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

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LCAP Year:	2014-2015

Introduction
The Local Control and Accountability Plan (LCAP) and annual update template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5.

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

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

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

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

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

State Priorities

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

A. Conditions of Learning

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

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

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

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

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

B. Pupil Outcomes

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

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

C. Engagement

Parent involvement: efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

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

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

Section 1: Stakeholder Engagement

Instructions and Guiding Questions
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?

Description of Involvement Processes Implemented	
Involvement Process	**Impact on LCAP**
The Saratoga Union School District benefits from a very involved parent community. The structure for parent involvement includes committees at both the district and site levels comprised of a cross section of parents representing English learners, students with disabilities, low income families, and all significant subgroup populations. The committees also include stakeholders from the certificated and classified bargaining units, as well as site and district administrators. The committees that have provided input into the LCAP include: District English Learner Advisory Council (DELAC), SUSD Staff (classified and certificated), and the Superintendent's Advisory Committee (comprised of leaders of each site's School Site Council [SSC] and Parent Teacher Association [PTA], as well as the Saratoga Education Foundation [SEF]). The SUSD and the Board of Trustees coordinated a comprehensive Strategic Planning	The process of eliciting input for Saratoga's Local Control Accountability Plan provides a multitude of opportunities for all stakeholders (parents, teachers, classified employees, administrators, and students) to offer input into the LCAP, and Single Plans for Student Achievement. The involvement process ensures that, minimally, all statutory requirements are met, and all school and District plans are aligned with common goals, purpose and intent. Several themes emerged around the 8 State Priorities: Student Achievement/Other Student Outcomes: • Focus on providing a well-rounded program to engender well-rounded students • Provide more technology in classrooms and more support for students who are

Description of Involvement Processes Implemented	
Involvement Process	**Impact on LCAP**
process during the 2013-14 school year. As part of this process, community focus groups were held at each school site. In addition, principals met with a representative group of students at each school site and elicited student input. The overarching themes from Strategic Planning were Signature Programs, Integrated Technology, and Student Safety. The process ensures alignment between District and school plans and engages parents, administrators, teachers, and students from every school site, community members, and Board of Education members. The Director of Educational Services and Principals thoroughly aligned the goals, actions, and services of each school site's Single Plans for Student Achievement (SPSA) with the goals, actions, and services of Saratoga's Local Control Accountability Plan. A survey was sent to all Saratoga Union School District employees, the DELAC, and the Superintendent's Advisory Council. The survey was also available to the community via the District website. The questions address the 8 State Priorities, such as student achievement/engagement, transition to Common Core State Standards, school climate, parental involvement, course access, and basic services. The District website contains an LCAP portal, which comprises all LCAP presentations and information about SUSD's LCAP. Meeting Dates and Times for Parent/Teacher/Community Information and Input: Meeting Date # of Participants Agenda/Purpose Technology Learning Plan Meeting & District Leadership Team (DLT) 11/18/13 32 Develop vision and goals for student learning and teaching Technology Learning Plan Meeting 1/30/14 32 Vision & Mission of Technology Learning Plan Principals' Meeting 2/4/14 12 LCAP & LCFF Overview Presentation DELAC 2/4/14 6 parents, staff, board LCAP & LCFF Overview SUSD Board of Trustees 2/11/14 LCAP & LCFF Overview Presentation Technology Learning Plan Sub Committee Meeting & Special Education 2/26/14 10 Needs Assessment Content and Tool DELAC (120 EL families invited via flyer sent in US mail (all EL families in district) 3/18/14 10 parents, staff, board LCAP Overview & Discussion Questions: do you/your child feel welcome at your school, how does your school support all students, how effective is communication at your school? Strategic Planning Community Meetings at each school site (4 total) 3/18/14 125	struggling or have special needs • Provide more differentiation of instruction for all students • Use diverse, authentic, on-going and diagnostic assessments to inform instruction and diversify practices • Reading specialist at each site for struggling readers in all grades Student Engagement: • Provide more individualized learning and work to allow students to advance at their own level, pace, and preference beyond worksheets. technology is significant for engagement, deeper learning, and improving communication • Include other art domains into program, such as theater • Make use of student interest survey data to provide learning opportunities that match students' interests. • Technology allows for continuity between school and home • Need for consistency of technologies as well as age-appropriate technology use, • Need for balance of technology and physical learning tools • Need for ongoing training/support for seamless integration and staying on the cutting-edge of educational technology • Use technology as a tool, not just something we teach • Personalized learning, blended learning • Incorporate and leverage outside programs/opportunities for learning • Increase support/infrastructure/training to get the most of what we buy • Ensure access and equity • Signature programs: music, language, 6th grade wheel • More emphasis on differentiation • Need technical support • Digital citizenship • More iPad and computers in the classroom; faster computers that work • Learn to type faster • Provide computer programming classes • Music, drama, theater Common Core State Standards: • Provide appropriate grade level, department level time for teachers to plan and collaborate • Do not adopt new programs while CCSS is being implemented • Offer parent workshops to explain CCSS and how to support students at home • Provide recommended CCSS teaching materials Basic Services:

