

Local Control and Accountability Plan
Submitted to the Board of Education
June 19, 2014

Introduction:

LEA: Sunnyvale School District

LCAP Year: 2014-15

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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.

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:

1) 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)

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

7) 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)

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

10) 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:

4) 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)

8) 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:

3) 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)

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

6) 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?

Sunnyvale School District is a K-8 district comprised of nearly 7000 students in eight elementary schools and two middle schools. As a kindergarten through 8th grade district, we do not administer the California High School Exit Exam (CAHSEE), Early Assessment Program exam or Advance Placement (AP) exams, offer A-G coursework or Career Technical Education (CTE) Pathways as defined by the state of California, or receive a California Department of Education (CDE) calculation for graduation rate, dropout rate, and Academic Performance Index (API). Therefore, these metrics will not be used in our plan. However, all of our actions are directed toward our students successfully matriculating to high school prepared to pass the CAHSEE and EAP, take A-G, AP, and CTE courses, and graduate high school.

This plan is aligned with our existing District Strategic Goals, LEA Plan and Title III Plan. We have included in our calculations and plan expenditures from other sources of revenue including federal, state and local sources.

Involvement Process	Impact on LCAP																						
<p>INVOLVEMENT Timeline for Stakeholder Input and LCAP Development:</p> <table border="0"> <tr> <td>District staff attend trainings</td><td>September-December 2013</td></tr> <tr> <td>SEA/CSEA Forum</td><td>January 9, 2014</td></tr> <tr> <td>DELAC Forum</td><td>January 23, 2014</td></tr> <tr> <td>DAC & Stakeholder Lyceum</td><td>February 12, 2014</td></tr> <tr> <td>Parent survey complete</td><td>February 14, 2014</td></tr> <tr> <td>Board Update on LCAP</td><td>April 3, 2014</td></tr> <tr> <td>Draft LCAP shared with ILT and ELAT Committee</td><td>April 22, 2014</td></tr> <tr> <td>DAC REVIEWS LCAP</td><td>May 2, 2014</td></tr> <tr> <td>DELAC reviews LCAP</td><td>May 7, 2014</td></tr> <tr> <td>Board Public Hearing</td><td>June 5, 2014</td></tr> <tr> <td>Board Adoption</td><td>June 19, 2014</td></tr> </table> <p><u>Parent Satisfaction Survey</u></p> <p>Every other year, we survey parents for their level of satisfaction with the Correlates of Effective Schools. Fortunately, the Correlates align well with the 8 LCAP areas. Between November 2013 and February 2014, we received survey results from 1361 families.</p> <p>RESULTS: We are very proud to have very high levels of parent satisfaction. Since the average score was 94%, we considered an area of STRENGTH if it averaged above 94% satisfied or highly satisfied. The lowest score was a robust 90% satisfaction so we considered scores between 90%-93% effective practices. 80% responses in English, 20% responses in Spanish. See Appendix A for the results tables.</p> <p><u>District DAC & Lyceum</u></p> <p>Since 2011, SSD has had a process of annual stakeholder input to our District Strategic Plan. This is done through an annual survey and a full day Lyceum. During the Lyceum, parent, community and staff representatives from all ten schools come together to look closely at our programs and services and give input on what their priorities are. The Lyceum included three parents of English learners, four District Advisory Council representatives of low income students and one foster parent. We adjust our LEA Plan and our Strategic Plan each year. Our schools align their single school plans accordingly.</p> <p>This year, we focused our Lyceum on stakeholder input around the eight priorities of the LCAP. In addition, we held a separate meeting with employee bargaining groups to learn about the LCFF, the District budget and collect their ideas. The representative from SEA and CSEA were also included in the Lyceum. Fortunately, we found the input from parents, students, teachers and staff very much aligned. The items in bold have the greatest consensus of opinion.</p>	District staff attend trainings	September-December 2013	SEA/CSEA Forum	January 9, 2014	DELAC Forum	January 23, 2014	DAC & Stakeholder Lyceum	February 12, 2014	Parent survey complete	February 14, 2014	Board Update on LCAP	April 3, 2014	Draft LCAP shared with ILT and ELAT Committee	April 22, 2014	DAC REVIEWS LCAP	May 2, 2014	DELAC reviews LCAP	May 7, 2014	Board Public Hearing	June 5, 2014	Board Adoption	June 19, 2014	<p><i>At the various meetings the stakeholder groups expressed their interests. We looked for patterns among items identified more than once. This column identifies the impact on the LCAP—if the item is included, why not if it is not and where it can be found if so.</i></p>
District staff attend trainings	September-December 2013																						
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<p><u>DELAC</u> Parents of English learners were included in the Lyceum. In addition, input was sought at DELAC in January, March and May. Additionally, schools sought input from site groups and passed it on to the District.</p> <p><u>SEA/CSEA</u> Representatives from employee groups were fully represented at our Lyceum. We also discussed LCAP priorities at regularly scheduled meetings with these groups. In addition, each of these groups was offered the opportunity to review the draft and offer suggestions. The following table identifies the input from the various stakeholders and the impact on the LCAP. These are organized by priority. Items not included are shaded.</p>	
Lyceum SEA/CSEA <ul style="list-style-type: none"> • Attract and retain high quality teachers (6 parents, 1 staff) • Develop teacher proficiencies in using multiple forms of formative assessment (portfolios, teacher observations, performance) (5 parents, 4 staff) 	<i>Include in LCAP Goal 2 Priority 1</i>
SEA/CSEA <ul style="list-style-type: none"> • Maintain district finances and facilities • Continue to monitor program effectiveness • Continue special programs (curriculum) and monitor success • Increase spending on classroom supplies and materials 	<i>Include in LCAP Goal 2 Priority 1</i>
SEA/CSEA <ul style="list-style-type: none"> • Add additional program rooms 	<i>Not included. This is not within the scope of LCFF Priority 1</i>
Lyceum and SEA/CSEA <ul style="list-style-type: none"> • Add school gardens at all elementary schools • Add science labs at elementary schools (3 parents, 5 staff) 	<i>Not included. This is within the scope of the Single School Plans</i>
DELAC <ul style="list-style-type: none"> • Ensure that all students have equal access to learning the Common Core Standards 	<i>Include in LCAP Goal 3 Priority 2</i>
Lyceum DELAC SEA/CSEA <ul style="list-style-type: none"> • Explore current events with students; connections to real-world experiences (12 parents, 3 staff) • Empower teachers to utilize a variety of materials and methods of their choosing: multi-genres. Multi-modal and multi-genres. Increase science in the curriculum (6 parents, 7 staff) • Implement Common Core aligned materials (3 parent, 5 staff) • Provide digital content for classrooms (3 parent, 3 staff) 	<i>Include professional development for teachers around relevant instruction in LCAP - Goal 4 Priority 2</i>
Lyceum SEA/CSEA <ul style="list-style-type: none"> • Add professional development (through technology, webinars) (6 parents, 8 staff) • Provide teacher trainings on grade book alignment to Common Core 	<i>Include in LCAP – Goal 4 Priority 2</i>

<ul style="list-style-type: none"> • Deepen/Improve system for standards based grading at all levels. Deepen with tools and opportunities for calibration and collaboration across classrooms (5 parents, 2 staff) 	
Lyceum SEA/CSEA <ul style="list-style-type: none"> • Add coaches to all sites to support curriculum development and implementation (3 parents, 5 staff) • Maintain and deepen teacher support on Common Core implementation (3 parents, 5 staff) • Use teachers as leaders at the site to get more buy-in 	<i>Include provision for instructional coaches at all high poverty schools in LCAP</i> <i>Include distributed leadership in LCAP - Goal 4 Priority 2</i>
Lyceum SEA/CSEA <ul style="list-style-type: none"> • Add workshops on Academic Language (encourage staff to invite parents) (6 parents, 6 staff) • Add professional development for social studies and science 	<i>Include in LCAP</i> <i>Goals 3 & 4</i> <i>Priority 2</i> <i>Priority 3</i>
Lyceum SEA/CSEA <ul style="list-style-type: none"> • Provide teachers with time to implement new technologies and programs (7 parents, 12 staff) • Time for teachers to develop engaging curriculum such as PBL, tech integration (4 parents, 13 staff) • Add time for teacher implementation of new ideas/programs (4 parents, 10 staff) • Add more prep time for teachers (6 parents, 7 staff) • Provide additional planning time during contractual hours so teachers can reflect, refine, create, prepare CCSS lessons; (2 parents, 7 staff) 	<i>Include provision for teacher planning and collaboration in LCAP - Goal 3</i> <i>Priority 2</i>
Lyceum DELAC SEA/CSEA <ul style="list-style-type: none"> • Add parent trainings for classroom volunteers and/or how to support social-emotional well-being of kids (12 parents, 13 staff) • Provide parenting seminars (i.e., how to support your child's academic, social and physical development), effective discipline (15 parent, 15 staff) 	<i>Not included. This is within the scope of the Single School Plans</i> <i>Goal 12</i> <i>Priority 3</i>
Lyceum DELAC SEA/CSEA <ul style="list-style-type: none"> • Provide parent trainings to provide methods to support Common Core progress (and homework expectations) (12 parents, 6 staff) • Maintain flexibility for schools to determine best avenues of outreach and parent engagement (10 parents, 7 staff) • Expand parental involvement, include more EL parents <ul style="list-style-type: none"> -Provide training, access, employment opportunities or incentives -SSD job fair for parents (6 parents, 4 staff) • Improve communication between school and families and district using multiple modalities: written, phone messages, emails (English/Spanish) principal coffees, communication liaison, parent-teacher conference days (K-8), leveraging social media, translator (5 parents, 3 staff) 	<i>Include annual parent education plans in LCAP</i> <i>Goal 12</i> <i>Priority 3</i> <i>Priority 2</i>
Lyceum DELAC	<i>Not included. These classes are provided by adult ed.</i>

