.

○ Agree

○ Disagree

14. What is one thing that the school could do that would help you better achieve all of your goals?

```
[                                        ]
```

15. Do you have any additional comments about what's going well at school, and what we can do to make it better?

```
[                                        ]
```

Q1 Name of my school

Answered: 45   Skipped: 0
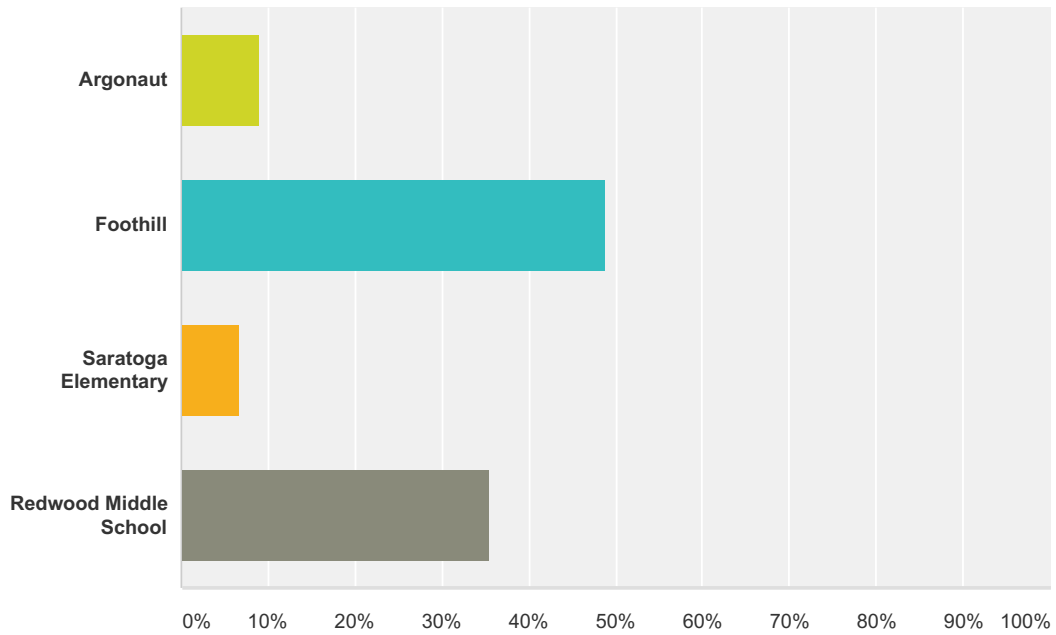
Answer Choices	Responses	
Argonaut	**8.89%**	4
Foothill	**48.89%**	22
Saratoga Elementary	**6.67%**	3
Redwood Middle School	**35.56%**	16
Total		**45**

Q2 I am in grade:

Answered: 43   Skipped: 2
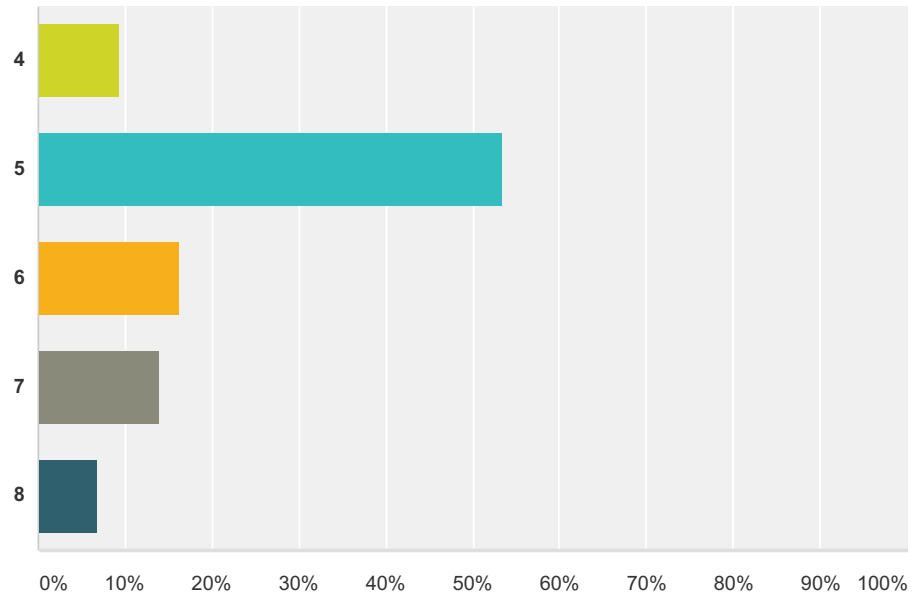
Answer Choices	Responses	
4	**9.30%**	4
5	**53.49%**	23
6	**16.28%**	7
7	**13.95%**	6
8	**6.98%**	3
Total		43

Q3 My school provides a good education for students.