Description of Involvement Processes Implemented	
Involvement Process	**Impact on LCAP**
parents, staff, board members Excellence in Education: Signature Programs, Integrated Technology, Student Safety SUSD Board of Trustees 3/25/14 LCAP Overview Timeline and Timeline Presentation SUSD Board of Trustees 4/1/14 LCAP Update District Directors & Administrators' Team (DDAT) 4/18/14 12 LCAP Overview and Discussion Technology Learning Plan Sub Committee 4/23/14 6 Review Needs Assessment, Technology Learning Plan, International Society for Technology in Education (ISTE) Standards, Student Goals Saratoga Teachers' Association (STA) and Saratoga Classified Association (SCA) Presidents 4/25/14 2 Discuss LCAP and strategies to elicit staff input District Leadership Team 4/28/14 12 Review Needs Assessment Data, Technology Learning Plan components, professional development, student goals Principals' Meeting 4/29/14 10 LCAP Goals Discussion Strategic Planning Student Input Meetings at each school site 5/1/14 – 5/31/14 80 students at all 4 sites Student discussions Principals' Meeting 5/7/14 8 LCAP & SPSA Alignment; Review of Section 2 LCAP Community and Staff Surveys TBD 76 respondents 8 State Priorities addressed SUSD Board of Trustees 5/13/14 Review of Draft LCAP Sections 1 and 2 District Leadership Team 5/19/14 12 Review of Draft LCAP DELAC 5/22/14 2 LCAP Review of Goals and Community Input SUSD Board of Trustees 5/27/14 Review of Draft LCAP Section 3 STA/SCA Meeting 5/29/2014 3 Review of draft LCAP with STA and SCA presidents Public hearing requirement 6/5/2014 n.a. LCAP Hearing Notice posted in Saratoga News and available for public inspection at SUSD DO SUSD Board of Trustees 6/10/14 LCAP Public Hearing SUSD Board of Trustees 6/27/2014 Board Approval and Adoption of Saratoga's Local Control Accountability Plan for the 2014-15 school year Annual assessment data is reviewed and analyzed by SUSD administrators, teachers, and Board of Trustees. The data include: Suspension and Expulsion data, California Assessment of Student Performance and Progress (CAASPP) assessment results (comprised of California Standards Test in Science [CST], California Modified Assessment [CMA], California Alternate Performance Assessment [CAPA], and Smarter	• Make sure that all classrooms have equal access to materials and technology and provide tech support and technology training for teachers • Reward, evaluate, and retain excellent teachers, administrative staff and support staff • Train instructional aides in educational programs • Facilities are beautiful and in good repair Course Access/College & Career Ready: • Train teachers to diversify instruction so that students can use materials appropriate to their level of learning • Keyboarding should be offered to provide foundational skills • Begin each year with a study skills and time management workshop for students • Provide more Science, Technology, Engineering, and Math (STEM) and STEAM (STEM and Arts) electives and opportunities • Provide more focus on functional living skills, problem solving • Improve classroom focus on critical thinking skills • Provide project-based learning opportunities that reflect what professionals do • Maintain balance and caring aspects of "three dimensional success" • Provide more hands-on learning opportunities • Develop a good Technology Plan and implement it • Provide more opportunities and options for students to be creative, think creatively School Climate and Safety: • More Project Cornerstone Asset Building Champions (ABC) Reading • Install security video cameras • Practice more emergency drills • Concern about open campuses • Increased adult supervision during recesses and breaks • Include student involvement and input in creating social-emotional supports • Continue programs such as Playground Pals, Project Cornerstone, and school functions • Offer parent education on anti-bullying and cyber-bullying • Create comprehensive and consistent discipline plans at each site Parental Involvement: • Continue communication via enews, PTA meetings, School Site Council meetings • Include parents in more district/program decisions early in the process before implementation, and communicate changes in advance of implementation in multiple modes

Description of Involvement Processes Implemented	
Involvement Process	**Impact on LCAP**
Balanced Assessment Consortium [SBAC]) , California English Language Development Test (CELDT) data, English Language (EL) reclassification trends, parent/student survey results, and local assessment measures of student progress (i.e. writing, reading, and math performance assessments). Goals are written to align with the Single Plans for Student Achievement, the SUSD Strategic Plan (in process), and Local Education Agency Plan (LEAP) with input from the SUSD Board of Trustees, and District and Site Leadership. The data analysis and District goals are presented to the School Site Councils, the District English Learner Advisory Committee, and used at the site level to create the Single Plans for Student Achievement (SPSA). Parents provide input when determining priorities to align goals with site and district action plans. The LCAP plan was created to satisfy statutory requirements and the priorities determined by all stakeholders. Teachers, parents and administrators worked together to gather feedback related to parent participation and create needs based responsive action plans at the site level. Those action plans are in direct alignment with the SPSAs, the LEA Plan and LCAP. SPSA's and Site action plans are taken through an approval process that includes the School Site Councils, the District English Learner Advisory Committee, and the SUSD Board of Trustees.	• Invite parents to share their skills and expertise in project-based learning opportunities; Career Day • Find more simple and meaningful ways to honor parent help and volunteerism (short email blasts or other recognitions) Impact of Input to LCAP: • Development of SUSD's Technology Plan • Development of SUSD's Professional Development Plan • Development of SUSD's Strategic Plan • Development of SUSD's and school site's Comprehensive Safety Plans • Continuation of Project Cornerstone at each school site • Parent volunteers will be used as resources to welcome new families to the community using the primary language of the parents whenever possible. • Parent education will be conducted related to TK-5th grade standards based report cards and transition to Common Core State Standards (CCSS). The District will consider the following input in the future: • school and campus safety input, as it develops the Comprehensive School Safety Plans • personalized/blended learning, and a desire for an increase in the number of technology devices available for student use, as it implements the District Technology Learning Plan The Superintendent responded to DELAC stakeholder input and questions on the district's website. An Executive Summary of the LCAP was presented to the SUSD Board of Education at the May 13 and May 27, 2014 meetings and drafts were posted to the district website. An LCAP survey was sent to SUSD staff, the Superintendent's Advisory Council, DELAC, and was posted on the SUSD website. Prior to adoption of the LCAP, the Board of Education held a public hearing at its regularly scheduled meeting on June 10, 2014 to provide additional opportunities for public recommendations and input. There were no public recommendations or input made at that meeting. The LCAP was adopted at the Board's next regularly scheduled public meeting on June 24, 2014. The LCAP and the district budget were adopted at the same meetings on June 24, 2014, with the LCAP being adopted prior to the budget per Education Code 52062.2.

