

§ 15497. Local Control and Accountability Plan and Annual Update Template.

Introduction: The Cupertino Union School District (CUSD) serves 19,200+ Transitional Kindergarten through 8th grade students in 25 schools (20 elementary schools and five middle schools). The District's student demographics are as follows:

- Latino 5%
- African American 1%
- Filipino 1%
- Asian 65%
- White 16%
- English Learners 9%
- Low SES 5%
- Students with Disabilities 6%

The District's English Learner population is very diverse representing 46 languages. CUSD's English Learner population scores 76% proficient in ELA and 85% proficient in math (2012-13 CST). The District's Low SES students are scoring 61% proficient in ELA and math. Therefore, a greater focus and more resources are being identified for reading and writing.

The CUSD community is highly educated and enjoys a parent population that is extremely supportive of all aspects of their children's education. The District's 25 schools serve varying populations, ranging from schools containing fewer than five unduplicated students and schools having over 200 unduplicated students. In the schools with unduplicated populations that are not numerically significant, the District is addressing the children's and families' needs through a district wide approach by providing professional development and materials to all teachers to ensure they can provide targeted services to the students. In order to target service to all students, CUSD has also identified a need to purchase a data management system. There are several District schools serving the majority of the unduplicated students and their families, therefore, resources have been concentrated at the following sites: Nimitz Elementary (Title I), De Vargas Elementary (Title I), Eisenhower Elementary and Hyde Middle. Some of the enhanced services and resources being provided are: Licensed Vocation Nurses, Instructional Support Teachers, Full Day Kindergarten classes, specialized reading professional development and summer programs for unduplicated students.

LEA: Cupertino Union School District **Contact :** Wendy Gudalewicz, Superintendent, gudalewicz_wendy@cusdk8.org, 408-252-3000 x201

LCAP Year: 2014-15

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.

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. 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 should comply with instructions and 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. 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 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:

Parent involvement: *efforts to seek parent input in decision making, 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 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 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 engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA's goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

Guiding Questions:

- 1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, 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?
- 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 representative parents of pupils identified in Education Code section 42238.01?

- 6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

Involvement Process	Impact on LCAP
<p>In the 2012-13 school year, Cupertino Union School District began a planning process. The Executive Cabinet members met with school staff at all 25 schools and engaged them in a conversation focusing on the implementation of the Common Core State Standards. The staff members were asked to identify challenges, needs and priorities. In addition, the staff members were given a survey to collect additional information. Our parent community was also given an opportunity to share their concerns and needs as parents. This information was collected at our five townhall meetings (approximately 2,000 parents attended). Our parents were also given a survey to collect additional information.</p> <p>In 2013-14, beginning in September, the Executive Cabinet returned to all school sites to collect up-to-date information from our school staffs. Again, the Executive Cabinet met with 25 schools and asked the staffs to reflect on the new District Priorities and provide feedback, identify challenges, needs and priorities for the implementation of the Common Core State Standards, and to identify the support they need to meet the needs of the English Learners in their classrooms.</p> <p>The LCAP Planning Process began in late January, 2014. A Powerpoint was created. The presentation gave an overview of the LCAP Planning Process, a</p>	<p>The CUSD Board members used the information gathered from our staff meetings, townhall meetings and surveys to develop CUSD's eight District Priorities. Our eight priorities align with the State's eight priority areas. CUSD Board Priorities are as follows:</p> <ul style="list-style-type: none"> • Students will master Algebra in their first attempt • Students will use written language to express themselves creatively, effectively and efficiently • Students will use technology in their individual and group learning everyday • Environment supports learning, creativity, safety, and engagement • All hiring, evaluation and support are designed to develop staff who have the expertise to ensure all students master the CCSS • We will actively engage parents and community members in supporting the implementation of the CCSS instruction as a vehicle for student achievement • Our balanced budget will reflect our values and priorities • Our bond dollars will be used effectively to meet District priorities and the facilities master plan <p>The information gathered from the staff meetings was populated into a spreadsheet and used to identify patterns of need and support in the system. This information was combined with the information received from the LCAP presentation meetings to inform the final plan.</p> <p>The meetings served as a way to inform, educate, and gather input and feedback from critical stakeholders. The feedback</p>