Answered: 45   Skipped: 0
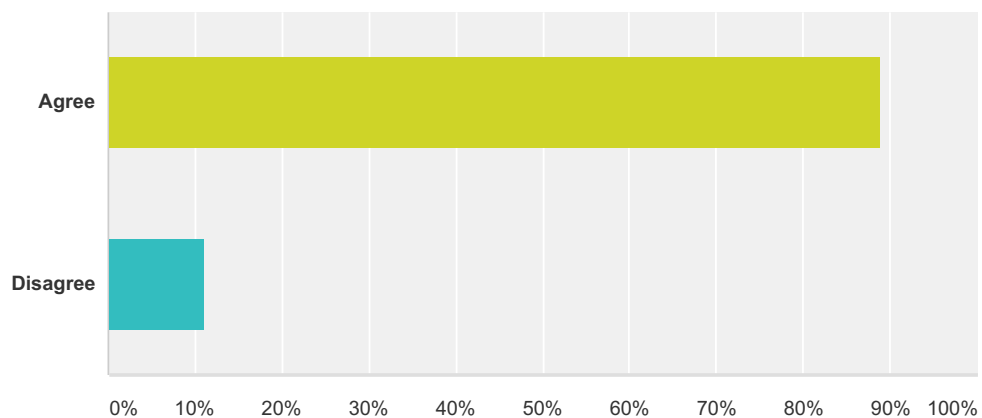
Answer Choices	Responses	
Agree	**88.89%**	40

Disagree	**11.11%**	5
Total		**45**

Q4 My school provides everything I need to learn while at school.

Answered: 45   Skipped: 0
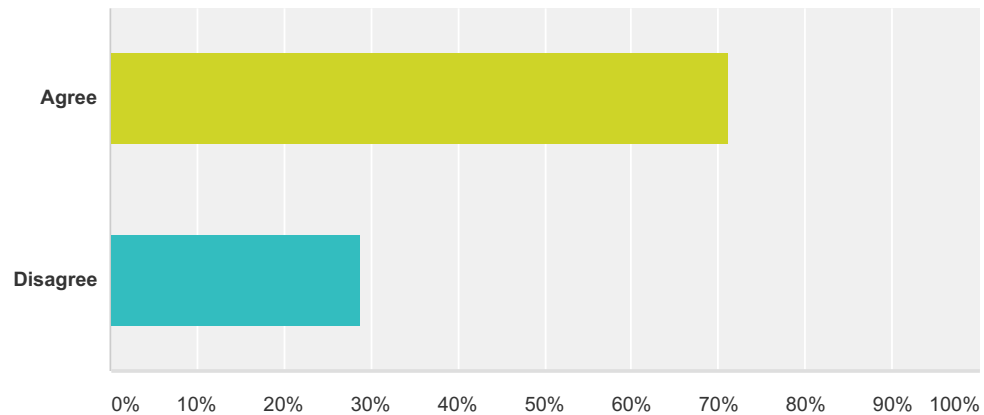
Answer Choices	Responses	
Agree	**71.11%**	32
Disagree	**28.89%**	13
Total		**45**

Q5 My school prepares students for their future in high school, college, or career.

Answered: 45   Skipped: 0
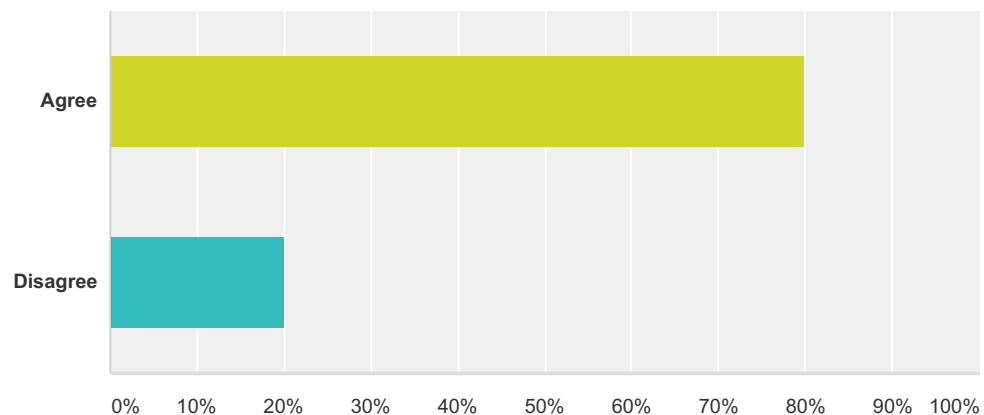
Answer Choices	Responses	
Agree	**80.00%**	36
Disagree	**20.00%**	9

Total	**45**

Q6 I look forward to coming to school each day.