Section 2: Goals and Progress Indicators

Instructions and Guiding Questions
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?

Section 2: Goals and Progress Indicators

[1] What needs have been identified and what metrics are used to measure progress?
[2] Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.
[3] Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.
[4] Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.

Description of Goals				
Identified Need and Metric[1]	**Description of Goal**	**Applicable Pupil Subgroup(s)[2]**	**School(s) Affected[3]**	**Related State and Local Priorities[4]**
1. Need: Improve Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS) aligned Professional Development in Math, English Language Arts (ELA), and Science. Metric: • CCSS Implementation Plan • Professional Development Plan • SPSA • Surveys • Agendas & Evaluations of trainings	Goal 1: All staff will participate in Professional Development in ELA and Math Common Core State Standards and Next Generation Science Standards to focus on instructional shifts, depth of knowledge, and differentiated instruction.	All (2150 students), including English Language Learners, Students with Disabilities, Foster Youth, and economically disadvantaged students	All	Conditions of Learning: Priority 1: Basic Priority 2: Implementation of State Standards Priority 7. Course Access Pupil Outcomes: Priority 4: Pupil Achievement Priority 8: Other Student Outcomes
2. Need: 100% of the students have access to instruction, texts and/or resources aligned to CCSS and NGSS. Metric: • Sufficient Instructional Materials Report • SARC Classroom Observations and Walkthroughs Surveys	Goal 2: All students will have access to ELA and Math Common Core State Standards and Next Generation Science Standards instruction and materials.	All (2150 students), including English Language Learners, Students with Disabilities, Foster Youth, and economically disadvantaged students	All	Conditions of Learning: Priority 1: Basic Priority 2: Implementation of State Standards Priority 7: Course Access Pupil Outcomes: Priority 4: Pupil

	Description of Goals			
Identified Need and Metric[1]	**Description of Goal**	**Applicable Pupil Subgroup(s)[2]**	**School(s) Affected[3]**	**Related State and Local Priorities[4]**
				Achievement
3. Need: Improve timeliness and relevancy of teacher feedback to students. Metric: • CAASPP (CST/CMA/ CAPA, CELDT Results) • Reclassification Rates • SUSD District Benchmark Assessments • Diagnostic Reading Assessment (DRA) • Writing Assessments • Mathematics Assessment Resource Service (MARS)	Goal 3: SUSD staff will identify, develop, and use formative, interim, and summative assessments to measure students' performance on Math and ELA Common Core State Standards and Next Generation Science Standards.	All (2150 students), including English Language Learners, Students with Disabilities, Foster Youth, and economically disadvantaged students	All	Conditions of Learning: Priority 2: Implementation of State Standards Pupil Outcomes: Priority 4: Pupil achievement Priority 8: Other Pupil Outcomes Engagement: Priority 3: Parental Engagement Priority 5: Pupil Engagement
4. Need: English Learner Students must meet academic proficiency at the same rate as their English speaking counterparts. Metrics: • CST/CMA/ CAPA • CELDT Results • Reclassification Rates • SUSD District Benchmark Assessments • DRA • Writing Assessments	Goal 4: Increase proficiency levels for all English Learners.	All English Learners	All	Pupil Outcomes: Priority 4: Pupil Achievement Priority 8: Other Pupil Outcomes Engagement: Priority 3: Parental Involvement Priority 5: Pupil Engagement

Identified Need and Metric[1]	Description of Goal	Applicable Pupil Subgroup(s)[2]	School(s) Affected[3]	Related State and Local Priorities[4]
• MARS • Physical Fitness Testing • Participation Rates				
5. Need: Maintain process to ensure stakeholders provide input into District Plans and SPSA. Metrics: • Flyers • Website postings • District Enews • Agendas • Surveys • Strategic Planning Community Survey • Minutes of SSC and parent advisory groups	Goal 5: The District and school sites will maintain effective communication, which includes a process to include input from all stakeholders, and offer opportunities for stakeholder engagement.	All students, including ELL, FY, SwD, and LI.	All	Engagement: Priority 5: Pupil Engagement Priority 3: Parent Involvement
6. Need: Improve student safety and social emotional literacy. Metrics: • School attendance rates • Chronic absenteeism rates • Middle school drop-out rates • Student suspension rates	Goal 6: All students will be educated in a safe environment that integrates social emotional literacy and provides opportunities for engagement of students and stakeholders at all levels.	All students, including ELL, FY, SwD, and LI.	All	Engagement: Priority 3: Parental Involvement Priority 5: Student Engagement Priority 6: School Climate