Involvement Process	Impact on LCAP																		
<p>review of data (including CELDT, API/AYP, course enrollment, discipline and attendance), a timeline and questions for input and feedback. The presentation was then adjusted to include data specific to each school in the District (26 presentations). The Superintendent presented the District Powerpoint presentation to all managers in the system on February 13. At this meeting managers broke into small workgroups and provided written feedback on the following questions:</p> <p>What does the data tell us? What questions do we have? What are the implications of the data? Now what actions should we take to shift the data? And what are our priorities? An additional meeting was held with school site principals and assistant principals to give them talking points and to answer any questions they had about the presentation so they could then present their school specific presentations to their School Site Councils (SSCs) and their staffs. Written feedback was received from all 25 SSCs and all school staffs. The District level presentation was also shown to District English Language Advisory Council, District Advisory Council, the Superintendent’s Teacher Advisory Group (comprised from representatives from all 25 sites), Parent Advisory (comprised of PTA/PTO and foundation members from all 25 sites), the Cupertino Education Association (CEA) Executive Board, Service Employees International Union (SEIU) and California School Employees Association (CSEA), and the District Vision Team comprised of the Executive Cabinet, Employee Association Presidents, Directors and principal representatives.</p> <p>Meeting dates:</p> <table><tr><th>Purpose</th><th>Meeting Dates</th><th>Participants</th></tr><tr><td>Data Review and Planning</td><td>January 28, February 24, March 17, May 12</td><td>Executive Cabinet</td></tr><tr><td>Data Review and Planning</td><td>February 13</td><td>All Management</td></tr><tr><td>Data Review and Consult</td><td>February 24</td><td>Certificated Administrators</td></tr><tr><td>Data Review and Consult</td><td>March 10</td><td>Vision Team</td></tr><tr><td>Data Review and advisement</td><td>On Going Feb.-March</td><td>SSC</td></tr></table>	Purpose	Meeting Dates	Participants	Data Review and Planning	January 28, February 24, March 17, May 12	Executive Cabinet	Data Review and Planning	February 13	All Management	Data Review and Consult	February 24	Certificated Administrators	Data Review and Consult	March 10	Vision Team	Data Review and advisement	On Going Feb.-March	SSC	<p>received from all groups was reviewed by the vision team and necessary adjustments were made to the LCAP. The additions that were made as a result of parent and staff feedback included additional funding for translation services, parent liaisons, personnel to support parent engagement, a need for cultural awareness and summer and afterschool learning opportunities for all targeted students.</p> <p>The Draft LCAP was posted on the District website for review and comment in late May. The public hearing was held at our regularly scheduled Board Meeting on May 27 and will be approved by the CUSD Board at our regularly scheduled meeting on June 17.</p>
Purpose	Meeting Dates	Participants																	
Data Review and Planning	January 28, February 24, March 17, May 12	Executive Cabinet																	
Data Review and Planning	February 13	All Management																	
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Data Review and Consult	March 10	Vision Team																	
Data Review and advisement	On Going Feb.-March	SSC																	

Involvement Process			Impact on LCAP
Plan review and advisement	March 20, April 24	Teacher Advisory	
Data Review and Consult	March 19	Employee Associations	
Data Review and Comment	March and May 7	Parent Advisory	
Review Planning to Date	March 21	Board Advance	
Review and Comment	March 11	DELAC	
Review and Comment	March 18	DAC	
Consult	April 30	All Associations	
Final Review	May 8	All Management	
Consult	May 8	Vision Team	
Public Hearing and Discussion	May 27	Board Meeting Public Hearing	
Action	June 17	Board Meeting	

Section 2: Goals and Progress Indicators

*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, for **each** state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.*

Instructions: Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart 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. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites 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 school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. 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, school site-level advisory groups (e.g., school site 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.

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 "Engagement" (e.g., pupil and parent)?
- 4) What are the LEA's goal(s) to address locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site 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 subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific predicted outcomes/metrics/noticeable changes 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 and/or to review progress toward goals in the annual update?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Goal 1: Close the proficiency gap in math: Asian 96% Low Socio Economic Status (low SES) 61% English Language Learners (ELL)	Goal 1: All students will master Algebra in their first attempt	All	All		Establish math proficiency baselines as measured by California Assessment of Student Performance and Progress (CAASPP) and 5 th and 6 th grade	To be determined using 2014-15 baseline data	To be determined using 2014-15 baseline data	State Priorities 1,2,4,7,8: Basic services, Implementation of state standards, course access, pupil achievement, other pupil outcomes

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
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85% Latino 53% Af. Am. 60% Beginning in 2014-15, growth in proficiency and the closing of the proficiency gap will be measured using CAASPP ELL and low SES will be placed in advanced math based on the results of the District math placement tests Aligned instructional					benchmark assessments Increase in ELL and low SES in advanced math classes	Increase in ELL and low SES students in advanced math classes	Percent of ELL and low SES students in advanced math classes will reflect the percent of ELL and low SES in CUSD	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
materials for all students (Williams Compliance)								
Goal 2: Close the proficiency gap in English Language Arts (ELA): Asian 94% Low SES 61% ELL 76% Latino 56% Af. Am. 64% CELDT Scores and redesignation rates Students will	Goal 2: Students will use written language to express themselves creatively, effectively and proficiently	All	All		Establish ELA proficiency baselines as measured by CAASPP In grades 6 th -8 th , writing	6 th -8 th grade assessments will be administered and baseline data will be established In grades K-5 th ,	6 th -8 th grade metric for growth to be determined K-5 th assessments	State Priorities 1,2,4,7,8: Basic, Implementation of Common Core State Standards (CCSS), course access, pupil achievement, other pupil outcomes

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
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<p>Increase their capacity to understand increasingly difficult academic texts (as measured by District formative assessments, standardized tests) in order to move to the next grade or course level annually.</p> <p>Aligned instructional materials for all students (Williams compliance)</p>					<p>prompts from Inquiry By Design (IBD) work will be identified for administration in 6th-8th grade classrooms</p> <p>At 6 of the 20 elementary school sites, common student writing samples will be identified for calibration and scoring</p> <p>On line assessment platform supporting</p>	<p>writing prompts will be identified for administration in K-5th grade classrooms and implemented with at least 14 of the 20 elementary school sites</p> <p>On line assessment platform will be</p>	<p>will be administered at all elementary schools and district-wide baseline data will be established</p>	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
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					evidence based scoring and calibration will be selected	implemented with all middle schools and the K-5 th grade writing focus schools		
Goal 3: The District has 3000 iPads in 25 schools. The distribution varies from school to school (device to student ratios of 2:1 to 10:1). Need to ensure all schools meet the District target ratios:	Goal 3: Students will use technology in their individual and group learning everyday	All	All		Meet ratios at high needs schools in 4 th -5 th grade at Nimitz, De Vargas and in grade 6 th at Hyde Middle	Meet ratios at high needs schools in grades K-8 th grade and District-wide in 4 th -5 th grade and in grades 6 th in middle school	Meet ratios, K-8 th District-wide	State Priorities 1,2,3,4,5, Basic Services, Implementation of CCSS, Parent Involvement, Pupil Achievement, Pupil Engagement