<ul style="list-style-type: none"> Provide English classes for EL parents (5 parents, 9 staff) 	
Lyceum DELAC SEA/CSEA <ul style="list-style-type: none"> Maintain/add community/family events, (6 parents, 5 staff) Build parents' confidence in celebrating progress by increasing understanding of pathways to college and success (8 parents, 3 staff) 	Not included. This is within the scope of the Single School Plans
Lyceum <ul style="list-style-type: none"> Add parent conference open forum at middle school prior to 6, 7, 8 graders before Thanksgiving break (4 parents, 4 staff) 	Not included at this time. This should be discussed further at the site level.
Lyceum SEA/CSEA <ul style="list-style-type: none"> Provide on-site TB testing so more parents will volunteer (3 parents, 11 staff) 	Not included at this time.
Lyceum <ul style="list-style-type: none"> Invite community to share in student success (8 parents, 3 staff) 	Not included. This is within the scope of the Single School Plans
SEA/CSEA <ul style="list-style-type: none"> Maintain STAR Reading and math Assessments Add leveled assessments 	Included in LCAP Goal 11 Priority 4
Lyceum <ul style="list-style-type: none"> Student awareness—improve their understanding of current test results and the impact on their future (short-term/long-term) (11 parents, 3 staff) Implement student-generated goal-setting and identify ways to celebrate student growth/progress, including parent support (Invite LinkedIn to present and provide lunch) (4 parents, 6 staff) 	Not included. Not a budget expenditure. This is within the scope of the Single School Plans.
Lyceum DELAC, SEA/CSEA <ul style="list-style-type: none"> Add more enrichment activities within math/reading within the school day (extended learning opportunities) (9 parents, 8 staff) Add programs for high achieving students (11 parents, 5 staff) Add programs that support high achieving students (7 parents, 3 staff) Add teacher and parent support of higher development Add support staff to facilitate differentiation (5 parents, 5 staff) 	Include differentiation and enrichment programs for high achieving students in LCAP Goals 3 & 4 Priority 4 Priority 8
Lyceum DELAC, SEA/CSEA <ul style="list-style-type: none"> Provide District technology support for meaningful classroom integrations of the Common Core (8 parents, 18 staff) Continue to support web-based programs and apps (8 parents, 6 staff) Improve turn-around time for device/app purchase and deployment (10 parents, 4 staff) Add IT support (4 parents, 2 staff) Add more district tech support to individual sites (3 parents, 6 staff) 	Include support for technology to implement the CCCSS in LCAP Goal 11 Priority 5 Priority 2

Lyceum SEA/CSEA <ul style="list-style-type: none"> • Deepen teacher proficiency with instructional technology to make technology integration more meaningful, add links to home use. (7 parents, 9 staff) 	<i>Include professional development for technology in LCAP- Goals 4 & 11</i> Priority 5
Lyceum DELAC SEA/CSEA <ul style="list-style-type: none"> • Continue one-on-one initiative for all sites (3 parent, 3 staff) • Differentiate access to technology based on site needs (1 parent, two staff) • Maintain computer labs and technology/software for projects 	<i>Include 1:1 initiative in LCAP</i> Goal 11 Priority 5
Lyceum <ul style="list-style-type: none"> • Add /continue efforts on attendance monitoring. Explore root causes and work to fix them (1 parent, 1 staff) 	<i>Include current efforts to improve attendance in LCAP</i> Goal 10 Priority 5
Lyceum DELAC <ul style="list-style-type: none"> • Add more after-school activities (13 parents, 5 staff) 	<i>Include afterschool programs at highest poverty schools in LCAP</i> Goal 8 Priority 5
DELAC <ul style="list-style-type: none"> • Balance digital and analog learning experiences for students so that students are not overly using screen time. 	<i>Include in LCAP</i> Goal 11 Priority 5
Lyceum DELAC <ul style="list-style-type: none"> • Maintain intervention programs (1 parent, 2 staff) • Continue to offer after-school activities or expand (KLAS, enrichment) (3 parents, 2 staff) • Provide tutorials to help students in need. (6 parents, 2 staff) • Maintain summer school (5 parents, 3 students) 	<i>Include KLAS and Summer School in LCAP Goals 5 & 8</i> Priority 7 <i>Not included. Afterschool tutorials are within the scope of the Single School Plans</i>
SEA/CSEA <ul style="list-style-type: none"> • Maintain intervention programs such as: ST Math, ALEKS, Reading Partners 	<i>Include intervention activities instruction in LCAP Goal 8 Priority 7</i>
Lyceum DELAC <ul style="list-style-type: none"> • Provide transportation for field trips where needed (4 parents, 4 staff) 	<i>Not included. This is within the scope of the Single School Plans</i>
Lyceum <ul style="list-style-type: none"> • Extend access to computers/beyond the school day –longer hours or library check in/out (1 parent, 4 staff) 	<i>Not included. This is within the scope of the Single School Plans</i>
DELAC <ul style="list-style-type: none"> • Provide general knowledge and non “traditional” studies, such as what is going on in the world, news, other cultures and holidays 	<i>Addressed through the course specific curricula adopted by the Board—not in LCAP</i>
Lyceum <ul style="list-style-type: none"> • Continue blended learning opportunities, i.e., ST Math, ALEKS, (4 parents, 3 staff) 	<i>Include use of blended learning in LCAP Goal 11 Priority 7</i> Priority 5

Lyceum <ul style="list-style-type: none"> Add a separate TK class for students who demonstrate need (4 staff) Add preschools to every campus—make it affordable! (3 parents, 5 staff) 	<i>Not included. These items rely on State legislation and increased funding.</i>
Lyceum SEA/CSEA <ul style="list-style-type: none"> Maintain small group instruction, deepen with aide support, time for staff to collaborate and implement (5 parents, 11 staff) 	<i>Include use of small group instruction in LCAP – Goal 7 Priority 7</i>
Lyceum DELAC SEA/CSEA <ul style="list-style-type: none"> Implement smaller classes to help differentiate instruction (6 parents, 11 staff) 	<i>Not included. This item is dependent on additional funding for class size reduction.</i>
Lyceum SEA/CSEA <ul style="list-style-type: none"> Maintain Starting Arts (5 parents, 3 staff) Add to Starting Arts (3 parents, 4 staff) Add music programs 	<i>Include Starting Arts in LCAP Goal 8 Priority 7</i>
SEA/CSEA <ul style="list-style-type: none"> Maintain school site celebrations, assemblies, cultural celebrations Implement project-based learning 	<i>Not included. This is within the scope of the Single School Plans Priority 7</i>
Lyceum <ul style="list-style-type: none"> Implement English classes for English learners—newcomers class/support, for parents (6 parents, 5 staff) 	<i>Include structured ELD for all ELs in LCAP - Goal 6 Priority 4 & 7</i>
Lyceum <ul style="list-style-type: none"> Deepen partnership with Reading Partners and/or find programs to meet needs at different grade levels (7 parents, 3 staff) 	<i>Include Reading Partners in high poverty schools in LCAP Goal 6 --Priority 7</i>
Lyceum <ul style="list-style-type: none"> Deepen understanding of Project Cornerstone and broaden its use across the whole school community (support staff, noon aides, all families—including EL) (8 staff, 7 staff) 	<i>Include Project Cornerstone at all schools in LCAP - Goal 8 Priority 8</i>
Lyceum SEA/CSEA <ul style="list-style-type: none"> Maintain/Add Play Works to <u>all</u> schools (7 parents, 7 staff) Provide more social skills groups for at-risk students and opportunities for structured play for ALL students (6 parents, 7 staff) 	<i>Include PLAYWORKS for high poverty schools in LCAP Goal 8 Priority 8</i>
Lyceum DELAC <ul style="list-style-type: none"> Maintain and deepen PBIS and anti-bullying/cyber-bullying measures (6 parents, 6 staff) Train staff and community in knowledge and use of appropriate and consistent consequences (4 parents, 5 staff) 	<i>Include PBIS in LCAP- Goal 9 Priority 8</i>
Lyceum <ul style="list-style-type: none"> Continue emphasis on social/emotional learning (2 parents, 4 staff) Add more CHAC services and deepen to include staff/adults/parents. Ensure communication among relevant parties about CHAC services. (3 parents, 5 staff) 	<i>Include focus on SEL in LCAP Goal 9 Include CHAC in LCAP-Goal 10 Priority 8</i>

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?