Description of Goals				
Identified Need and Metric[1]	**Description of Goal**	**Applicable Pupil Subgroup(s)[2]**	**School(s) Affected[3]**	**Related State and Local Priorities[4]**
• Student expulsion rates • Coordinated School Health Review • Student focus groups • School climate surveys • Project Cornerstone Results • Web page postings • Mass phone/email messaging • Emergency and Wellness Committee Sign in sheets and agendas • Strategic Planning Community Survey • Emergency Drill Logs				
7. Need: Improve creativity, collaboration, communication, and critical thinking and increase access to technology tools and resources. Metric: • Technology Survey • Strategic Planning Community Survey • LCAP Survey • SARC • SPSA • CCSS Implementation Plan • Evidence of student	Goal 7: Cultivate innovative and empowered learners through personalized learning, 21st Century Learning Skills (creativity, collaboration, communication, and critical thinking), and the infusion of technology.	All students, including ELL, FY, SwD, and LI.	All	Conditions of Learning: Priority 1: Basic Priority 2: Implementation of State Standards Priority 7: Course Access Pupil Outcomes: Priority 4: Pupil Achievement Priority 8: Other Pupil Outcomes Engagement: Priority 3: Parental Involvement

Description of Goals				
Identified Need and Metric[1]	**Description of Goal**	**Applicable Pupil Subgroup(s)[2]**	**School(s) Affected[3]**	**Related State and Local Priorities[4]**
projects and classroom learning • Classroom observations and walk-throughs				Priority 5: Pupil Engagement Priority 6: School Climate

Section 2: Goals and Progress Indicators

[1] Based on identified metric.

LCAP Year 1 (2014-15): Analysis of Progress		
Description of Goal	**Analysis of Progress**	**What will be different / improved for students?**[1]
1. Goal 1: All staff will participate in Professional Development in ELA and Math Common Core State Standards and Next Generation Science Standards to focus on instructional shifts, depth of knowledge, and differentiated instruction.	Progress made in 2015 – 16:	1.1 Baseline Academic Level Descriptors (ALD) will be obtained for all students on Math and ELA Smarter Balanced Assessment Consortium (SBAC). 1.2 Baseline benchmark assessment results will be obtained for all students. 1.3 Expand Professional Development plan to address CCSS and NGSS curriculum, rigor, Depth of Knowledge (DOK), differentiated instruction, and instructional shifts in Math, ELA, and Science.
2. Goal 2: All students will have access to ELA and Math Common Core State Standards and Next Generation Science Standards instruction and materials.	Progress made in 2015 – 16:	2.1 50% of Math instructional materials and digital resources will be CCSS aligned. 2.2 50% of ELA instructional materials and digital resources will be CCSS aligned. 2.3 Increased and improved CCSS aligned instruction in Math. 2.4 Increased and improved CCSS aligned instruction in ELA. 2.5 Increased and improved NGSS aligned instruction in Science.

LCAP Year 1 (2014-15): Analysis of Progress		
Description of Goal	**Analysis of Progress**	**What will be different / improved for students?[1]**
3. Goal 3: SUSD staff will identify, develop, and use formative, interim, and summative assessments to measure students' performance on Math and ELA Common Core State Standards and Next Generation Science Standards.	Progress made in 2015 – 16:	3.1 Baseline Academic Level Descriptors (ALD) will be obtained for all students on SBAC. 3.2 Baseline benchmark assessment results will be obtained for all students. 3.3 SBAC implementation 3.4 Identify formative assessment sand train teachers on how to use them to drive instruction. 3.5 Research, identify, and implement a variety of ways to provide timely, relevant feedback to students and to ensure lesson adjustment as needed. 3.6 Evaluate consistency and calibration of assessments and train teachers. 3.7 Develop CCSS Math and ELA course content and assessments. 3.8 Develop and deploy CCSS aligned report cards in TK – 5th grade; train teachers and communicate with parents.
4. Goal 4: Increase proficiency levels for all English Learners.	Progress made in 2015 – 16:	4.1 Baseline Academic Level Descriptors (ALD) will be obtained for all EL students on Math and ELA SBAC. 4.2 Baseline benchmark assessment results will be

Description of Goal	Analysis of Progress	What will be different / improved for students?[1]
		obtained for all EL students. 4.3 Baseline CELDT assessment results will be obtained for all EL students. 4.4 Baseline Reclassification rates will be obtained.
5. Goal 5: The District and school sites will maintain effective communication, which includes a process to include input from all stakeholders, and offer opportunities for stakeholder engagement.	Progress made in 2015 – 16:	5.1 General fund budget aligned to LCAP and SPSAs. 5.2 SPSAs updated annually with stakeholder input 5.3 LCAP updated annually with stakeholder input. 5.4 Maintain effective communication plan with stakeholders.
6. Goal 6: All students will be educated in a safe environment that integrates social emotional literacy and provides opportunities for engagement of students and stakeholders at all levels.	Progress made in 2015 – 16:	6.1 Baseline Developmental Assets indicators on Cornerstone survey when administered 6.2 Baseline California Healthy Kids Survey 6.3 Baseline attendance rate for all students 6.4. Baseline suspension and expulsion rates 6.5