Answered: 43   Skipped: 2
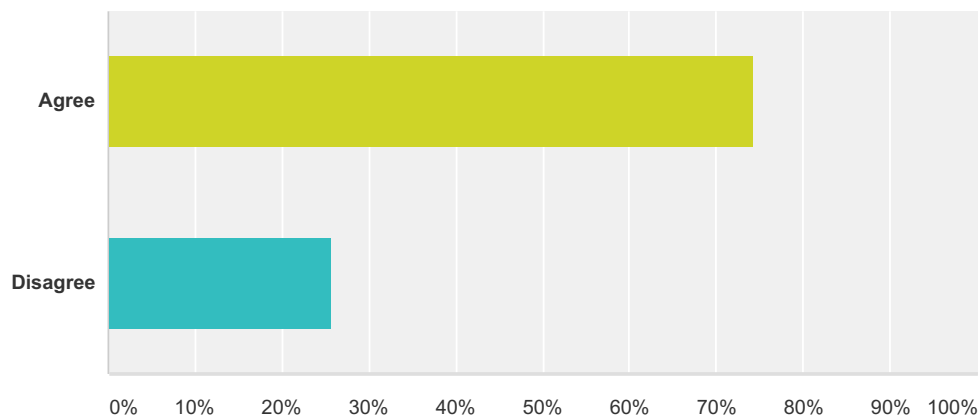
Answer Choices	Responses	
Agree	**74.42%**	32
Disagree	**25.58%**	11
Total		**43**

Q7 I feel safe while at school.

Answered: 44   Skipped: 1
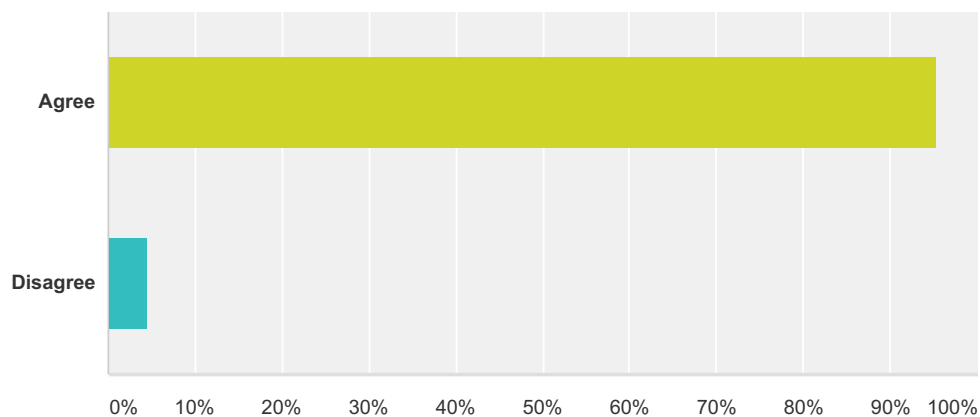
Answer Choices	Responses	
Agree	**95.45%**	42
Disagree	**4.55%**	2
Total		**44**

Q8 My school works with my parents/guardian to help me do my best in school.

Answered: 43   Skipped: 2
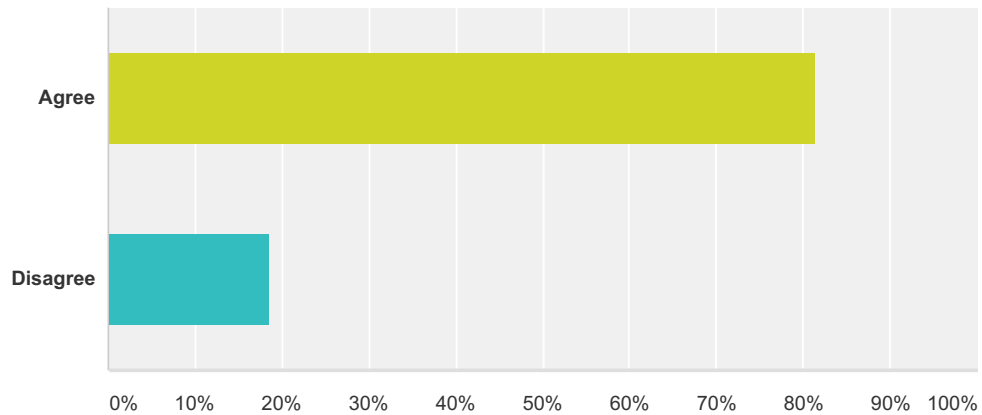
Answer Choices	Responses	
Agree	**81.40%**	35
Disagree	**18.60%**	8
Total		**43**

Q9 My teacher calls or writes my parents/guardian when I am having trouble learning.