Special Education Program description for County Special Education Programs

The Santa Clara County Office of Education's Special Education Program serves as a partner with the county's public school districts to serve students with disabilities. The County Special Education professional team includes teachers, itinerant specialists, para educators, psychologists, nurses, support staff and administrators. Each member of the team plays an important role in delivering quality instruction to students. The professional team helps to meet the special education needs of students from birth to age 22. Each year, students benefit from the intensive instructional programs and services provided at a variety of sites. Infants and toddlers receive early intervention services. Parents are provided information and resources to support their child's needs.

The County Special Education Program operates classes on public school campuses to serve students with special needs. Professional teams align special education goals with Common Core State Standards and Preschool Learning Foundations. Students receive instruction in the core curriculum and participate in state testing programs. Special Education County programs include:

1. **Deaf/Hard of Hearing:** Total communication approach that allows for all forms of communication in an instructional program.
2. **Orthopedic Impairments:** Instructional programs with instructors specializing in assistive technology, integration strategies to enhance the instructional program.
3. **Autism Spectrum Disorders:** Classroom programs are based on structured teaching with use of visual schedules, work systems and partner assisted visually aided systems of communication.
4. **Emotional Disturbance:** Students receive individual and group mental health services as well as academic instruction.
5. **Severe Medical Needs and Cognitive delays:** Instruction in modified curriculum based on Common Core, independent living skills and inclusion.
6. **Early Start Program:** Provides support and resources to family members and care givers to enhance children's learning and development.
7. **Itinerant Services:** Specialists provide services to district and county students in the following areas; Deaf and hard of hearing, Visual impairment, Orientation and mobility, Adapted Physical Education, Orthopedic impairments, Assistive Technology and home teaching.
8. **WorkAbility Program:** Serves students ages 16-22 years of age providing vocational training, transition planning and self advocacy.

Inclusion Collaborative: This collaborative group leads the effort to provide every Santa Clara County child with a quality learning environment. Its focus is the successful inclusion of children with special needs in child care, preschool programs and the community through education, advocacy and awareness. They provide training, inclusion kits and resources county wide.

In addition, the County Office of Education is the Local Education Agency (LEA) for special education students residing in Licensed Children's Institutions (LCIs) who attend non-public schools. The Special Education Program also provides services to special education students attending institutional schools, community schools, pediatric skilled nursing facilities and County Board-sponsored charter schools.

Parents are involved in the education of their student through Individualized Educational Program (IEP) or Individual Family Service Plan (IFSP) process. As an IEP or IFSP team member parents/guardians participate in forming annual academic, communication, behavioral, developmental and social goals for the student. Parents receive quarterly communications regarding the student's goal progress. Individual Transition Plans (ITPs) are written with graduating students and their families to facilitate appropriate adult life post-school options.

Programs are funded by a disability block formula charged to districts referring students. Supplemental funding is received from Title I, II and III for addition materials such as technology, English learner supplemental curriculum and other program needs. Funding is also received for Medi-Cal eligible services and through WorkAbility and Early Learning grants.

Programs are reviewed annually for compliance with all state and federal requirements. Special Education accountability data is compiled and reported in the School Accountability Report Card, (SARC), LEA Plan, Title III EL Plan and the LCAP. Data is also posted on the California Department of Education website.

#	SUMMARY of LCAP GOALS	Alignment	Priority
1	Maintain and improve district finances and facilities.	District Strategic Plan	1
2	All students will be taught by highly qualified teachers <u>appropriately assigned</u> .	LEA Plan Goal 3	1
3	Align instruction and assessment to the CA Common Core State Standards.	District Strategic Plan	1, 2
4	Provide research based professional development strategies and activities including coordination with other ESEA programs.	Title III Plan Goal 5	2,4,5,6,8
5	Improve student learning results with a focus on under achievement at all levels. All students will reach high standards, at a minimum attaining proficiency or better in reading and math.	District Strategic Plan LEA Plan Goal 1	4,7,8
6	English learners will become proficient in English and reach high academic standards at a minimum attaining proficiency or better in reading by using best instructional practices to improve English language Development and Reading/Language Arts.	Title III Plan Goals 2, 3LEA Plan Goal 2	4,7,8
7	English learners will become proficient in English and reach high academic standards at a minimum attaining proficiency or better in math by using best instructional practices to improve mathematics.	Title III Plan Goal 4 LEA Plan Goal 2	4,7,8
8	LCAP: Students will be engaged in school to ensure access to educational opportunities.	NEW LCAP Goal	5
9	Ensure that the school and classroom environments promote social-emotional well-being.	District Strategic Plan	6
10	All students will be educated in learning environments that are safe, drug-free and conducive to learning.	LEA Plan Goal 4	6
11	Integrate instructional technology to support student learning.	District Strategic Plan	5
12	Provide parent participation and outreach strategies to help parents become active participants in the education of their children.	District Strategic Plan Title III Plan Goal 6	3

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. <u>all priorities in statute must be included and identified</u> ; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroup(s) (Identify applicable subgroups or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<i>FIT-% of Facilities in good repair</i>	District Strategic Plan: 1) Maintain and improve district finances and facilities.	All	All	Annual Williams Report	All schools will meet proficiency on the FIT	All schools will meet proficiency on the FIT	All schools will meet proficiency on the FIT	Priority 1
<i>% Meeting NCLB compliance Rate of mis-assignment</i>	LEA Plan Goal 3: 2) All students will be taught by highly qualified teachers appropriately assigned.	All	All	Annual Williams Report	<i>100% of teachers will meet NCLB compliance.</i>	<i>100% of teachers will meet NCLB compliance.</i>	<i>100% of teachers will meet NCLB compliance.</i>	Priority 1
% Student access to Standards-aligned materials	District Strategic Plan: 3) Align instruction and assessment to the CA Common Core State Standards.	All	All	Annual Board update	100% Student access to Standards-aligned materials	100% Student access to Standards-aligned materials	100% Student access to Standards-aligned materials	Priority 1 Priority 2
% Teacher involvement in professional development and coaching for CCCSS	Title III Plan Goal 5 4) Provide research based professional development strategies and activities including coordination with other ESEA programs.	All	All	Annual Title III Board Report	% of teachers involved in coaching will increase by 10%	% of teachers involved in district professional development will increase by 10%	% of teachers involved in leadership will increase by 10%	Priority 2 Priority 4 Priority 5 Priority 6 Priority 8

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. <u>all priorities in statute must be included and identified</u> ; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroup(s) (Identify applicable subgroups or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
CAASP STAR Reading STAR Math % of student enrolled in all subjects;	District Strategic Plan LEA Plan Goal 1 5) Improve student learning results with a focus on under achievement at all levels. All students will reach high standards, at a minimum attaining proficiency or better in reading and math.	All	All	See annual Board update on Assessment Results	>1 year growth on STAR reading & math CAASPP = >55% in reading & math 100% of students have access to all subjects	>1 year growth on STAR reading & math CAASPP = >56% in reading & math 100% of students have access to all subjects	>1 year growth on STAR reading & math CAASPP = >57% in reading & math 100% of students have access to all subjects	Priority 4 Priority 7 Priority 8

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. <u>all priorities in statute must be included and identified</u> ; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroup(s) (Identify applicable subgroups or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
STAR Reading AMAO 1	LEA Plan Goal 2: Title III Plan Goals 2, 3 6) English learners will become proficient in English and reach high academic standards at a minimum attaining proficiency or better in reading by using best instructional practices to improve English language Development and Reading/Language Arts.	English Learners	All	See Annual DAIT Evidence of Progress Board Report	STAR Reading will show an average of >1 year growth for all classrooms. % students who increase a level on CELDT >55% Reclassification rate meets or exceeds state average	STAR Reading will show an average of >1 year growth for all classrooms. % students who increase a level on CELDT >56% Reclassification rate meets or exceeds state average	STAR Reading will show an average of >1 year growth for all classrooms. % students who increase a level on CELDT >57% Reclassification rate meets or exceeds state average	Priority 4 Priority 7 Priority 8
STAR Math CAASPP Math Performance Assessment	Title III Plan Goal 4 7) English learners will reach high academic standards at a minimum attaining proficiency or better in math by using best instructional practices to improve mathematics.	English learners	All	See Annual Title III Board Report	>1 year growth on STAR Math % proficient on CAASPP >55 >50% Proficient MPA	>1 year growth on STAR Math % proficient on CAASPP >56 >50% Profic. MPA	>1 year growth on STAR Math % proficient on CAASPP >57 >50% Proficient MPA	Priority 4 Priority 7 Priority 8