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
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Transitional Kindergarten (TK)/K-1 st grade, 4:1 2-3 rd grade, 2:1 4-8 th grade, 1:1								
Goal 4: Reviewed research to determine learning needs of students: flexible and ergonomically correct furniture and appropriate lighting and wall colors. Our attendance rates will be	Goal 4: Environment supports learning, creativity, safety and engagement	All	All		Flexible learning centers at high needs schools: Nimitz, De Vargas, and Hyde Middle Determine standard for flexible classroom furniture Maintain attendance	Flexible learning centers in all schools Flexible classrooms at each of the high needs schools: Nimitz, De Vargas, Hyde Maintain attendance	At least one pilot flexible classroom at each of our schools Maintain attendance	State Priorities 1,4,5,8 Basic services, Pupil achievement, Pupil engagement, Other pupil outcomes

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
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<p>maintained above 96%</p> <p>Maintain a safe and clean learning environment as measured by William's Act Compliance</p> <p>Expulsion and suspension rates: Maintain fewer than 2 expulsions a year and a suspension rate below 4% of the student population.</p>					<p>rates</p> <p>Maintain a safe and clean learning environment</p>	<p>rates</p> <p>Maintain a safe and clean learning environment</p>	<p>rates</p> <p>Maintain a safe and clean learning environment</p>	
Goal 5: 99% of our teaching staff is	Goal 5: All hiring, evaluation and	All	All		Maintain 99% of highly qualified	Maintain 99% of highly qualified	Maintain 99% of highly qualified	State Priorities 1,4,6 Basic Services,

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
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highly qualified. Reduce certificated absences (on average 6% of certificated staff absent per day)	support are designed to develop staff who have the expertise to ensure all students master the CCSS				teachers Reduce certificated absenteeism by 5%	teachers Reduce certificated absenteeism by an additional 5%	teachers Reduce certificated absenteeism by an additional 5%	Pupil Achievement, School Climate
Goal 6: Increase opportunities for parents to learn about and provide feedback to the District re: CCSS implementation	Goal 6: We will actively engage parents and community members in supporting the implementation of the CCSS instruction as a vehicle for student achievement	All	All		Use current District parent survey results and participation rate to develop additional metrics and form a baseline of parent engagement	5% increase in parent participation rate district wide in CCSS parent engagement events An additional 5% parental participation increase for parents of low SES, ELL, and	5% increase in parent participation rate district wide in CCSS parent engagement events An additional 5% parental participation increase for parents of low SES, ELL,	State Priorities 2,3,4,6 Implementation of CCSS, Pupil achievement, Parent involvement, School climate

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
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						identified special education students	and identified special education students	

Section 3: Actions, Services, and Expenditures

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 the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.

Instructions: Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA's budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions

and services. 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 actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 2) How do these actions/services link to identified goals and performance indicators?
- 3) 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?
- 4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 5) In the annual update, 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?
- 6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
- 7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?

- A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA's budget.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal 1: All students will master Algebra in their first attempt	State Priorities 1,2,4,7,8 Basic, Implementation of CCSS, course access, pupil achievement, other pupil outcomes	Adopt CCSS aligned math materials	LEA-Wide		Math Adoption \$1,600,000 (Inst. Materials)		
		Provide on-going professional learning including, on-site collaboration, and job-embedded instructional coaching as a means to increase the number of students proficient in math and the number of ELs and Low SES students in advanced math courses	LEA-Wide		Contract for Services: PEBC Minds on Math 5 schools \$22,000 (CCSS)	Contract for Services: PEBC Minds on Math 6 schools \$27,000 (LCFF Supplemental)	Contract for Services: PEBC Minds on Math 7 schools \$31,000 (LCFF Supplemental)

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					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		Implement math assessments district wide in mathematics for students in 5 th -6 th grades (to be used for middle school placement purposes)			Contract for Services: NWEA math for 5 th -6 th grade students \$70,000 (CCSS)	Contract for Services: NWEA math for 5 th and 6 th grade students \$70,000 (LCFF Base)	Contract for Services: NWEA math for 5 th and 6 th grade students \$70,000 (LCFF Base)
Goal 2: Students will use written language to express themselves creatively, effectively and proficiently	State Priorities 1,2,4,7,8 Basic, Implementation of CCSS, course access, pupil achievement, other pupil outcomes	Adopt English Language Arts (ELA) and English Language Development (ELD) Materials. Provide ELs with Oral Language Development Purchase Lucy Caulkins writing	LEA-Wide LEA-Wide		Inquiry By Design materials for 5 middle schools \$230,000 (Prop. 20) ELD Oral Language Development Materials Purchase and program implementation \$300,000 (LCFF Base) Purchase Lucy Caulkins	Inquiry By Design materials for 5 middle schools \$230,000 (Prop. 20) ELA Adoption \$1,600,000 (Inst. Materials)	Adoption implementation