Answered: 42   Skipped: 3
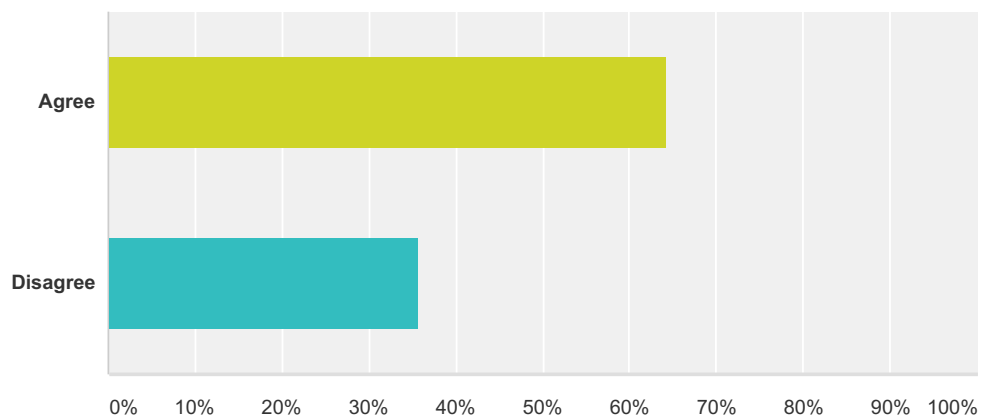
Answer Choices	Responses	
Agree	**64.29%**	27
Disagree	**35.71%**	15

Total		42

Q10 My school is clean, safe, and in good condition (such as the bathrooms and drinking fountains).

Answered: 45   Skipped: 0
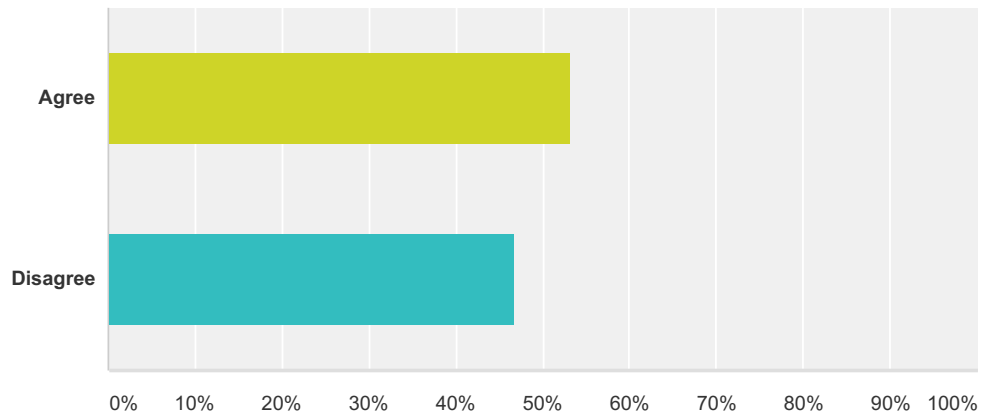
Answer Choices	Responses	
Agree	53.33%	24
Disagree	46.67%	21
Total		**45**