LCAP Year 1 (2014-15): Analysis of Progress		
Description of Goal	**Analysis of Progress**	**What will be different / improved for students?[1]**
		Complete Coordinated School Health Modules 1 (School Health and Safety Policies and Environment), 2 (Health Education), and 4 (Nutrition Services) 6.6 Complete District and Site Emergency Preparedness Procedures; train all staff and students.
7. Goal 7: Cultivate innovative and empowered learners through personalized learning, 21st Century Learning Skills (creativity, collaboration, communication, and critical thinking), and the infusion of technology.	Progress made in 2015 – 16:	7.1 Baseline Academic Level Descriptors (ALD) will be obtained for all students on SBAC. 7.2 Baseline benchmark assessment results will be obtained for all students. 7.3 Establish criteria, procedures and protocol for Technology Device Management 7.5 Establish equitable and consistent access to technology devices and online digital resources. 7.6 Establish plan for digital communication and collaboration. 7.7 Establish educational technology integration plan. 7.8 Establish professional development technology plan. 7.9 Establish student projects integrating 4Cs

Section 2: Goals and Progress Indicators

[1] Based on identified metric.

LCAP Year 2 (2015-16): Analysis of Progress		
Description of Goal	**Analysis of Progress**	**What will be different / improved for students?**[1]
1. Goal 1: All staff will participate in Professional Development in ELA and Math Common Core State Standards and Next Generation Science Standards to focus on instructional shifts, depth of knowledge, and differentiated instruction.	Progress made in 2015 – 16:	1.1 5 % improvement on Academic Level Descriptors (ALD) for all students on Math and ELA Smarter Balanced Assessment Consortium (SBAC). 1.2 5% improved achievement on district benchmark assessments for all students. 1.3 Expand Professional Development plan to address CCSS and NGSS curriculum, rigor, Depth of Knowledge (DOK), differentiated instruction, and instructional shifts in Math, ELA, and Science.
2. Goal 2: All students will have access to ELA and Math Common Core State Standards and Next Generation Science Standards instruction and materials.	Progress made in 2015 – 16:	2.1 75% of Math instructional materials and digital resources will be CCSS aligned. 2.2 75% of ELA instructional materials and digital resources will be CCSS aligned. 2.3 Increased and improved CCSS aligned instruction in Math. 2.4 Increased and improved CCSS aligned instruction in ELA. 2.5 Increased and improved NGSS aligned instruction in Science.

LCAP Year 2 (2015-16): Analysis of Progress		
Description of Goal	**Analysis of Progress**	**What will be different / improved for students?**[1]
3. Goal 3: SUSD staff will identify, develop, and use formative, interim, and summative assessments to measure students' performance on Math and ELA Common Core State Standards and Next Generation Science Standards.	Progress made in 2015 – 16:	3.1 5 % improvement on Academic Level Descriptors (ALD) for all students on Math and ELA SBAC. 3.2 5 % improvement on benchmark assessment results for all students. 3.3 SBAC implementation 3.4 Continue learning about, evaluating, and revising formative assessments. 3.5 Continue to implement effective, timely, relevant feedback to students. 3.6 Develop and refine scoring rubrics. 3.7 Develop/revise all CCSS Math and ELA content and formative and summative assessments. 3.8 Revise CCSS aligned report cards in TK-5th grade.
4. Goal 4: Increase proficiency levels for all English Learners.	Progress made in 2015 – 16:	4.1 5% improved Academic Level Descriptors (ALD) for all EL students on Math and ELA SBAC. 4.2 5% Improved benchmark assessment results for all EL students.

Description of Goal	Analysis of Progress	What will be different / improved for students?[1]
		4.3 Improved CELDT assessment results for all EL students. 4.4 Improved Reclassification rates.
5. Goal 5: The District and school sites will maintain effective communication, which includes a process to include input from all stakeholders, and offer opportunities for stakeholder engagement.	Progress made in 2015 – 16:	5.1 General fund budget aligned to LCAP and SPSAs. 5.2 SPSAs updated annually with stakeholder input 5.3 LCAP updated annually with stakeholder input. 5.4 Maintain effective communication plan with stakeholders.
6. Goal 6: All students will be educated in a safe environment that integrates social emotional literacy and provides opportunities for engagement of students and stakeholders at all levels.	Progress made in 2015 – 16:	6.1 Improved Developmental Assets indicators on Cornerstone survey when administered 6.2 Improved CHKS survey results 6.3 Improved attendance rate for all students 6.4 Annual decrease in suspension (and expulsions when indicated) 6.5 Complete two Coordinated School Health Modules

LCAP Year 2 (2015-16): Analysis of Progress		
Description of Goal	**Analysis of Progress**	**What will be different / improved for students?[1]**
		6.6 Review and revise District and Site Emergency Preparedness Procedures; train all staff and students.
7. Goal 7: Cultivate innovative and empowered learners through personalized learning, 21st Century Learning Skills (creativity, collaboration, communication, and critical thinking), and the infusion of technology.	Progress made in 2015 – 16:	7.1 5% improved Academic Level Descriptors (ALD) for all EL students on Math and ELA SBAC. 7.2 5% improved benchmark assessment results for all students. 7.3 Improve criteria, procedures and protocol for technology device management 7.5 Improve equitable and consistent access to technology devices and online digital resources. 7.6 Improve plan for digital communication and collaboration. 7.7 Improve educational technology integration plan. 7.8 Improve professional development technology plan. 7.9 Improve student projects integrating 4Cs

Section 2: Goals and Progress Indicators

[1] Based on identified metric.