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		materials and support staff with professional development on materials and workshop model Provide on-going professional learning including, on-site collaboration, and job-embedded instructional coaching as a means to support writing proficiency.	LEA-Wide		Writer's Workshop Materials: \$200,000 (CCSS) Contract for services with Teacher's College, The Reading and Writing Project for Writer's Workshop PD for 3 schools \$30,000 (CCSS)	Contract for services with Teacher's College, The Reading and Writing Project for Writer's Workshop training for 8 schools \$80,000 (LCFF Supplemental)	Contract for services with Teacher's College, The Reading and Writing Project for Writer's Workshop training for 9 schools \$90,000 (LCFF Supplemental)
Goal 3: Students will use technology in their individual and group learning everyday	State Priorities 1,2,4,5 Basic Services, Implementation of CCSS, Pupil Achievement, Pupil Engagement	Purchase iPads to reach District ratios: K-1 st , 4:1 2 nd -3 rd , 2:1 4 th -8 th , 1:1 Purchase Device Management	LEA-Wide LEA-Wide		Purchase 1250 devices for student use \$200,000 (LCFF Base) and \$500,000 (CCSS) Contract for Mobile Device	Purchase 1000 devices for student use \$500,000 (LCFF Base) Contract for Mobile Device	Purchase 1250 devices for student use \$750,000 (Bond) Contract for Mobile Device

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					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		System to support iPad deployment Provide on-going professional learning to support the integration of technology into teaching and learning			Management Services \$35,000 (LCFF Base) Teacher instructional technology training \$100,000 (CCSS)	Management Services \$35,000 (LCFF Base)	Management Services \$35,000 (LCFF Base)
Goal 4: Environment supports learning, creativity, safety and engagement	State Priorities 1, 4, 5, 8 Basic services, Pupil achievement, Pupil engagement, Other pupil outcomes	Provide a flexible adult learning environment at each school	LEA-Wide		Adult learning environment in each school with the highest ELL and low SES populations first: Nimitz, De Vargas, Hyde: \$650,000 (LCFF Base)	Complete adult learning environment installation at each school	
		Provide flexible student-learning environments at	School-Wide		Purchase flexible furniture for	Flexible classroom at each school	Complete at least one pilot flexible

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		each school to ensure students are provide healthy learning environments that address their developmental needs			middle school growth classrooms Lawson and Cupertino \$500,000 (Bond)	with the highest ELL and low SES populations: Nimitz, De Vargas, Hyde \$150,000 (LCFF Supplemental)	classroom at each of our schools \$650,000 (LCFF Base)
		Streamline facilities services to school sites	LEA-Wide		Contract services for work-flow audit \$50,000 (LCFF Base)		
		Ensure student and employee safety on the bus	LEA-Wide		Contract services for purchase and installation of video monitoring system in buses		

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					\$100,000 (LCFF Base)		
Goal 5: All hiring, evaluation and support are designed to develop staff who have the expertise to ensure all students master the CCSS	State Priorities 1,4,6 Basic Services, Pupil Achievement, School Climate	Provide training to staff in the summer and afterschool hours to minimize disruption to learning by reducing the need for substitutes Investigate instructional calendar options to minimize long stretches without a break			Adjunct duty pay for teachers: \$220,000 (CCSS) Collaborate with employee organizations and feeder high school district on instructional calendar Adopt three-year instructional District calendar	Adjunct duty pay for teachers: \$150,000 (LCFF Supplemental) Implement new District instructional calendar	Adjunct duty pay for teachers: \$280,000 (LCFF Supplemental)

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					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal 6: We will actively engage parents and community members in supporting the implementation of the CCSS instruction as a vehicle for student achievement	State Priorities 2,3,4,6 Implementation of CCSS, Pupil achievement, Parent involvement, School climate	Hire a Communications Analyst to support community outreach and parent engagement (Facebook, Twitter, Text, Emails, Newsletters)	LEA-Wide		Hire 1.0 Full Time Equivalent (FTE) Communication Analyst: \$81,000 (LCFF Supplemental)	Maintain 1.0 FTE Communication Analyst: \$81,000 (LCFF Supplemental)	Maintain 1.0 FTE Communication Analyst: \$81,000 (LCFF Supplemental)
		Hire Chief of Family and Community Engagement	LEA-Wide		Hire 1.0 FTE Chief of Family and Community Engagement \$170,000 (LCFF Supplemental)	Maintain 1.0 FTE Chief of Family and Community Engagement \$170,000 (LCFF Supplemental)	Maintain 1.0 FTE Chief of Family and Community Engagement \$170,000 (LCFF Supplemental)
		Provide translation services to schools and families	LEA-Wide		Contract for translation services \$10,000 (LCFF Supplemental)	Contract for translation services \$20,000 (LCFF Supplemental)	Contract for translation services \$20,000 (LCFF Supplemental)
		Hold parent information sessions	LEA-Wide		Provide resources such as materials,	Provide resources such as materials,	Provide resources such as materials,

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		supporting academic and social-emotional growth of students			speakers, teacher stipends, childcare \$20,000 (CCSS)	speakers, teacher stipends \$30,000 (LCFF Supplemental)	speakers, teacher stipends \$30,000 (LCFF Supplemental)
		Provide for parent liaison services to facilitate parent engagement	School-Wide Nimitz and DeVargas		Contract for parent liaison services \$20,000 (LCFF Supplemental)	Contract for parent liaison services \$30,000 (LCFF Supplemental)	Contract for parent liaison services \$40,000 (LCFF Supplemental)
		Create a parent survey to gather information to add to the existing baseline	LEA-Wide		Implement parent survey through existing District resources		

Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01 and pupils redesignated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils redesignated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA's budget.