Q11 My school provides textbooks and learning materials to meet the needs of all students, including English language learners and students with disabilities.
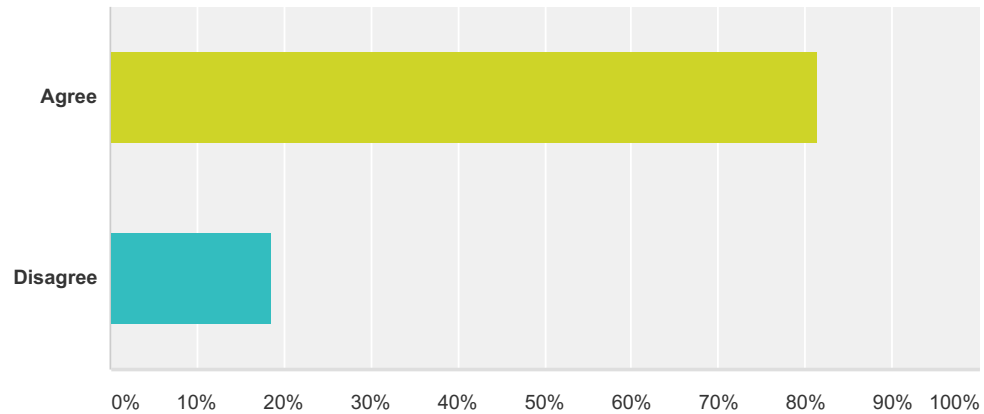
Answered: 42   Skipped: 3
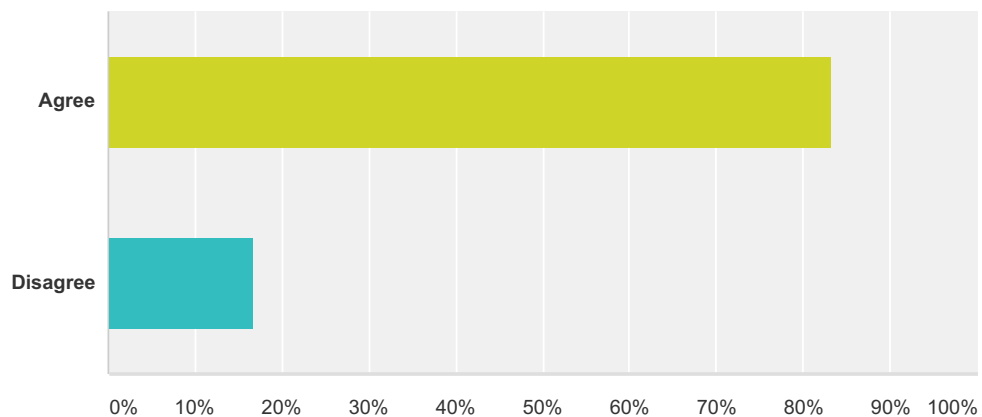
Answer Choices	Responses

Agree	**83.33%**	35
Disagree	**16.67%**	7
Total		**42**

Q12 My school provides textbooks and learning materials to challenge and meet the needs of all students.

Answered: 43   Skipped: 2

Answer Choices	Responses	
Agree	**81.40%**	35
Disagree	**18.60%**	8
Total		**43**

Q13 Common Core State Standards are being taught to all students at my school, including English language learners and students with disabilities.

Answered: 43   Skipped: 2
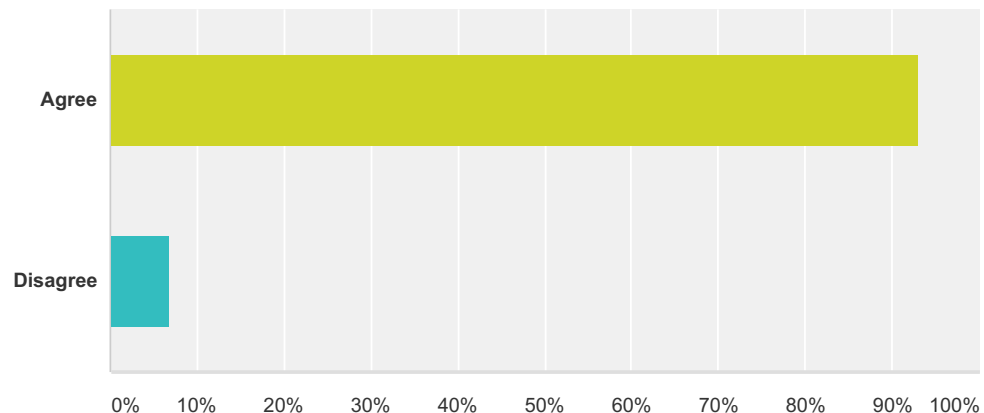
Answer Choices	Responses	
Agree	**93.02%**	40
Disagree	**6.98%**	3
Total		**43**

Q14 What is one thing that the school could do that would help you better achieve all of your goals?

Answered: 41   Skipped: 4

Q15 Do you have any additional comments about what's going well at school, and what we can do to make it better?