LCAP Year 3 (2016-17): Analysis of Progress		
Description of Goal	**Analysis of Progress**	**What will be different / improved for students?[1]**
1. Goal 1: All staff will participate in Professional Development in ELA and Math Common Core State Standards and Next Generation Science Standards to focus on instructional shifts, depth of knowledge, and differentiated instruction.	Progress made in 2015 – 16:	1.1 10% improvement on ALD for all students on Math and ELA Smarter Balanced Assessment Consortium (SBAC) SBAC. 1.2 10% improved achievement on district benchmark assessments for all students. 1.3 Expand Professional Development plan to address CCSS and NGSS curriculum, rigor, Depth of Knowledge (DOK), differentiated instruction, and instructional shifts in Math, ELA and Science.
2. Goal 2: All students will have access to ELA and Math Common Core State Standards and Next Generation Science Standards instruction and materials.	Progress made in 2015 – 16:	2.1 100% of Math instructional materials and digital resources will be CCSS aligned. 2. 2 100% of ELA instructional materials and digital resources will be CCSS and NGSS aligned. 2.3 Increased and improved CCSS aligned instruction in Math. 2.4 Increased and improved CCSS aligned instruction in ELA. 2.5 Increased and improved NGSS aligned instruction in Science.

Description of Goal	Analysis of Progress	What will be different / improved for students?[1]
3. Goal 3: SUSD staff will identify, develop, and use formative, interim, and summative assessments to measure students' performance on Math and ELA Common Core State Standards and Next Generation Science Standards.	Progress made in 2015 – 16:	3.1 10% improvement on Academic Level Descriptors (ALD) for all students on Math and ELA SBAC. 3.2 10% improvement on benchmark assessment results for all students. 3.3 SBAC implementation 3.4 Deepen learning about formative assessments; evaluate and revise assessments. 3.5 Continue to implement effective, timely, relevant feedback to students. 3.6 Continue to develop and refine scoring rubrics. 3.7 Refine all CCSS Math and ELA course content and formative and summative assessments. 3.8 Continue to refine CCSS aligned report cards in TK-5th grade.
4. Goal 4: Increase proficiency levels for all English Learners.	Progress made in 2015 – 16:	4.1 10% Improved Academic Level Descriptors (ALD) for all EL students on Math and ELA SBAC. 4.2 10% Improved benchmark assessment results for all EL students.

Description of Goal	Analysis of Progress	What will be different / improved for students?[1]
		4.3 Improved CELDT assessment results for all EL students. 4.4 Improved Reclassification rates.
5. Goal 5: The District and school sites will maintain effective communication, which includes a process to include input from all stakeholders, and offer opportunities for stakeholder engagement.	Progress made in 2015 – 16:	5.1 General fund budget aligned to LCAP and SPSAs. 5.2 SPSAs updated annually with stakeholder input 5.3 LCAP updated annually with stakeholder input. 5.4 Maintain effective communication plan with stakeholders.
6. Goal 6: All students will be educated in a safe environment that integrates social emotional literacy and provides opportunities for engagement of students and stakeholders at all levels.	Progress made in 2015 – 16:	6.1 Improved Developmental Asset Indicators on Cornerstone Survey when administered 6.2 Improved CHKS survey results 6.3 Improved attendance rate for all students 6.4 Annual decrease in suspension and expulsions (when indicated) 6.5 Complete two Coordinate School Health Modules

Description of Goal	Analysis of Progress	What will be different / improved for students?[1]
		6.6 Review and revise District and Site Emergency Preparedness Procedures; train all staff and students.
7. Goal 7: Cultivate innovative and empowered learners through personalized learning, 21st Century Learning Skills (creativity, collaboration, communication, and critical thinking), and the infusion of technology.	Progress made in 2015 – 16:	7.1 10% improved Academic Level Descriptors (ALD) for all EL students on Math and ELA SBAC. 7.2 10% improved benchmark assessment results for all students. 7.3 Improve criteria, procedures and protocol for technology device management 7.5 Improve equitable and consistent access to technology devices and online digital resources. 7.6 Improve plan for digital communication and collaboration. 7.7 Improve educational technology integration plan. 7.8 Improve professional development technology plan. 7.9 Improve student projects integrating 4Cs

Section 3: Actions, Services, and Expenditures

Instructions and Guiding Questions

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, RFEP, and/or Foster Youth Pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

1) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
2) How do these actions/services link to identified goals and performance indicators?
3) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?
4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
5) In the annual update, how have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?

Section 3: Actions, Services, and Expenditures

A. Actions, Services and Expenditures for All Students

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.

[1] Include and identify all goals from Section 2
[2] From Section 2
[3] Indicate if school-wide or LEA-wide
[4] 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 1 (2014-15): Actions, Services and Expenditures for All Students		

Description of Goal[1]	Related State and Local Priorities[2]	Level of Service[3]
1. Goal 1: All staff will participate in Professional Development in ELA and Math Common Core State Standards and Next Generation Science Standards to focus on instructional shifts, depth of knowledge, and differentiated instruction.	Conditions of Learning: Priority 1: Basic Priority 2: Implementation of State Standards Priority 7. Course Access Pupil Outcomes: Priority 4: Pupil Achievement Priority 8: Other Student Outcomes	All