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal 1: All students will master Algebra in their first attempt Goal 2: Students will use written language to express themselves creatively, effectively and proficiently Goal 3: Students will use technology in their individual and	G:1 State Priorities 1,2,4,7,8: Basic services, Implementation of state standards, course access, pupil achievement, other pupil outcomes G:2 State Priorities 1,2,4,7,8: Basic, Implementation of Common Core State Standards (CCSS), course	For Low Income Pupils: Full Day Kinder Provide professional learning and coaching for Critical Literacy	Nimitz and De Vargas School-wide Nimitz, De Vargas, Eisenhower school-wide		Provide Nimitz and De Vargas (Title I Schools) with Full Day Kinder: Hire 2 FTE Teachers \$200,000 (LCFF Supplemental) Contracts for services with Just Think Literacy: \$286,800 (LCFF Supplemental) Purchase Critical Literacy materials \$28,200 (LCFF	Nimitz and De Vargas (Title I Schools) with Full Day Kinder: Maintain 2 FTE Teachers \$200,000 (LCFF Supplemental) Contract for Services with Just Think Literacy: \$200,000 (LCFF Supplemental)	Nimitz and De Vargas (Title I Schools) with Full Day Kinder: Maintain 2 FTE Teachers \$200,000 (LCFF Supplemental) Contract for Services with Just Think Literacy: \$150,000 (LCFF Supplemental)

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					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
group learning everyday Goal 4: Environment supports learning, creativity, safety and engagement	access, pupil achievement, other pupil outcomes G:3 State Priorities 1,2,3,4,5, Basic Services, Implementation of CCSS, Parent Involvement, Pupil Achievement, Pupil Engagement G:4 State Priorities 1,4,5,8 Basic services, Pupil achievement, Pupil engagement, Other pupil outcomes	Provide additional health support to high need populations at De Vargas, Nimitz, and Eisenhower	Nimitz, De Vargas, Eisenhower school-wide		Supplemental) Hire two Licensed Vocational Nurses \$116,000 (LCFF Supplemental)		
Goal 1: All students will master Algebra in their first	G:1 State Priorities 1,2,4,7,8: Basic services,	For English Learners: Full Day Kinder	Nimitz and De Vargas School-wide		Provide Nimitz and De Vargas (Title I Schools) with Full Day	Nimitz and De Vargas (Title I Schools) with Full Day Kinder:	Nimitz and De Vargas (Title I Schools) with Full Day Kinder:

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attempt Goal 2: Students will use written language to express themselves creatively, effectively and proficiently Goal 3: Students will use technology in their individual and group learning everyday Goal 4: Environment supports learning, creativity, safety and engagement	Implementation of state standards, course access, pupil achievement, other pupil outcomes G:2 State Priorities 1,2,4,7,8: Basic, Implementation of Common Core State Standards (CCSS), course access, pupil achievement, other pupil outcomes G:3 State Priorities 1,2,3,4,5, Basic Services, Implementation of CCSS, Parent Involvement, Pupil	Provide extended learning time for ELL students (summer and afterschool) Hire ELD/Instructional coaches for 2 sites with highest concentration of ELs (Nimitz and De Vargas) and 7 additional coaches to be shared by other sites Purchase Data	LEA-Wide LEA-Wide LEA-Wide		Kinder: Hire 2.0 FTE Teachers <i>Noted above</i> Summer program staff: \$55,000 (Title I Funds) Purchase summer program materials: \$25,000 (Title I Funds) Hire 9 FTE Coaches: \$350,000 (LCFF Supplemental) \$400,000 (Title III Funds) Contract with TBD	Maintain 2.0 FTE Teachers <i>Noted above</i> Summer program staff: \$110,000 (LCFF Supplemental) Purchase summer program materials: \$25,000 (LCFF Supplemental) Maintain 9 FTE Coaches: \$350,000 (LCFF Supplemental) \$400,000 (Title III Funds)	Maintain 2.0 FTE Teachers <i>Noted Above</i> Summer program staff: \$110,000 (LCFF Supplemental) Purchase summer program materials: \$25,000 (LCFF Supplemental) Maintain 9 FTE Coaches: \$350,000 (LCFF Supplemental) \$400,000 (Title III Funds)

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	Achievement, Pupil Engagement G:4 State Priorities 1,4,5,8 Basic services, Pupil achievement, Pupil engagement, Other pupil outcomes	Management System to effectively and efficiently identify ELLs by grade and school for specific leveled instruction	LEA-Wide		\$350,000 (LCFF Supplemental)		
		Administer ELA and math assessments district wide in mathematics for English Language Learners to be used for redesignation and monitoring			Contract for Services: NWEA language arts and math assessments for redesignation of 3-8 grade ELL students \$60,000 (Title III Funds)	Contract for Services: NWEA language arts and math assessments for redesignation of 3-8 grade ELL students \$36,000 (LCFF Supplemental)	Contract for Services: NWEA language arts and math assessments for redesignation of 3-8 grade ELL students \$36,000 (LCFF Supplemental)
		Administer oral language and primary language assessments to ELL students	LEA-Wide		Identify oral language assessments to be used with ELL students	Implement oral language assessment with ELL students Identify primary language	Implement primary language assessments to be used with

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		Use Data Management System to monitor EL student progress (language proficiency, academics, length of time in program)	LEA-Wide		District staff will monitor, providing sites with data and professional development support	assessments to be used with ELL Students School sites with less than 175 ELL students will monitor student progress District staff will monitor ELL student progress with more than 175 ELL students	ELL Students All school sites will monitor ELL student progress
		Provide teacher professional development on assessment and grading practices	LEA-Wide		Contract for Services: Cassandra Erkens \$73,000 (CCSS)	Contract for Services: Cassandra Erkens \$100,000 (LCFF Supplemental)	Contract for Services: Cassandra Erkens \$100,000 (LCFF Supplemental)
		Hire Equity Consultant to work with	Nimitz, De Vargas, Eisenhower school-wide		Contract for Services: Equity Consultant,	Contract for Services: Equity Consultant,	Contract for Services: Equity Consultant,