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. <u>all priorities in statute must be included and identified</u> ; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroup(s) (Identify applicable subgroups or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Attendance Rate SARB MS Dropout rate	8) LCAP: Students will be engaged in school.	All	All	Principal Data Dashboards and annual Board Report	% student attendance >95	% student attendance >96	% student attendance >97	Priority 5
Healthy Kids survey results Parent survey results	District Strategic Plan: 9) Ensure that the school and classroom environments promote social-emotional well-being.	All	All	Annual Board Report	% of students who like being at school >80%	% of students who like being at school >81%	% of students who like being at school >82%	Priority 6
Suspension rate Expulsion rate	LEA Plan Goal 4: 10) All students will be educated in learning environments that are safe, drug-free and conducive to learning.	All	All	Annual SARC	% of student suspensions <4% % expelled <1%	% of student suspensions <3% % expelled <1%	% of student suspensions <2% % expelled <1%	Priority 6
1:1 Device for District student:tablet ratio	District Strategic Plan: 11) Integrate instructional technology to support student learning.	All	All	Annual Tech Plan Update	1:1 ratio in 30% classrooms	1:1 ratio in 60% classrooms	1:1 ratio in 100% classrooms	Priority 5
Number of Site parent Involvement Activities and # of parent participants	District Strategic Plan: Increase & deepen parent & community engagement. Title III Plan Goal 6: 12) Provide parent participation and outreach strategies for parents.	All students English learners	All	Annual Title III DELAC & Board Report; Site parent Involvement Plans	% of parents attending school events will increase by 5%	% of parents attending school events will increase by 5%	% of parents attending school events will increase by 5%	Priority 3

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 district wide, school wide, county wide, or charter wide 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 Maintain and improve district finances and facilities.	Priority 1	Annual facilities inspection conducted by district staff to identify areas of need. Provide custodial services to all district buildings including routine repair and maintenance.	LEA-wide		<i>No additional cost. Part of administrator salaries and basic services.</i>	<i>No additional cost. Part of administrator salaries and basic services.</i>	<i>No additional cost. Part of administrator salaries and basic services.</i>
Goal 1	Priority 1 District Strategic Plan	Establish and facilitate a standing Finance and Facility Sub-Committee related to the Bond Funds.	LEA-wide		<i>No additional cost. Part of administrator salaries with volunteers.</i>	<i>No additional cost. Part of administrator salaries with volunteers.</i>	<i>No additional cost. Part of administrator salaries with volunteers.</i>
Goal 1	Priority 1 District Strategic Plan	Closely monitor the effectiveness of the differentiated, additional support provided to schools with an enrollment over 800. Provide Assistant Principals at Ellis and Cherry Chase.	<i>Sites over 800</i>		<i>Administrator salaries \$200,000</i>	<i>Administrator salaries \$200,000</i>	<i>Administrator salaries \$200,000</i>
Goal 1	Priority 1 Stakeholder Input	Provide for all basic administrative services. (Includes site discretionary expenditures, supplies, materials, administrative assistants, DO support staff).	LEA-wide		<i>See adoption budget</i>	<i>See adoption budget</i>	<i>See adoption budget</i>

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 2 All students will be taught by highly qualified teachers appropriately assigned.	Priority 1 LEA Plan Goal 3	1. Provide classroom teachers K-8 at a ratio of 1:32 in grades 4-8 and 1:24 for grades K-2 subject to collective bargaining agreements.	LEA-wide		\$33,556,873 <i>General Fund</i>	<i>Will vary based on collective bargaining agreements.</i>	<i>Will vary based on collective bargaining agreements.</i>

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 3 Align instruction and assessment to the CA Common Core State Standards.	Priority 2 District Strategic Plan	<ol style="list-style-type: none"> Align instructional strategies and curricula with the California Common Core State Standards (CCCSS) in mathematics, language arts, social studies, science and electives courses. Leverage CCCSS curricula and differentiation strategies for high achieving students to enable students to maximize their learning and achieve their academic potential. 	LEA-wide		\$680,000 <i>Math Adoption Grades 3-8 Common Core Funding</i>	\$450,000 <i>Math Adoption Grades K-2 Common Core Funding</i>	\$750,000 <i>Science Adoption Grades K-8 Common Core Funding</i>
Goal 3	Priority 2 District Strategic Plan	<ol style="list-style-type: none"> Align standards-based report cards to the CCCSS. Teachers will use the CCCSS Mathematics and Reading/Language Arts for standards-based grading and reporting. 	LEA-wide		<i>Power School annual contract \$31,000 General Fund</i>	<i>Power School annual contract \$31,500 General Fund</i>	<i>Power School annual contract \$32,000 General Fund</i>

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 4 Provide research based pro- fessional develop- ment strategies and activities.	Priorities 2,4,5,6,8 Strategic Plan	1. Provide ongoing professional development and coaching to build teacher and administrator capacity to implement the CCCSS via three paid staff development days each year. 2. Provide professional development to classified instructional staff to build their capacity to support all district and school policies and procedures two paid staff development days each year.	LEA-wide		<i>General Fund salaries</i>	<i>General Fund salaries</i>	<i>General Fund salaries</i>
					<i>Certificated: \$538,346</i>	<i>Certificated \$540,000</i>	<i>Certificated \$545,000</i>
					<i>Classified: \$149,131</i>	<i>Classified: \$150,000</i>	<i>Classified: \$155,000</i>

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 5 Improve student learning results with a focus on under achievement at all levels. All students will reach high standards attaining proficiency or better in reading and math.	Priority 4,7,8 LEA Plan Goal 1-8	1.Principals meet with Cabinet three times a year to review student achievement data on state and local assessments, and share their follow up action plans to address the demonstrated needs, with a focus on Latino students.	LEA-wide		<i>No additional cost. Part of administrator salaries.</i>	<i>No additional cost. Part of administrator salaries.</i>	<i>No additional cost. Part of administrator salaries.</i>

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 8 LCAP: Students will be engaged in school to ensure access to educational opportunities.	LEA Plan Goal 1-9	1. The School Attendance Review Board (SARB) meets monthly to review habitual truant cases, recommend actions on a case by case basis, and provide follow-up.	LEA-wide		\$20,000 LCFF	\$21,000 LCFF	\$20,000 LCFF
Goal 8	LEA Plan Goal 1-9	2. Engage students and address the needs of the whole child by providing a high quality arts education. (Starting Arts, music classes and other enrichment activities)	LEA-wide		Starting Arts \$226,480 General Fund	Starting Arts \$226,480 General Fund	Starting Arts \$226,480 General Fund
Goal 8	LEA Plan Goal 1-9	3. Engage students in learning by providing a broad course of study that includes all the subjects listed in Ed. Code for each grade level K-8 plus electives at the middle school level.	LEA-wide		Materials and equipment \$20,000	Materials and equipment \$20,000	Materials and equipment \$20,000

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 9 Ensure that the school and classroom environments promote social-emotional well-being.	Priority 6 District Strategic Plan	1. Bring district awareness to the issue of suicide prevention and mental health promotion. 2. Promote a district and school culture that recognizes and capitalizes on the collective strengths and talents of the staff, students, and the community.	LEA-wide		<i>No additional cost. Included in existing salaries.</i>	<i>No additional cost. Included in existing salaries.</i>	<i>No additional cost. Included in existing salaries.</i>
Goal 9	Priority 5 LEA Plan Goal 1-9	3. Implement Project Cornerstone, which addresses 41 developmental assets, peer relationships, outreach to community resources and safe school partnerships are being implemented at three schools.	LEA-wide		<i>Included in Single School Plans. \$1500/school materials LCFF</i>	<i>Included in Single School Plans. \$1500/school materials LCFF</i>	<i>Included in Single School Plans. \$1500/school materials LCFF</i>

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 10 All students will be educated in learning environments that are safe, drug-free and conducive to learning.	Priority 6 LEA Plan Goal 4	1. Each school has an Emergency Preparedness Plan that reflects that site's unique needs. 2. Each school has a site safety plan that is updated annually. 3. To promote safety on campus, all district employees are provided district issued photo ID badges. Visitors are required to sign in at the office. 4. The District has partnerships with local community organizations (e.g., City of Sunnyvale Parks & Recreation Dept & Sunnyvale Police Dept. liaison with Public Safety) and local partners to ensure safe and orderly environments.	LEA-wide		<i>General Fund</i> <i>Swimming Pool</i> \$27,600 <i>Parks & Rec For after school programs (Amount varies from year to year.)</i>	<i>General Fund</i> <i>Swimming Pool</i> \$28,700 <i>Parks & Rec For after school programs (Amount varies from year to year.)</i>	<i>General Fund</i> <i>Swimming Pool</i> \$28,800 <i>Parks & Rec For after school programs (Amount varies from year to year.)</i>
Goal 10	Priority 6 LEA Plan Goal 4	5. Middle schools have implemented science based tobacco, alcohol and other drug prevention programs. 6. Schools continue red ribbon week to support a drug free school environment.	LEA-wide		<i>Materials and Training</i> \$5000 LCFF	<i>Materials and Training</i> \$5100 LCFF	<i>Materials and Training</i> \$5200 LCFF
Goal 10	Priority 6 LEA Plan Goal 4	7. Health Assistants will be assigned to all school sites on a part-time basis to provide, under the supervision of the district nurses, safe, consistent and effective health care for all students with daily medical needs at the schools.	LEA-wide		<i>General Fund salaries:</i> \$178,611	<i>General Fund salaries:</i> \$180,000	<i>General Fund salaries:</i> \$182,000
Goal 10		8. District provides a District Nurse (Supplemented by El Camino).	LEA-wide		<i>General Fund salaries:</i> \$144,197	<i>General Fund salaries:</i> \$145,000	<i>General Fund salaries:</i> \$146,000
Goal 10	Priority 6 LEA Plan Goal 4	9. An alternative program is provided for students who are expelled for serious infractions such as: acts of violence, possession of weapons, and/or substance abuse.	LEA-wide		<i>General Fund Contract:</i> \$13,000	<i>General Fund Contract:</i> Varies by year	<i>General Fund Contract:</i> Varies by year