Level of Service / Action and Services	Proposed Expenditures	Type	Funding Source	Amount
1.1 1.1 Provide Professional Development in CCSS in Math, ELA, and NGSS Science to focus on instructional shifts, depth of knowledge, differentiated instruction, research supported practices, assessment analysis, and assessment methods to target alignment.	Anticipated Expenditure/Funding Source: $105,305 - CCSS Implementation Funds (PD) & $33,000 est. – Title 2 Teacher Quality	0000: Unrestricted	Other	105305
		0000: Unrestricted	Other	33000

1.2	1.2 Teachers will continue to collaborate with grade level/departments to develop CCSS and NGSS aligned curriculum maps and units and to identify instructional resources.	Anticipated Expenditure/Funding Source: $105,305 - CCSS Implementation Funds (PD) & $33,000 est. – Title 2 Teacher Quality (total expenditure and funding source also reported in 1.1)	0000: Unrestricted	Other	105305
			0000: Unrestricted	Other	33000
1.3	1.3 Provide Professional Development and training on educational technology resources and learning management systems.	Anticipated Expenditure/Funding Source: $105,305 - CCSS Implementation Funds (PD) & $33,000 est. – Title 2 Teacher Quality (total expenditure and funding source also reported in 1.1)	0000: Unrestricted	Other	105305
			0000: Unrestricted	Other	33000
1.4	1.4 Literacy Coach provides coaching, consultation and training for all teachers.	Anticipated Expenditure: $137,237 1.4 Funding Source: Parcel Tax	0000: Unrestricted	Other	137237
1.5	1.5 Provide support for new teachers (Silicon Valley New Teacher Project (SVNTP)/Beginning Teacher Support and Assessment (BTSA).	Anticipated Expenditure: $21,000 est. 1.5 Funding Source: General Fund	0000: Unrestricted	Other	21000

2. Goal 2:
All students will have access to ELA and Math Common Core State Standards and Next Generation Science Standards instruction and materials.

Conditions of Learning: All
Priority 1: Basic

Priority 2: Implementation of State Standards

Priority 7:
Course Access

		Pupil Outcomes: Priority 4: Pupil Achievement			
2.1	Provide CCSS and NGSS aligned instructional materials in Math, ELA, and Science.	Anticipated Expenditure/Funding Source: $105,305 est. - CCSS Implementation Fund (Ins.Mat) $60,000 est.– Prop 20 Lottery & $3600 for science materials – Prop 20 Lottery	0000: Unrestricted	Other	105305
			0000: Unrestricted	Other	3600
2.2	To meet the needs of all students, teachers provide instruction integrating the use of educational technology resources in the instructional program: • technology devices (i.e., Chromebooks and ipads) • access to online instructional technology programs, (i.e., Dreambox and Khan Academy)	Anticipated Expenditure/Funding Source: $111,000 est – CCSS Implementation Fund (Tech) & $105,305 – CCSS Implementation Fund (PD) & $20,000 est. – Parcel Tax	0000: Unrestricted	Other	111000
			0000: Unrestricted	Other	105305
			0000: Unrestricted	Other	20000
2.3	Hands-on science instructional aides to provide meaningful science experiences for all students.	Anticipated expenditure: $62,706 est. 2.3 Funding Source: Saratoga Education Foundation (SEF)	0000: Unrestricted	Other	62706

2.4	2.4 Provide ongoing training on CCSS and NGSS instructional materials and resources.	Anticipated Expenditure/Funding Source: $105,305 - CCSS Implementation Funds (PD) & $33,000 est. – Title 2 Teacher Quality (total expenditure and funding source also reported in 1.1)	0000: Unrestricted	Other		105305
			0000: Unrestricted	Other		33000
3.	Goal 3: SUSD staff will identify, develop, and use formative, interim, and summative assessments to measure students' performance on Math and ELA Common Core State Standards and Next Generation Science Standards.		Conditions of Learning: Priority 2: Implementation of State Standards Pupil Outcomes: Priority 4: Pupil achievement Priority 8: Other Pupil Outcomes Engagement: Priority 3: Parental Engagement Priority 5: Pupil Engagement	All		
3.1	Staff will use a data management tool (School City) to access student data to determine areas of student need.	Anticipated expenditure: $12,000 3.1 Funding Source: General Fund	0000: Unrestricted	Other		12000
3.2	Teachers identify effective CCSS and NGSS formative and interim assessment tools (Northwest Evaluation Association [NWEA]).	Anticipated expenditure: $33,000 (under evaluation) 3.2 Funding Source: General Fund	0000: Unrestricted	Other		33000
3.3	Implement SBAC for all students in grades 2 – 8.	No additional expenditures required				

3.4	TK-5 teachers develop and implement CCSS aligned Report Card; train teachers on alignment of assessment with CCSS.	Anticipated Expenditure/Funding Source: $105,305 - CCSS Implementation Funds (PD) & $33,000 est. – Title 2 Teacher Quality (total expenditure and funding source also reported in 1.1)	0000: Unrestricted	Other		105305
			0000: Unrestricted	Other		33000
3.5	Implement Silicon Valley Mathematics Initiative (SVMI) MARS Math Performance Assessments to assess and inform curriculum.	Anticipated expenditure/Funding Source: $5000 - General Fund, Agile Mind, SVMI Mini Grant & $12,000 – General Fund	0000: Unrestricted	Other		5000
			0000: Unrestricted	Other		12000
4.	Goal 4: Increase proficiency levels for all English Learners.		Pupil Outcomes: Priority 4: Pupil Achievement Priority 8: Other Pupil Outcomes Engagement: Priority 3: Parental Involvement Priority 5: Pupil Engagement	All		
5.	Goal 5: The District and school sites will maintain effective communication, which includes a process to include input from all stakeholders, and offer opportunities for stakeholder engagement.		Engagement: Priority 5: Pupil Engagement Priority 3: Parent Involvement	All		
5.1	Coordinate quarterly DELAC meetings.	No additional expenditures required				