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		Management to explore and identify equity gaps across the district and provide strategies to support ELLs			Enid Lee for coaching and equity walks at 6 school sites \$100,000 (LCFF Supplemental)	Enid Lee for coaching and equity walks at 9 school sites \$100,000 (LCFF Supplemental)	Enid Lee for coaching and equity walks at 10 school sites \$100,000 (LCFF Supplemental)
		Provide additional health support to high need populations at De Vargas, Nimitz, and Eisenhower	School-Wide		Contract for Licensed Vocational Nurses <i>Noted Above</i>		
		Provide summer professional development for teachers focused on support to ELL students			Contract for services for California Reading and Literacy Project \$80,000 (Title III)		
		Identified students with special needs will be provided appropriate	LEA wide		Deaf/Hard of Hearing: Total communication	Deaf/Hard of Hearing: Total communication	Deaf/Hard of Hearing: Total communication

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		services through the County Office of Education as needed			<p>approach that allows for all forms of communication in an instructional program.</p> <p>Orthopedic Impairments: Instructional programs with instructors specializing in assistive technology, integration strategies to enhance the instructional program.</p> <p>Autism Spectrum Disorders: Classroom programs are based on structured teaching with use of visual</p>	<p>approach that allows for all forms of communication in an instructional program.</p> <p>Orthopedic Impairments: Instructional programs with instructors specializing in assistive technology, integration strategies to enhance the instructional program.</p> <p>Autism Spectrum Disorders: Classroom programs are based on structured teaching with use of visual</p>	<p>approach that allows for all forms of communication in an instructional program.</p> <p>Orthopedic Impairments: Instructional programs with instructors specializing in assistive technology, integration strategies to enhance the instructional program.</p> <p>Autism Spectrum Disorders: Classroom programs are based on structured teaching with use of visual</p>

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					<p>schedules, work systems and partner assisted visually aided systems of communication.</p> <p>Emotional Disturbance: Students receive individual and group mental health services as well as academic instruction.</p> <p>Severe Medical Needs and Cognitive delays: Instruction in modified curriculum based on Common Core, independent living skills and inclusion.</p>	<p>schedules, work systems and partner assisted visually aided systems of communication.</p> <p>Emotional Disturbance: Students receive individual and group mental health services as well as academic instruction.</p> <p>Severe Medical Needs and Cognitive delays: Instruction in modified curriculum based on Common Core, independent living skills and inclusion.</p>	<p>schedules, work systems and partner assisted visually aided systems of communication.</p> <p>Emotional Disturbance: Students receive individual and group mental health services as well as academic instruction.</p> <p>Severe Medical Needs and Cognitive delays: Instruction in modified curriculum based on Common Core, independent living skills and inclusion.</p>

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					Early Start Program: Provides support and resources to family members and care givers to enhance children's learning and development. Itinerant Services: Specialists provide services to district and county students in the following areas; Deaf and hard of hearing, Visual impairment, Orientation and mobility, Adapted Physical Education, Orthopedic impairments,	Early Start Program: Provides support and resources to family members and care givers to enhance children's learning and development. Itinerant Services: Specialists provide services to district and county students in the following areas; Deaf and hard of hearing, Visual impairment, Orientation and mobility, Adapted Physical Education, Orthopedic impairments,	Early Start Program: Provides support and resources to family members and care givers to enhance children's learning and development. Itinerant Services: Specialists provide services to district and county students in the following areas; Deaf and hard of hearing, Visual impairment, Orientation and mobility, Adapted Physical Education, Orthopedic impairments,

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					<p>Assistive Technology and home teaching. Disorders: Classroom programs are based on structured teaching with use of visual schedules, work systems and partner assisted visually aided systems of communication.</p> <p>Emotional Disturbance: Students receive individual and group mental health services as well as academic instruction.</p> <p>Severe Medical Needs and</p>	<p>Assistive Technology and home teaching. Disorders: Classroom programs are based on structured teaching with use of visual schedules, work systems and partner assisted visually aided systems of communication.</p> <p>Emotional Disturbance: Students receive individual and group mental health services as well as academic instruction.</p> <p>Severe Medical Needs and</p>	<p>Assistive Technology and home teaching. Disorders: Classroom programs are based on structured teaching with use of visual schedules, work systems and partner assisted visually aided systems of communication.</p> <p>Emotional Disturbance: Students receive individual and group mental health services as well as academic instruction.</p> <p>Severe Medical Needs and</p>

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					Cognitive delays: Instruction in modified curriculum based on Common Core, independent living skills and inclusion. Early Start Program: Provides support and resources to family members and care givers to enhance children's learning and development. Itinerant Services: Specialists provide services to district and county students in the following areas; Deaf and	Cognitive delays: Instruction in modified curriculum based on Common Core, independent living skills and inclusion. Early Start Program: Provides support and resources to family members and care givers to enhance children's learning and development. Itinerant Services: Specialists provide services to district and county students in the following areas; Deaf and	Cognitive delays: Instruction in modified curriculum based on Common Core, independent living skills and inclusion. Early Start Program: Provides support and resources to family members and care givers to enhance children's learning and development. Itinerant Services: Specialists provide services to district and county students in the following areas; Deaf and