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 11 Integrate instructional technology to support student learning.	Priority 5 District Strategic Plan	1. Optimize the use of technology as a tool to deepen the implementation of the California Common Core State Standards in a 21st Century classroom. 2. Launch the One-to-One: Technology to Support Learning Initiative to provide access to technology in the classroom for all students.	LEA-wide		<i>Common Core Funds</i> <i>Provide \$50/student to each school</i>	<i>Common Core Funds if available</i> <i>Provide \$50/student to each school</i>	<i>Common Core Funds if available</i> <i>Provide \$50/student to each school</i>
Goal 11	District Strategic Plan	3. Implement a master plan for technology infrastructure addressing wireless and bandwidth capacity issues.	LEA-wide		<i>General Fund Contracted services: \$130,000</i>	<i>General Fund Contracted services: \$131,000</i>	<i>General Fund Contracted services: \$132,000</i>
Goal 11	District Strategic Plan	4. Provide IT Staff at the sites and District level.	LEA-wide		<i>General Fund salaries: \$543,000</i>	<i>General Fund salaries: \$545,000</i>	<i>General Fund salaries: \$546,000</i>

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 12 Provide parent participation and outreach strategies to help parents become active participants in the education of their children.	Priority 3 District Strategic Plan Title III 2E	<ol style="list-style-type: none"> 1. Develop and support quality expectations for customer service practices including establishing guidelines for timely phone/email responses. 2. Survey district employees for feedback about customer service they receive from District Office departments. 3. Upgrade and develop a plan to maintain the district and school web sites to ensure ease of navigation and public access to current information and activities. 	LEA-wide		<i>General Fund</i> <i>Maintain Website and Messenger \$20,000</i>	<i>General Fund</i> <i>Maintain Website and Messenger \$20,500</i>	<i>General Fund</i> <i>Maintain Website and Messenger \$21,000</i>
Goal 12	District Strategic Plan	<ol style="list-style-type: none"> 4. Along with establishing focus programs and nurturing of partnerships; make marketing, public relations, communications planning, and optimizing the utilization of resources, intentional. 	LEA-wide		<i>Included in personnel costs. No additional cost.</i>	<i>Included in personnel costs. No additional cost.</i>	<i>Included in personnel costs. No additional cost.</i>
Goal 12	District Strategic Plan	<ol style="list-style-type: none"> 5. Under the theme of 'Our Kids – Our Community' conduct an annual stakeholders Lyceum that focuses on student learning supports for all students using the Seven Correlates of Effective Schools as a district wide framework. 	LEA-wide		<i>General Fund</i> <i>Release time & expenses \$1800</i>	<i>General Fund</i> <i>Release time & expenses \$1900</i>	<i>General Fund</i> <i>Release time & expenses \$2000</i>

- B. 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)	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 Maintain and improve district finances and facilities.	Priority 1 District Strategic Plan	For low income pupils: Partner with the City of Sunnyvale to fund and maintain quality facilities at the Columbia Neighborhood Center.	LEA-wide		<i>\$145,000 LCFF</i>	<i>\$146,000 LCFF</i>	<i>\$147,000 LCFF</i>
Goal 1 Maintain and improve district finances and facilities.	Priority 1 District Strategic Plan	For low income pupils: Provide pre-school facilities and program beyond what is required by the State Grant.	<i>Preschool</i>		<i>General Fund encroachment \$116,127</i>	<i>General Fund encroachment \$117,000</i>	<i>General Fund encroachment \$118,000</i>

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 2 All students will be taught by highly qualified teachers appropriately assigned.	Priority 1 Title III Plan LEA Plan	For low income pupils, foster youth and English learners and re-designated fluent English proficient pupils: 1. Provide District and Site Instructional Coaching to support implementation of best instructional practices.	<i>Schools above 30% poverty</i>		<i>Personnel salaries</i> \$640,000 LCFF	<i>Personnel salaries</i> \$641,000 LCFF	<i>Personnel salaries</i> \$642,000 LCFF
Goal 2	Priority 1 LEA Plan Goal 3	2. Use district curriculum committees to build teacher leadership capacity to better support schools to meet the learning needs of all students.	LEA-wide		<i>Committee Stipends</i> \$122,000 LCFF	<i>Committee Stipends</i> \$123,000 LCFF	<i>Committee Stipends</i> \$124,000 LCFF
Goal 2	Priority 1 LEA Plan Goal 3	3. Provide beginning teachers support and assessment (BTSA) to ensure teachers have the skills to meet the needs of all students.	LEA-wide		<i>Personnel salaries</i> \$178,000 <i>Title II</i> \$104,000 LCFF	<i>Personnel salaries</i> \$179,000 <i>Title II</i> \$105,000 LCFF	<i>Personnel salaries</i> \$180,000 <i>Title II</i> \$106,000 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
Goal 3 Align instruction and assessment to the CA Common Core State Standards.	Priority 2 LEA Plan Goal 1 Title III Plan	For low income pupils, Foster Youth and English learners and re-designated fluent English proficient pupils: 1. Use standards –aligned instructional materials and strategies for intervention in literacy and mathematics.	LEA-wide		<i>Supplemental materials</i> \$100,000 LCFF	<i>Supplemental materials</i> \$120,000 LCFF	<i>Supplemental materials</i> \$130,000 LCFF
Goal 3	Priority 2 LEA Plan Goal 1-8 Title III Plan	2. Professional learning communities (PLCs) meet regularly to monitor students mastery of CCCSS, plan curricula, make necessary adjustments.	LEA-wide		<i>Release time</i> \$50,000 LCFF	<i>Release time</i> \$55,000 LCFF	<i>Release time</i> \$60,000 LCFF
Goal 3	Stakeholder input	3. Provide the necessary support for CCCSS Implementation including leadership teams, collaboration time, facilitation, and coaching.	LEA-wide		<i>Release time</i> \$100,000 LCFF	<i>Release time</i> \$110,000 LCFF	<i>Release time</i> \$115,000 L5FF
Goal 3	LEA Plan Goal 1-4	4. Align our district benchmark assessments to the CCCSS and Smarter Balanced Assessments.	LEA-wide		<i>Committee Work</i> \$50,000 LCFF	<i>Committee Work</i> \$55,000 LCFF	<i>Committee Work</i> \$60,000 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
Goal 4 Provide research-based professional development strategies and activities including coordination with other ESEA programs.	Priorities 2,4,5,6,8 Title III Plan 2D	For low income pupils, foster youth and English learners and re-designated fluent English proficient pupils:					
		1. Provide training in CCCSS including the new ELD Standards to support access and student learning needs.	LEA-wide		<i>Conferences</i> \$30,000 LCFF	<i>Conferences</i> \$31,000 LCFF	<i>Conferences</i> \$32,000 LCFF
		2. Instructional coaches and teachers will receive professional development to implement best instructional practices to maximize understanding for students.	LEA-wide				
Goal 4 Provide research-based professional development strategies and activities including coordination with other ESEA programs.	Priorities 2,4,5,6,8 Title III Plan 2D	For English learners and re-designated fluent English proficient pupils:					
		3. Provide ongoing training for ELD curriculum and strategies. (SELD, Constructing Meaning)	LEA-wide		<i>Release time to train new teachers</i> \$20,000 LCFF	<i>Release time to train new teachers</i> \$21,000 LCFF	<i>Release time to train new teachers</i> \$22,000 LCFF
		4. Adopt a consistent observation protocol for strategies that support EL achievement.	LEA-wide				
		5. Provide staff development on use of research-based instructional strategies to support EL Achievement.	LEA-wide		<i>Registration, subs and travel for EL Achieve</i> \$20,000 LCFF	<i>Registration, subs and travel for EL Achieve</i> \$21,000 LCFF	<i>Registration, subs and travel for EL Achieve</i> \$21,000 LCFF