Answered: 36   Skipped: 9

Draft Calendar

Saratoga Union School District 2014 – 2015 LCAP and Budget Development Planning Calendar

Month	Description	Dates	Time	Location	Committee/ Person
August 2014	• 2014 – 2015 LCAP and Budget Development Planning Matrix • Determine LCAP metrics • Update LCAP website portal				
September 2014	Principals' LCAP Discussion	Sept 2	1:15	LCR	Principals
	SPSA alignment with LCAP				Principals and Director
	DELAC Review LCAP	Sept 18	3:30	Large Conference Room	DELAC
	LCAP Board Presentation	Sept 23	7:00 pm	Large Conference Room	SUSD Board
	School Site Council Meeting Review of LCAP	TBD	TBD	All school sites	Principals, Director, SSC
October 2014	SCCOE must approve LCAP	Oct. 8			
	LCAP Board Presentation	Oct 14 or 28	7:00 pm	Large Conference Room	SUSD Board
	First Interim Report Data Cut Off	October 31			CBO
November 2014	LCAP Board Presentation	Nov. 18	7:00 pm	Large Conference Room	SUSD Board
	Principals' LCAP Discussion	Nov 25	1:15	LCR	Principals
December 2014	LCAP Board Presentation	Dec. 9	7:00 pm	Large Conference Room	SUSD Board
	First Interim Report due to SCCOE	Dec. 15			CBO
January 2015	LCAP Board Presentation	Jan. 14 or 27	7:00 pm	Large Conference Room	SUSD Board
	Principals' LCAP Discussion	Jan. 20	1:15	LCR	Principals
	Begin cycle for annual update of LCAP				
	Second Interim Report data cut off	Jan. 31			CBO

Month	Description	Date	Time	Location	Committee/Person
February 2015	DELAC Review LCAP	Feb 5	3:30	Large Conference Room	DELAC
	LCAP Board Presentation	Feb. 10	7:00 pm	Large Conference Room	SUSD Board
	Community involvement for annual update of LCAP				
March 2015	LCAP Board Presentation	March 10 or 24	7:00 pm	Large Conference Room	SUSD Board
	Second Interim Report due to SCCOE	March 15			CBO
	Principals' LCAP Discussion	March 17	1:15	LCR	Principals
April 2015	LCAP Board Presentation	April 14 or 28	7:00	Large Conference Room	SUSD Board
	DELAC Review of LCAP revisions	April 30	3:30	LCR	DELAC
	Finalize community input into annual LCAP update				
May 2015	LCAP Board Presentation	May 12 or 26	7:00 pm	Large Conference Room	SUSD Board
	Principals' LCAP Discussion	May 19	1:15	LCR	Principals
June 2015	LCAP Public Hearing Formal Budget Hearing	June 9	7:00 pm	Large Conference Room	SUSD Board
	LCAP Approval Budget Adoption	June 23	7:00	Room	SUSD Board
July 2015	**Deadline for Adoption of 2014 – 2015 Budget and LCAP**	**July 1, 2015**			

Supporting Student Achievement through the Common Core and 21st Century Learning Skills in SUSD
DRAFT Proposed 2014-15 SUSD Professional Development Plan

Topic	Purpose	Activities	LCAP Goals	Strategic Plan Goals

Social Emotional Literacy (SEL)	Provide academic, behavioral, and social-emotional support to all students	• Project Cornerstone
		• Suicide Prevention
		• Maxi the Taxi Dog (TK-5)
		• Collaborative discussions between general and special education teachers:
		  • Monthly meetings in elementary school
		  • Team meetings at Redwood Middle School
		  • Math and ELA Vertical Articulation (4/5 & RMS)
			• Goal 6 (Social-Emotional Literacy and Safety)	• Academics
				• Student Well-Being
				• Professional Development

Common Core State Standards – Math (CCSS-M)	Collaborate, design, and implement CCSS-M-aligned curriculum and instructional strategies	• Silicon Valley Math Initiative PD • MARS Performance Task • Engage NY Math training • Khan Academy (K-8) • Dreambox (K-7) • Curriculum Mapping • Department & Grade Level Collaboration in CCSS-M	• Goal 1 (CCSS PD) • Goal 2 (CCSS instructional materials)	• Academics • Professional Development
Common Core State Standards – English Language Arts/Reading (CCSS-ELA/R)	Collaborate, design, and implement CCSS-ELA/R-aligned curriculum and instructional strategies	• Incorporate CCSS standards 21st Century Strategies • Analyze student data • Guided Reading (new teachers) • Curriculum Mapping • Department & Grade Level Collaboration in CCSS-ELA/R	• Goal 1 (CCSS PD) • Goal 2 (CCSS instructional materials)	• Academics • Professional Development
CCSS Literacy: Writing (CCSS-W)	Collaborate, design, and implement CCSS-Writing-aligned curriculum and instructional strategies	• Lucy Calkins Units of Study Writing Workshop (Gr 3-5) • Writing Assessment Scoring • Expository Reading and Writing Course (6 – 8) • Department & Grade Level Collaboration in CCSS-W	• Goal 1 (CCSS PD) • Goal 2 (CCSS instructional materials)	• Academics • Professional Development
CCSS English Language Development	Collaborate, design, and implement CCSS-ELD- aligned curriculum and instructional strategies	• Rosetta Stone training • ELD and CCSS-ELA • Curriculum Mapping	• Goal 1 (CCSS PD) • Goal 2 (CCSS instructional	• Academics • Professional Development