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					hard of hearing, Visual impairment, Orientation and mobility, Adapted Physical Education, Orthopedic impairments, Assistive Technology and home teaching. (LCFF Base)	hard of hearing, Visual impairment, Orientation and mobility, Adapted Physical Education, Orthopedic impairments, Assistive Technology and home teaching. (LCFF Base)	hard of hearing, Visual impairment, Orientation and mobility, Adapted Physical Education, Orthopedic impairments, Assistive Technology and home teaching. (LCFF Base)
Goal 1: All students will master Algebra in their first attempt Goal 2: Students will use written language to express themselves creatively, effectively and proficiently	G:1 State Priorities 1,2,4,7,8: Basic services, Implementation of state standards, course access, pupil achievement, other pupil outcomes	For Redesignated ELs: Provide extended learning time for Redesignated ELL students who are not making progress(summer and afterschool) Hire ELD/Instructional	LEA-Wide		Summer program staff: \$55,000 (Title I Funds) Purchase summer program materials: \$25,000 (Title I Funds)	Summer program staff: \$110,000 (LCFF Supplemental) Purchase summer program materials: \$25,000 (LCFF Supplemental)	Summer program staff: \$110,000 (LCFF Supplemental) Purchase summer program materials: \$25,000 (LCFF Supplemental)
	G:2 State Priorities 1,2,4,7,8:		LEA-Wide		Hire 9 FTE Coaches:	Maintain 9 FTE Coaches:	Maintain 9 FTE Coaches:

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal 3: Students will use technology in their individual and group learning everyday Goal 4: Environment supports learning, creativity, safety and engagement	Basic, Implementation of Common Core State Standards (CCSS), course access, pupil achievement, other pupil outcomes	coaches for 2 sites with highest concentration of ELs (Nimitz and De Vargas) and 7 additional coaches to be shared by other sites	LEA-Wide		\$350,000 (LCFF Supplemental) \$400,000 (Title III Funds)	\$350,000 (LCFF Supplemental) \$400,000 (Title III Funds)	\$350,000 (LCFF Supplemental) \$400,000 (Title III Funds)
	G:3 State Priorities 1,2,3,4,5, Basic Services, Implementation of CCSS, Parent Involvement, Pupil Achievement, Pupil Engagement	Purchase Data Management System to effectively and efficiently identify ELLs by grade, classification and school for specific leveled instruction			Contract with Edupoint and Versifit \$350,000 (LCFF Supplemental)		
	G:4 State Priorities 1,4,5,8 Basic services, Pupil achievement, Pupil engagement, Other pupil	Administer ELA and math assessments district wide in mathematics for English Language Learners to be used for redesignation and	LEA-Wide		Contract for Services: NWEA language arts and math assessments for redesignation of 3-8 grade ELL students \$60,000 (Title III)	Contract for Services: NWEA language arts and math assessments for redesignation of 3-8 grade ELL students \$36,000 (LCFF)	Contract for Services: NWEA language arts and math assessments for redesignation of 3-8 grade ELL students \$36,000 (LCFF)

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
	outcomes	monitoring			Funds)	Supplemental)	Supplemental)
		Use Data Management System to monitor EL student progress including redesignated students(language proficiency, academics, length of time in program)	LEA-Wide		District staff will monitor, providing sites with data and professional development support	School sites with less than 175 ELL students will monitor student progress	All school sites will monitor ELL student progress
		Provide teacher professional development on assessment and grading practices to ensure proper monitoring of redesignated students	LEA-Wide		Contract for Services: Cassandra Erkens \$73,000 (CCSS)	Contract for Services: Cassandra Erkens \$100,000 (LCFF Supplemental)	Contract for Services: Cassandra Erkens \$100,000 (LCFF Supplemental)
		Hire Equity Consultant to work with	LEA-Wide		Contract for Services: Equity	Contract for Services: Equity	Contract for Services: Equity

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>Management to explore and identify equity gaps across the district and provide strategies to support ELLs including redesignated students</p> <p>Provide summer professional development for teachers focused on support to ELL students</p>	LEA-Wide		<p>Consultant, Enid Lee for coaching and equity walks at 6 school sites \$100,000 (LCFF Supplemental)</p> <p>Contract for services for California Reading and Literacy Project \$80,000 (Title III)</p>	<p>Consultant, Enid Lee for coaching and equity walks at 9 school sites \$100,000 (LCFF Supplemental)</p>	<p>Consultant, Enid Lee for coaching and equity walks at 10 school sites \$100,000 (LCFF Supplemental)</p>
Goal 1: All students will master Algebra in their first attempt	G:1 State Priorities 1,2,4,7,8: Basic services, Implementation of state	For Foster Youth: Improve foster youth educational outcomes	LEA-Wide		Work with the CDE to identify all foster youth attending CUSD schools	Work with the CDE to identify all foster youth attending CUSD schools	Work with the CDE to identify all foster youth attending CUSD schools

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal 2: Students will use written language to express themselves creatively, effectively and proficiently Goal 3: Students will use technology in their individual and group learning everyday Goal 4: Environment supports learning, creativity, safety and engagement Goal 6: We will actively engage parents and community	standards, course access, pupil achievement, other pupil outcomes	Establish practices and data infrastructure necessary to support and monitor the educational success of foster youth	LEA-Wide		Annually, identify school foster youth liaisons	Annually, identify school foster youth liaisons	Annually, identify school foster youth liaisons
	G:2 State Priorities 1,2,4,7,8: Basic, Implementation of Common Core State Standards (CCSS), course access, pupil achievement, other pupil outcomes	Provide educational and social emotional support services to foster youth that close the achievement gap	LEA-Wide		Provide training for the liaison and adjunct duty compensation for hours required beyond contractual hours \$4,000 (LCFF Supplemental)	Provide training for the liaison and adjunct duty compensation for hours required beyond contractual hours \$4,000 (LCFF Supplemental)	Provide training for the liaison and adjunct duty compensation for hours required beyond contractual hours \$4,000 (LCFF Supplemental)
	G:3 State Priorities 1,2,3,4,5, Basic Services, Implementation of CCSS, Parent Involvement, Pupil Achievement, Pupil	To provide outreach and engagement opportunities related to foster youth to the community, stakeholders and educators	LEA-Wide				
		School sites will designate a school	LEA-Wide				