Goal 4 Provide research-based professional development strategies and activities.	Priorities 2,4,5,6,8 Strategic Plan	6. Provide professional development to principals, coaches and teachers to better understand factors in Latino student achievement. 7. Provide professional development to principals, coaches and teachers to increase the rigor of instruction for high achieving students. 8. Provide professional development to classified instructional staff to build their capacity to support implementation of the CCSSS for target students.	LEA-wide		Personnel and contractual costs for professional development; materials and supplies \$20,000 LCFF	Personnel and contractual costs for professional development; materials and supplies \$21,000 LCFF	Personnel and contractual costs for professional development; materials and supplies \$22,000 LCFF
Goal 4 Provide research-based professional development strategies and activities including coordination with other ESEA programs.	Priorities 2,4,5,6,8 LEA Plan Title III 2D	9. Instructional coaches will meet regularly with teachers to observe, offer feedback and/or co-teach for implementation of the CCCSS in RLA, Content Areas and Math with a focus on the Standards for Mathematical Practice. 10. Provide ongoing training for Professional Learning Communities (PLCs) including Data Team cycles, curriculum mapping, standards-based grading and the creation and implementation of formative and summative assessments. 11. Teachers and site administrators will receive staff development and resources needed to improve and align instruction and assessment practices across classrooms. 12. District professional development is provided during the summer and throughout the school year.	LEA-wide		<i>Summer Institute, staff development days and TLD/late Start Facilitator and attendee stipends and materials</i> \$150,000 Common Core Funding	<i>Summer Institute, staff development days and TLD/late Start Facilitator and attendee stipends and materials</i> \$100,000 LCFF	<i>Summer Institute, staff development days and TLD/late Start Facilitator and attendee stipends and materials</i> \$100,000 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
Goal 5 Improve student learning results with a focus on under achievement at all levels. All students will reach high standards, at a minimum attaining proficiency or better in reading and math.	Priorities 4,7,8 District Strategic Plan Title III 2B	For low income pupils, foster youth and English learners and re-designated fluent English proficient pupils: 1. Formative and summative assessment data will be used to will monitor the progress of English Learners through Language Review teams. 2. English Learn Action Teams (ELAT) will support the implementation of ELD and monitor the District program for English earners.	LEA-wide LEA-wide LEA-wide		Personnel costs to monitor identification and reclassification assessments \$43,000 LCFF LRT release time and ELAT stipends \$26,666 LCFF	Personnel costs to monitor identification and reclassification assessments \$44,000 LCFF LRT release time and ELAT stipends \$27,000 LCFF	Personnel costs to monitor identification and reclassification assessments \$45,000 LCFF LRT release time and ELAT stipends \$27,500 LCFF
Goal 5	LEA Plan Goal 1-7	For low income pupils and foster youth : 3. Provide afterschool supervised learning, including homework support such as Kids Learning Afterschool (KLAS) and teacher led tutorials/courses/enrichment activities.	Schools over 40% poverty		<i>KLAS salaries</i> \$572,418 <i>ACES Grant</i> \$209,925 LCFF	<i>KLAS salaries</i> \$572,418 <i>ACES Grant</i> \$215,000 LCFF	<i>KLAS salaries</i> \$572,418 <i>ACES Grant</i> \$220,000 LCFF
Goal 5	Title III 2C LEA Plan Goal 1	4. Deploy the instructional coaches to focus efforts supporting teachers whose student achievement warrants intervention and support.	Schools over 35% poverty		<i>Personnel costs of coaches</i> \$520,500 LCFF \$76,000 <i>Title I</i> \$151,000 <i>Title III</i>	<i>Personnel costs of coaches</i> \$530,500 LCFF \$77,000 <i>Title I</i> \$161,000 <i>Title III</i>	<i>Personnel costs of coaches</i> \$540,500 LCFF \$78,000 <i>Title I</i> \$171,000 <i>Title III</i>

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 5	Priorities 4,7,8 Title III 2C LEA Plan Goal 1	5. Monitor progress in mathematics for all students including math automaticity, performance and benchmark assessments. 6. Monitor progress in reading for all students including early literacy and comprehension benchmark assessments. 7. Monitor progress in writing for all students through writing performance benchmark assessments aligned to the Common Core Standards.	LEA-wide		<i>Contracts</i> \$56,000 <i>LCFF</i>	<i>Contracts</i> \$57,000 <i>LCFF</i>	<i>Contracts</i> \$58,000 <i>LCFF</i>
Goal 5	District Strategic Plan	For low income pupils, foster youth and English learners and re-designated fluent English proficient pupils: 8. Implement a targeted Response to Intervention (RtI) and monitoring plan towards closing the achievement gap, with directed attention to our largest subgroup, the Latino students. 9. Support small group instruction with the use of para professionals.	LEA-wide		<i>Personnel costs of para educators</i> \$70,000 <i>LCFF</i> \$93,000 <i>Title I</i> \$28,000 <i>Title III</i>	<i>Personnel costs of para educators</i> \$71,000 <i>LCFF</i> \$94,000 <i>Title I</i> \$29,000 <i>Title III</i>	<i>Personnel costs of para educators</i> \$72,000 <i>LCFF</i> \$95,000 <i>Title I</i> \$30,000 <i>Title III</i>
Goal 5	LEA Plan Goal 1	10. Integrate an RtI model with the Resource program at all schools 4 FTE.	LEA-wide		\$380,000 <i>LCFF</i>	\$385,000 <i>LCFF</i>	\$390,000 <i>LCFF</i>

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 6 English Learners will become proficient in English and reach high academic standards at a minimum attaining proficiency or better in reading by using best instructional practices to improve English language Development and Reading/ Language Arts.	Priorities 4 , 7, 8 Title III Plan Goals 2B, 3 LEA Plan Goal 2	For English learners and re-designated fluent English proficient pupils:					
		1. English learners will receive ELD instruction on a daily basis using District adopted ELD instructional materials.	LEA-wide				
		2. Principals and teachers will ensure implementation of District adopted ELD curriculum.	LEA-wide				
		3. Students will be placed in ELD by proficiency level.	LEA-wide				
		4. Teachers will use effective strategies to build academic language across all content areas.	LEA-wide				
Goal 6	LEA Plan Goal 2	5. Maintain the Reading Partners program in highest needs elementary schools.	Over 40% Poverty		Maintain contract \$100,000 Title I \$25,000 LCFF	Maintain contract \$100,000 Title I \$25,000 LCFF	Maintain contract \$100,000 Title I \$25,000 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
Goal 7 English learners will become proficient in English and reach high academic standards at a minimum attaining proficiency or better in math by using best instructional practices to improve mathematics.	Priorities 4,7,8 Title III Plan Goal 4 LEA Plan Goal 2	For low income pupils, foster youth and English learners and re-designated fluent English proficient pupils: 1. Provide supplemental programs for individualization including enrichment and support such as ST Math and ALEKS.	LEA wide		<i>Maintain annual license fees \$54,000 LCFF</i>	<i>Maintain annual license fees \$54,000 LCFF</i>	<i>Maintain annual license fees \$54,000 LCFF</i>

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 8 LCAP: Students will be engaged in school to ensure access to educational opportunities.	Priorities 4,5,6 LCAP	For foster youth: 1. Decrease adverse effects of school mobility on foster youth by providing academic supports and remediation; transportation; and costs and fees for sports and extracurricular programs.	LEA-Wide		\$2000 LCFF	\$2100 LCFF	\$2200 LCFF
Goal 8	Title III Plan	For English learners and re-designated fluent English proficient pupils: 2. CMS will include a Flex Period in the master schedule to provide additional instructional support for ELD.	CMS		Maintain Materials and training Read 180 English 3D \$20,000 LCFF	Maintain Materials and training Read 180 English 3D \$20,500 LCFF	Maintain Materials and training Read 180 English 3D \$21,000 LCFF
Goal 8	LEA Plan	For low income pupils, foster youth and English learners and re-designated fluent English proficient pupils: 3. Extended learning time will be provided via before/after school session. 4. Provide summer learning K-8.	Schools over 35% poverty		Summer School personnel, contracts, materials and related costs \$228,404 LCFF	Summer School personnel, contracts, materials and related costs \$230,000 LCFF	Summer School personnel, contracts, materials and related costs \$235,000 LCFF
	LEA Plan	5. Provide Playworks to support physical and social development.	Schools over 40% Low income		Maintain Grant \$80,000 \$36,000 LCFF	Maintain Grant \$80,000 \$36,000 LCFF	Maintain Grant \$80,000 \$36,000 LCFF
Goal 8	LEA Plan Goal 1-9	6. Offer state preschool to low income preschool students.	Pre-school		\$116,127 State Preschool General Fund	\$117,000 State Preschool General Fund	\$118,000 State Preschool General Fund

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 9 Ensure that the school and classroom environments promote social-emotional well-being.	Priority 6 District Strategic Plan	For low income pupils, foster youth and English learners and re-designated fluent English proficient pupils: 1. Build teacher skills in fostering positive “Social Emotional Learning” (SEL) in the classroom by strengthening partnerships with San José State and Acknowledge Alliance. 2. Bring district awareness to the issue of suicide and to engage the district effort to stop it and add board policy regarding suicide prevention and mental health promotion.	LEA-wide LEA-wide		<i>Release time stipends and professional training for SSTs \$25,000 LCFF</i>	<i>Release time stipends and professional training for SSTs \$25,000 LCFF</i>	<i>Release time stipends and professional training for SSTs \$25,000 LCFF</i>
Goal 9	District Strategic Plan LEA Plan Goal 4	3. Implement the PBIS system at all schools and grade levels in order to promote positive behavior. 4. Provide a clear, well-defined system of district support for students requiring individualized Tier 3 behavior interventions.	LEA-wide LEA-wide		<i>Release time stipends, SWIS professional training for SSTs \$25,000 LCFF</i>	<i>Release time stipends, SWIS professional training for SSTs \$25,000 LCFF</i>	<i>Release time stipends, SWIS professional training for SSTs \$25,000 LCFF</i>
Goal 9	LEA Plan Goal 4	For low income pupils 5. The District will provide free and reduced lunches and breakfasts to eligible students (10% of students are eligible for reduced lunch and 40% are eligible for free lunch in 2013-2014).	LEA-wide		<i>100% Reimbursed FRMP</i>	<i>100% Reimbursed FRMP</i>	<i>100% Reimbursed FRMP</i>