(ELD)		• Department & Grade Level Collaboration in CCSS-ELA/ELD	materials) • Goal 4 (EL)	
Next Generation Science Standards (NGSS)	Collaborate, design, and implement NGSS-aligned curriculum and instructional strategies	• Curriculum Mapping • Department & Grade Level Collaboration in NGSS •	• Goal 1 (CCSS PD) • Goal 2 (CCSS instructional materials) • Goal 7 (STEM)	• Academics • Professional Development
CCSS – PE & Electives	Implement CCSS- aligned instructional strategies for PE and middle school electives	• Curriculum Mapping • Department & Grade Level Collaboration in CCSS-aligned instruction in PE and electives	• Goal 1 (CCSS PD) • Goal 2 (CCSS instructional materials)	• Academics • Professional Development
Safety	Implement emergency preparedness training for all SUSD staff	• First Aid & CPR Certification classes • Lockdown and Emergency Training • Comprehensive School Safety Plan Training	• Goal 6 (SEL and Safety)	• Student Well-Being • Professional Development
Science, Technology, Engineering, Math (STEM) & Project-Based Learning	Collaborate, design, and implement Project-Based, hands-on learning in STEM Implementation of educational technology instructional tools and strategies	• Google Apps for Education • iPad Apps for Education • Schoology Learning Management System training • Chromebook training • Khan Academy (Math & Coding) • Department & Grade Level Collaboration in STEM	• Goal 1 (CCSS PD) • Goal 2 (CCSS instructional materials) • Goal 7 (STEM)	• Academics • Professional Development • Innovation
Assessment	Provide training in implementation of assessments to drive instruction and analysis of results to support students	• Smarter Balanced Assessment Computer Adaptive Testing (3-8) • Developmental Reading Assessments • Formative Assessments • Developmental Reading Assessment • SchoolCity STARS Suite & Rapid Response System • TK – 5 CCSS Progress Update (Report Card) training • Department & Grade Level Collaboration	• Goal 3 (Assessments)	• Academics • Professional Development

DRAFT Proposed 2015 - 16 SUSD Professional Development Plan

Topic	Purpose	Activities	Outcomes	LCAP Goals	Strategic Plan Goals

Social Emotional Literacy (SEL)	Provide academic, behavioral, and social-emotional support to all students	• Collaborative discussions between general and special education teachers:
		  • Monthly meetings in elementary school
		  • Team meetings at Redwood Middle School
			• *Support student well-being*	•	• Academics
					• Student Well-Being
					• Professional Development

Common Core State Standards – Math (CCSS-M)	Collaborate, design, and implement CCSS-M-aligned curriculum and instructional strategies	• Silicon Valley Math Initiative/MARS performance assessments • Training in supplementary programs (Khan Academy, Dreambox) • Department & Grade Level Collaboration in CCSS-M	• *Implement CCSS math curriculum*	•	• Academics • Professional Development
Common Core State Standards – English Language Arts/Reading (CCSS-ELA/R)	Collaborate, design, and implement CCSS-ELA/R-aligned curriculum and instructional strategies	• DRA & Guided Reading training (K-5) • Department & Grade Level Collaboration in CCSS-ELA/R	• *K – 5: Administer DRA* • *K – 5: Implement Guided Reading*	•	• Academics • Professional Development
CCSS Literacy: Writing (CCSS-W)	Collaborate, design, and implement CCSS-Writing-aligned curriculum and instructional strategies	• Lucy Calkins Units of Study Writing Workshop Training and Scoring (Gr K-5) • Expository Reading and Writing Course (6 – 8) • Department & Grade Level Collaboration in CCSS-W	• *K-3: narrative writing unit* • *4-5: narrative, information, & opinion* • *6-8:*	•	• Academics • Professional Development
CCSS English Language Development (ELD)	Collaborate, design, and implement CCSS-ELD- aligned curriculum and instructional strategies	• Department & Grade Level Collaboration in CCSS-ELA/ELD	• *Support EL students with best practices*	•	• Academics • Professional Development
Next Generation Science Standards (NGSS)	Collaborate, design, and implement NGSS-aligned curriculum and instructional strategies	• Department & Grade Level Collaboration and training in NGSS (6-8)	• *6-8: NGSS training*	•	• Academics • Professional Development
CCSS – PE & Electives	Implement CCSS- aligned instructional strategies for PE and middle school electives	• Department & Grade Level Collaboration in CCSS-aligned instruction in PE and electives (6-8)	•	•	• Academics • Professional Development
Safety (Emergency &	Implement emergency preparedness training for all SUSD staff	• Comprehensive School Safety Plan Training • Blood borne pathogens training	• *Understand emergency*	•	• Student Well-Being