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					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
members in supporting the implementation of the CCSS instruction as a vehicle for student achievement	Engagement	based foster youth liaison at each site to manage foster youth cases	LEA-Wide				
	G:4 State Priorities 1,4,5,8 Basic services, Pupil achievement, Pupil engagement, Other pupil outcomes	Upon entry into the school district or when identified as being within the foster youth system, a school site liaison will be assigned to the student(s) and an individualized learning plan will be developed through the IST or SST process (plans reviewed annually)					
	G:6 State Priorities 2,3,4,6 Implementation of CCSS, Pupil achievement, Parent involvement, School climate	The school site liaison will meet with the foster parent, court appointed special advocate, social worker, and/or	LEA-Wide				

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		other support adult to partner on the most successful school program for the student Provide additional health support to high need populations at De Vargas, Nimitz, and Eisenhower	Nimitz, De Vargas, Eisenhower school-wide		Contract for Licensed Vocational Nurses <i>Noted Above</i>		

- B. Describe the LEA's increase in 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 district wide, school wide, 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 school site in the LCAP year, when using supplemental and concentration funds in a district wide or school wide 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 priority areas. (See 5 CCR 15496(b) for guidance.)

With a projected ADA of 18,886 and unduplicated 13% eligibility, the Cupertino Union School District's LCFF Target Funding of \$145,375,968 is comprised of \$134,437,729 in Base, \$5,917,774 in Grade Span, \$3,648,772 in Supplemental, and \$1,371,693 in Transportation funding. Based on prior year funding, the District's calculated 2014-15 LCFF Funding Floor is \$112,799,924. Given a 28.05% gap closure, the 2014-15 LCFF total phase-in entitlement is \$121,799,924. Since the Supplemental Target Funding is \$3,648,772 and prior year EIA was \$945,897, the remaining gap in Supplemental Funding is \$2,702,875. The 28.05% gap closure provides an added \$758,156 for a total **2014-15 Supplemental Funding of \$1,704,053**. The 2014-15 supplemental funds will be utilized as follows:

CUSD has 25 schools the range of unduplicated counts varies widely by school site, from a low of below five students to a high of over 200 students. At the sites that have unduplicated counts that are not numerically significant we have taken a district wide approach to supporting the students. \$350,000 is being used to employ district curriculum and instructional support personnel to work directly with sites and coordinate CCSS and ELD aligned content. Another, \$281,000 is being used to employ personnel in the area of parent engagement and communication. \$216,000 is designed to enhance health services and provide full day kindergarten at the schools sites with close to 40% unduplicated students. An additional \$350,000 will be utilized to purchase a data management system for accurate identification of unduplicated students and students who are not proficient in ELA and/or math. The remaining funds will be utilized for professional development and instructional materials to support ELLs.

- C. 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). 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). 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.

Given a 28.05% gap closure, the 2014-15 LCFF total phase-in entitlement is \$121,799,924. Since the Supplemental Target Funding is \$3,648,772 and prior year EIA was \$945,897, the remaining gap in Supplemental Funding is \$2,702,875. The 28.05% gap closure provides an added \$758,156 for a total 2014-15 Supplemental Funding of \$1,704,053. This results in a 2014-15 Base Funding of \$120,095,871 and **a minimum proportionality percentage of 1.42%**. The 1.42% proportionality is being met in the following ways:

Instructional Coaches provided to all schools with support for English Language Dev. (Title I schools will receive a dedicated coach)	\$350,000
Provide professional development in Critical Literacy for three high needs elementary schools in order to close the proficiency gap in ELA	\$286,800
Provide Full-Day Kindergarten classes to all students at our Title I elementary schools (2 FTE)	\$200,000
Hire two Licensed Vocational Nurses to enhance the health services at our three high needs elementary schools	\$116,000
Critical Literacy Materials for three high needs elementary schools	\$28,200
Contracts for Parent Liaisons at our Title I schools to increase family engagement	\$20,000
Stipends/contracts for Foster Youth Liaisons	\$4,000

Our identified unduplicated students will be receiving extended instructional time, enhanced health services, additional materials and their teachers will receive specific support through dedicated ELD/instruction coaching and professional development beyond the district wide services being provided. The district is providing services that exceed the required supplemental expenditures (refer to Section 3(B) for specific details and expenses and note above).

In addition to services and actions for all students identified in Section 3(A) of the District's Local Control Accountability Plan, the following services and actions for low income, foster youth and English learner pupils will be provided district wide:

Purchase a data management system in order to identify ELLs and students not scoring proficient in order to provide targeted instructional supports	\$350,000
Hire a Chief of Family and Community Engagement in response to parent feedback to increase services to families District wide (emphasis on academic supports for struggling students)	\$170,000
Hire Equity Consultant to provide professional development in cultural awareness and ELD instruction	\$100,000

Hire Comm. Analyst to enhance communication to all families and address parent need for newcomer family videos and translated communications	\$81,000	
Translation Services	\$10,000	
Stipends/contracts for Foster Youth Liaisons	\$4,000	
<p>In addition to the District wide services identified above, additional intervention programs will be provided for students who do not make expected progress. Summer school learning opportunities will be provided for English Learners. We will provide supplemental materials specific to the needs of English Learners, and students not scoring proficient. The designated and District wide services provided are the most effective use of funds to meet the district goals for our unduplicated students.</p>		

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.