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 10 All students will be educated in learning environments that are safe, drug-free and conducive to learning.	Priority 6 LEA Plan Goal 4	For low income pupils, foster youth and English learners and re-designated fluent English proficient pupils: 1. The District has partnerships with local community organizations (e.g., City of Sunnyvale Parks & Recreation Dept & Sunnyvale Police Dept) to ensure safe and orderly environments. 2. The District employs a consistent, proactive process to ensure early identification of students at risk and the implementation of Student Study Teams to support students across the District.	LEA-wide		<i>Release time stipends and professional training for SSTs</i> \$25,000 LCFF	<i>Release time stipends and professional training for SSTs</i> \$25,000 LCFF	<i>Release time stipends and professional training for SSTs</i> \$25,000 LCFF
Goal 10	Priority 6 LEA Plan Goal 4	3. The school psychologists in the district are all administrators and are part of PBIS teams and also trained in Crisis Intervention Response. They provide increased support for students socially, emotionally and psychologically.	LEA-wide		<i>Personnel costs</i> \$335,272 General Fund	<i>Personnel costs</i> \$350,000 General Fund	<i>Personnel costs</i> \$365,000 General Fund
Goal 10	Priority 6 LEA Plan Goal 4	4. The District expanded counseling services to include all schools through partnerships with CHAC (Community Health Awareness Council) and El Camino Hospital.	LEA-wide		<i>Maintain Contract</i> \$45,000 Medical	<i>Maintain Contract</i> \$45,000 Medical	<i>Maintain Contract</i> \$45,000 Medical
Goal 10	Priority 6 LEA Plan Goal 4	5. The Columbia Neighborhood Center along with community partners and the district will continue to provide education to both students and parents in the form of presentations and workshops.	LEA-wide		<i>Contract and Personnel for CNC</i> \$145,000 General Fund	<i>Contract and Personnel for CNC</i> \$150,000 General Fund	<i>Contract and Personnel for CNC</i> \$155,000 General Fund
Goal 10	Priority 6 LEA Plan Goal 4	6. Provide District Social Workers to support students and families.	LEA-wide		<i>Personnel</i> \$302,427 LCFF	<i>Personnel</i> \$305,000 LCFF	<i>Personnel</i> \$310,000 LCFF

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 11 Integrate instructional technology to support student learning.	Priority 5 LEA Plan Goal 1-4	For low income pupils, foster youth and English learners and re-designated fluent English proficient pupils: 1. Provide access to instructional software to promote student learning and for blended learning opportunities (ALEKS, Raz Kids, ST Math, etc.)	LEA-wide		<i>Maintain Annual software licenses \$50,000 LCFF</i>	<i>Maintain Annual software licenses \$50,000 LCFF</i>	<i>Maintain Annual software licenses \$50,000 LCFF</i>
Goal 11	LEA Plan Goal 1-4	2. Use OARS to electronically analyze and display assessment data. 3. Use Power School for Standards-based reporting. 4. Use Cruncher to provide access to CELDT and STAR data. 5. Use Renaissance Learning for benchmark assessments.	LEA-wide		<i>Maintain Annual contracts and license fees \$56,000 LCFF</i>	<i>Maintain Annual contracts and license fees \$56,000 LCFF</i>	<i>Maintain Annual contracts and license fees \$56,000 LCFF</i>
Goal 11	LEA Plan Goal 1-4	6. Provide projectors, computers, laptops and other electronic devices to provide access to online curricula and communication, mindfully balancing analog and digital learning activities.	LEA-wide		<i>Maintain Refresh \$500,000 LCFF</i>	<i>Maintain Refresh \$500,000 LCFF</i>	<i>Maintain Refresh \$500,000 LCFF</i>
Goal 11	District Strategic Plan	7. Support teachers and administrators in their use of technology tools to support student learning through initial training and regular follow ups at scheduled meetings.	LEA-wide		<i>Release time and materials \$15,000 LCFF</i>	<i>Release time and materials \$16,000 LCFF</i>	<i>Release time and materials \$17,000 LCFF</i>
Goal 11	LEA Plan	8. Provide library clerical specialists at all sites and an Instructional Materials Center to ensure access to media for literacy attainment.	LEA-wide		<i>Maintain Salaries \$423,304 General Fund</i>	<i>Maintain Salaries \$425,000 General Fund</i>	<i>Maintain Salaries \$430,000 General Fund</i>

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 12 Provide parent participation and outreach strategies to help parents become active participants in the education of their children.	Priority 3 Title III Plan Goal 2E LEA Plan 6	For low income pupils, foster youth and English learners and re-designated fluent English proficient pupils: 1. Implement effective and compliant DELAC and ELACs. 2. All sites will submit an annual parent education plan detailing the implementation of effective parent education activities.	LEA wide		<i>Contracts and personnel costs</i> \$8000 <i>Title I</i> \$12000 <i>LCFF</i>	<i>Contracts and personnel costs</i> \$8000 <i>Title I</i> \$12000 <i>LCFF</i>	<i>Contracts and personnel costs</i> \$8000 <i>Title I</i> \$12000 <i>LCFF</i>
Goal 12	Title III Plan Goal 2E	3. Bilingual paraprofessional staff provides outreach to increase school/home interaction.	Schools over 35% poverty and EL		<i>Salaries</i> \$62,913 <i>LCFF</i> <i>Title I</i> 26,874 <i>Title III</i> \$39,196	<i>Salaries</i> \$62,913 <i>LCFF</i> <i>Title I</i> 26,874 <i>Title III</i> \$39,196	<i>Salaries</i> \$62,913 <i>LCFF</i> <i>Title I</i> 26,874 <i>Title III</i> \$39,196
Goal 12	Title III Plan Goal 2E	4. Communications to families are translated in schools with over 15% students with the same home language.	Schools over 15% EL		<i>Contracts</i> \$4500 <i>LCFF</i>	<i>Contracts</i> \$5000 <i>LCFF</i>	<i>Contracts</i> \$5500 <i>LCFF</i>
Goal 12	LEA Plan 6	5. Participate in the Health Collaborative to implement Health and Wellness activities for EL families.	LEA wide		<i>Personnel and Stipends</i> \$35,000 <i>LCFF</i>	<i>Personnel and Stipends</i> \$35,500 <i>LCFF</i>	<i>Personnel and Stipends</i> \$36,000 <i>LCFF</i>
Goal 12	LEA Plan 6	6. Collaborate with District partners to establish a coordinated approach to family support and parent engagement.	LEA wide		<i>TBD</i> <i>FEI Grant</i>	<i>TBD</i> <i>FEI Grant</i>	<i>TBD</i> <i>FEI Grant</i>

- C. 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 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 school site 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 priority areas. (See 5 CCR 15496(b) for guidance.)

Using the calculation tool provided by FCMAT we have calculated that in addition to **\$39,161,834** in Base Funding, we will expend **\$4,139,106** in Supplemental and Concentration funding under the Local Control Funding Formula (LCFF). The details of these expenditures are itemized in section 3b. of this plan and include: intervention curricula and programs, social-emotional learning programs, PBIS and counseling, professional development and instructional coaching, electronic data systems and technology upgrades to better serve our low-income, foster youth and English learners.

Sunnyvale - SUNNYVALE SCHOOL DISTRICT				
5/27/14				
Minimum Proportionality Percentage (MPP): Summary Supplemental & Concentration Grant				
	2013-14	2014-15	2015-16**	2016-17**
LCFF Target Supplemental & Concentration Grant Funding <i>from Calculator tab</i>		5,481,480	5,617,804	5,733,399
Prior Year (estimated) Expenditures for Unduplicated Pupils above what was spent on services for all pupils		3,615,776	4,063,202	4,497,733
Prior year EIA expenditures	1,204,801			
Difference		1,865,704	1,554,602	1,235,666
Estimated Additional Supplemental & Concentration Grant Funding <i>[3] * GAP funding rate</i>		523,330	527,787	267,769
Estimated Supplemental and Concentration Grant Funding <i>[2] plus [4]</i> LCAP Section 3, Part C		4,139,106	4,590,989	4,765,502
Base Funding <i>LCFF Phase-In Entitlement less [5], excludes TIIG & Transportation</i>		39,161,834	43,603,372	45,694,666
<i>LCFF Phase-In Entitlement</i>		44,257,508	49,150,929	51,416,736
Minimum Proportionality Percentage (MPP) LCAP Section 3, Part D		10.57%	10.53%	10.43%

- D. 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.