Wellness)		• Lockdown and Emergency Training	*procedures* • *Understand health procedures*		• Professional Development
Science, Technology, Engineering, Math (STEM) & Project-Based Learning	Collaborate, design, and implement Project-Based, hands-on learning in STEM Implementation of educational technology instructional tools and strategies	• Google Apps for Education • iPad Apps for Education • Schoology Learning Management System training (6-8) • Chromebook training • Department & Grade Level Collaboration in STEM	• *Use gmail* • *Use Google Drive* • *Use Google apps* • *Use Chromebooks*	•	• Academics • Professional Development • Innovation

SUSD NGSS Implementation

2014 – 2019

2013 – 2016: NGSS Awareness Phase: intro to CA NGSS, the initial planning of systems implementation, and establishment of collaborations.

2015 – 2018: NGSS Transition Phase: build foundational resources, implementing needs assessments, establishing new professional learning opportunities, and expand collaborations between all stakeholders.

2016 and beyond: NGSS Implementation Phase: expand professional learning support, fully align curriculum, instruction, and assessments, and effectively integrate these across the field.

Phase	Category	Outcomes	Actions	Notes
Phase 1: Awareness	District Implementation Team	Team is representative of all stakeholders	- Identify team facilitator - Contact potential team members from all stakeholder groups: - Administrators - Science teachers at all grade bands - Special Education Teachers - Community members Determine group logistics, establish norms for group, identify a decision making process	
		Create a shared vision	- Draft a vision for science learning for all students - Present a draft vision to all stakeholders - Modify and finalize vision	
Phase 1: Awareness	Organizational Culture	Develop a common understanding between	Administrators conduct classroom observations examining student sense making	

		administrator and teachers of the shifts that the NGSS require	• Leadership teams obtain ongoing PD building common understanding	
		Teachers have permission to innovate and take risks in the classroom	• Site and district administrators clearly communicate expectations for content coverage ('98 standards as it relates to NCLB testing)	
Phase 1: Awareness	Professional Learning	Professional learning focuses on students engaging in the Science and Engineering Practices	• Provide workshops that deepen teachers capacity to engage their students in the Science and Engineering Practices • Provide workshops that explore how to backward design a unit of instruction based on the new NGSS standards prior to 2015 – 2016 school year •	
		All teachers of science, K-12 are provided with professional learning opportunities around the NGSS	• Frequent job-embedded time dedicated for small learning communities to plan and reflect on student understanding at the site level • Multiple opportunities each year for vertical articulation • Deepen understanding of the two middle school models	
Phase 1: Awareness	Data and Assessment	Develop and use formative assessment strategies for the Science and Engineering Practices	• Provide collaboration time to determine the indicators of students' ability to meet the grade band expectations of SEP's • Provide planning time to develop formative assessments • Engage in a process for analyzing formative assessments that informs instructional process and provides opportunity for individual and group reflection •	
Phase 1: Awareness	Instructional Resources	Utilize current curriculum materials,	• Inventory of science instructional materials (e.g., lab equipment, technology, facilities)	

		teachers have adequate material resources for engaging in the Science and Engineering Practices (activities, experiments, technology, literacy)		
Phase 1: Awareness	Partnerships	Communicate the vision for science education in the district	• Determine target audience for communication • Plan Science/STEM outreach events	
		Identify potential partners for mentorship, content development, funding, technology support, etc	• Identify local associations to identify the local industry and business partners • Identify the leader in the district that will be instructional in moving this forward	
Phase 1: Awareness	Resource Prioritization	Identify resources in LCAP for science	• LCAP team understands the rationale and needs of science • Generate a priority list of funding needs for each phase of NGSS implementation	
Phase 1: Awareness	Alignment to other initiatives	Recognize the connections between CCSS and NGSS during instruction	• Examine overlap of literacy demands and PD needs across content • Identify instructional strategies and protocols that can be uniformly implemented across content areas at a site to support students in these new cognitive and language demands	