Using the calculation tool provided by FCMAT we have calculated that we will expend **\$4,139,106** in Supplemental and Concentration funding under the Local Control Funding Formula (LCFF). In addition using the calculation tool the proportionality percentage has been calculated at **10.57%**. Sunnyvale School District has demonstrated that it has met the proportionality percentage by expending all **\$4,139,106** Supplemental and Concentration Funding allocated to the district for services for the unduplicated student populations as detailed in this plan in section 3b.

Note: 20 questions organized by category

APPENDIX A SUMMARY OF PARENT SURVEY 2014

1. The instruction provided in my child's classroom(s) is relevant and high-quality.

Answer Options	Strongly Agree	Agree	Disagree	Strongly Disagree	Rating Average	Response Count
English	43.8%	51.7%	3.5%	0.6%	95.5%	1012
Español	57.9%	39.3%	1.2%	1.6%	97.2%	252

10. Homework assignments help my child review and practice what has been learned in class.

Answer Options	Strongly Agree	Agree	Disagree	Strongly Disagree	Rating Average	Response Count
English	42.18%	49.75%	6.86%	1.21%	91.9%	991
Español	62.14%	35.80%	0.41%	1.65%	97.9%	243

17. The school's mission is clearly stated.

Answer Options	Strongly Agree	Agree	Disagree	Strongly Disagree	Rating Average	Response Count
English	32.78%	57.05%	9.23%	0.93%	89.8%	964
Español	55.70%	41.77%	1.27%	1.27%	97.5%	237

STRENGTHS ~ Student Engagement – Over 94% Agree

12. My child is motivated and enjoys going to school.

Answer Options	Strongly Agree	Agree	Disagree	Strongly Disagree	Rating Average	Response Count
English	48.5%	45.1%	5.3%	1.1%	93.5%	992
Español	68.6%	28.9%	1.2%	1.2%	97.5%	242

STRENGTHS ~ School Climate – Over 94% Agree

8. My child's school respects the different cultures represented in our community.

Answer Options	Strongly Agree	Agree	Disagree	Strongly Disagree	Rating Average	Response Count
English	52.06%	45.32%	1.51%	1.11%	97.4%	993
Español	65.04%	32.93%	0.41%	1.63%	98.0%	246

9. My child's teacher(s) is/are caring and supportive of his/her learning needs.

Answer Options	Strongly Agree	Agree	Disagree	Strongly Disagree	Rating Average	Response Count
English	64.0%	32.2%	3.1%	0.7%	96.2%	988
Español	66.5%	30.6%	1.2%	1.7%	97.1%	242

5. My child feels safe in class and throughout the school campus.

Answer Options	Strongly Agree	Agree	Disagree	Strongly Disagree	Rating Average	Response Count
English	50.0%	44.5%	4.5%	1.0%	94.5%	992
Español	64.9%	31.4%	1.6%	2.0%	96.3%	245

6. My child's school enforces clear and fair rules for behavior.						
Answer Options	Strongly Agree	Agree	Disagree	Strongly Disagree	Rating Average	Response Count
English	44.6%	49.3%	4.6%	1.4%	94.0%	995
Español	57.1%	38.1%	3.6%	1.2%	95.1%	247

STRENGTHS ~ Parent Involvement – Over 94% Agree

15. I feel welcomed and treated with respect at my child's school.						
Answer Options	Strongly Agree	Agree	Disagree	Strongly Disagree	Rating Average	Response Count
English	49.2%	45.2%	4.1%	1.5%	94.4%	982
Español	63.8%	34.6%	0.4%	1.3%	98.3%	240

13. There are sufficient opportunities for parent involvement at my child's school.						
Answer Options	Strongly Agree	Agree	Disagree	Strongly Disagree	Rating Average	Response Count
English	47.05%	46.84%	4.58%	1.53%	93.9%	982
Español	52.94%	45.38%	0.00%	1.68%	98.3%	238

OTHER AREAS OF EFFECTIVE PRACTICES ~ Student Achievement 90%-93% Agree

3. The school has good assessments for monitoring progress.						
Answer Options	Strongly Agree	Agree	Disagree	Strongly Disagree	Rating Average	Response Count
English	31.4%	56.4%	11.1%	1.2%	87.7%	1011
Español	58.9%	37.9%	1.6%	1.6%	96.8%	253

4. Sufficient time is given to all subjects.						
Answer Options	Strongly Agree	Agree	Disagree	Strongly Disagree	Rating Average	Response Count
English	27.5%	56.9%	14.3%	1.4%	84.3%	1009
Español	54.4%	42.1%	2.4%	1.2%	96.4%	252

11. My child is regularly challenged at his/her learning level.						
Answer Options	Strongly Agree	Agree	Disagree	Strongly Disagree	Rating Average	Response Count
English	32.7%	52.2%	12.5%	2.5%	84.9%	990
Español	41.9%	53.0%	4.3%	0.9%	94.9%	234

OTHER AREAS OF EFFECTIVE PRACTICES ~ Parent Involvement -- 90%-93%**16. Stakeholders have input into the school planning process.**

Answer Options	Strongly Agree	Agree	Disagree	Strongly Disagree	Rating Average	Response Count
English	22.78%	61.39%	12.94%	2.89%	84.2%	935
Español	51.49%	46.38%	0.85%	1.28%	97.9%	235

18. I am aware of the school's goals and priorities for the current school year.

Answer Options	Strongly Agree	Agree	Disagree	Strongly Disagree	Rating Average	Response Count
English	28.88%	54.45%	15.32%	1.35%	83.3%	966
Español	54.43%	43.88%	0.42%	1.27%	98.3%	237

2. The standards based report card gives me good information.

Answer Options	Strongly Agree	Agree	Disagree	Strongly Disagree	Rating Average	Response Count
English	33.1%	54.2%	9.9%	2.9%	87.3%	1012
Español	61.7%	34.4%	1.6%	2.4%	96.0%	253

14. I receive regular communication about classroom activities.

Answer Options	Strongly Agree	Agree	Disagree	Strongly Disagree	Rating Average	Response Count
English	42.4%	45.9%	9.2%	2.5%	88.3%	978
Español	57.3%	39.8%	1.2%	1.7%	97.1%	241

OTHER AREAS OF EFFECTIVE PRACTICES -- 90%-93% Agree**19. The principal provides strong instructional leadership at our school.**

Answer Options	Strongly Agree	Agree	Disagree	Strongly Disagree	Rating Average	Response Count
English	35.9%	50.4%	10.3%	3.4%	86.4%	946
Español	55.1%	40.7%	3.0%	1.3%	95.8%	236

20. I would recommend my child's school to other families.

Answer Options	Strongly Agree	Agree	Disagree	Strongly Disagree	Rating Average	Response Count
English	44.64%	43.51%	9.79%	2.06%	88.1%	970
Español	60.76%	34.60%	2.95%	1.69%	95.4%	237

APPENDIX B Chart of Alignment between LCAP and other SSD Plans

LCAP	SSD Leadership Goals	LEA PLAN	Title III Plan
Basic Services -Credentialing -Instructional Materials -Facilities (FIT)	Maintain and improve district finances and facilities	3.Standards-aligned instructional materials 8. Monitor program effectiveness	3. A variety of core and intervention curricula will be used at all levels to ensure access.
Implementation of: -Common Core State Standards -ELD Standards	Align instruction and assessment to the CA Common Core State Standards	1. Alignment of instruction with content standards 5. Staff Development and Professional Collaboration	5- Provide high quality professional development and coaching in research-based strategies for ELs
Course Access -English -Social Studies -Foreign Language (7-8) -Physical education -Science -Mathematics -Visual & Performing Arts	Improve student learning results with a focus on under achievement at all levels	2. Provide extended learning time (KLAS) 10. Additional Services to improve student outcomes: Reading Partners; Starting Arts; Mimeo; ALEKS; ST Math	4-2 Interventions will be provided through differentiated whole and small group instruction. 4-10 District will provide clear criteria for placement in middle school math courses.
Student Achievement -Standardized Tests -API -Reclassification of ELs	Improve student learning results with a focus on under achievement at all levels	1. All students will reach high standards of proficiency in reading and math	3-5 District will use assessment data to monitor progress of ELs through Language Review Teams and through the PLC process.
Other student outcomes -Grades -Performance Assessment		9. Target services to lowest performing students (Rtl, Benchmark Assessments)	
Parental Involvement -School Site Council -ELAC -Parent Education	Increase & deepen community engagement	6. Involvement of staff, parents and community	6 - All sites submit a parent education and involvement plan annually6 – All sites have a functioning ELAC
Student Engagement -Attendance rate -Chronic Absentee rate	Integrate instructional technology to support student learning	4.Increased access to technology	6- Parent education will include importance of attendance
School Climate -Suspension Rates -Expulsion Rates	Ensure that the school and classroom environments promote social-emotional well-being	7. Auxiliary services YMCA; Play Works; 5210; CHAC	5-11 Provide training and support to all sites to implement PBIS