5.2	Maintain LCAP portal on SUSD website.	No additional expenditures required			
5.3	Maintain effective and consistent communication via School Messenger, Power School, newsletters, websites, Schoology, and social media. Provide translated communications when possible.	Anticipated expenditure: $44,566 5.3 Funding Source: General Fund	0000: Unrestricted	Other	44566
5.4	Coordinate two districtwide LCAP Community Meetings.	No additional expenditures required			

6.	Goal 6: All students will be educated in a safe environment that integrates social emotional literacy and provides opportunities for engagement of students and stakeholders at all levels.		Engagement: Priority 3: Parental Involvement Priority 5: Student Engagement Priority 6: School Climate	All	
6.1	Provide strategic behavioral and social emotional guidance support for all students (elementary and middle school counselors).	Anticipated expenditure: $343,243 6.1 Funding Source: General Fund	0000: Unrestricted	Other	343243
6.2	Implement Project Cornerstone program for all students.	Anticipated expenditure: $10,000 6.2 Funding Source: General Fund	0000: Unrestricted	Other	10000
6.3	Train teachers to implement social emotional literacy programs (Mind Up, Maxi the Taxi Dog)	Anticipated expenditure: $6700 6.3 Funding Source: 1440 Foundation Grant	0000: Unrestricted	Other	6700

6.4	Coordinate social emotional literacy trainings and workshops for parents.	Anticipated Expenditure: $10,000 6.4 Funding Source: General Fund	0000: Unrestricted	Other	10000

7.	Goal 7: Cultivate innovative and empowered learners through personalized learning, 21st Century Learning Skills (creativity, collaboration, communication, and critical thinking), and the infusion of technology.		Conditions of Learning: Priority 1: Basic Priority 2: Implementation of State Standards Priority 7: Course Access Pupil Outcomes: Priority 4: Pupil Achievement Priority 8: Other Pupil Outcomes Engagement: Priority 3: Parental Involvement Priority 5: Pupil Engagement Priority 6: School Climate	All	
	7.1	Implement SUSD Technology Plan (Director of Technology, Instructional Technology Support Specialist, hardware, Mouse Squad)	Anticipated expenditure: $350,000 Funding Source: General Fund & CCSS Implementation Fund (technology	0000: Unrestricted	Other	350000
	7.2	Provide support for high achieving and high performing students through GATE Lead Teachers that address higher order thinking skills	No additional expenditures required			

LCAP Year 1 (2014-15): Actions, Services and Expenditures for All Students				
7.3	Coordinate Student 2 Student Conference annually for all students.	Anticipated expenditure: $1000 7.3 Funding Source: General Fund			1000
7.4	Design Tech Criteria, Procedures, and Protocol, including device management and support protocols.	No additional expenditures required			
7.5	7.5 Provide ongoing professional development on Schoology Learning Management System to collaborate and curate curriculum and use in classroom as a media tool and for staff collaboration.	Anticipated Expenditure/Funding Source: $105,305 - CCSS Implementation Funds (PD) & $33,000 est. – Title 2 Teacher Quality (total expenditure and funding source also reported in 1.1)	0000: Unrestricted	Other	105305
			0000: Unrestricted	Other	33000

Section 3: Actions, Services, and Expenditures

LCAP Year 1 (2014-15): Review of Actions, Services and Expenditures for All Students

Description of Goal[1]	**Related State and Local Priorities[2]**	**Level of Service[3]**
1. Goal 1: All staff will participate in Professional Development in ELA and Math Common Core State Standards and Next Generation Science Standards to focus on instructional shifts, depth of knowledge, and differentiated instruction.	Conditions of Learning: Priority 1: Basic Priority 2: Implementation of State Standards Priority 7. Course Access Pupil Outcomes: Priority 4: Pupil Achievement Priority 8: Other Student Outcomes	All

Action and Services	**Annual Update: Review of Actions/Services**
1.1 1.1 Provide Professional Development in CCSS in Math, ELA, and NGSS Science to focus on instructional shifts, depth of knowledge, differentiated instruction, research supported practices, assessment analysis, and assessment methods to target alignment.	
1.2 1.2 Teachers will continue to collaborate with grade level/departments to develop CCSS and NGSS aligned curriculum maps and units and to identify instructional resources.	
1.3 1.3 Provide Professional Development and training on educational technology resources and learning management systems.	
1.4 1.4 Literacy Coach provides coaching, consultation and training for all teachers.	
1.5 1.5 Provide support for new teachers (Silicon Valley New Teacher Project (SVNTP)/Beginning Teacher Support and Assessment (BTSA).	

2. Goal 2:	Conditions of Learning:	All

All students will have access to ELA and Math Common Core State Standards and Next Generation Science Standards instruction and materials.

Priority 1: Basic

Priority 2: Implementation of State Standards

Priority 7:
Course Access

Pupil Outcomes:
Priority 4: Pupil Achievement

2.1   Provide CCSS and NGSS aligned instructional materials in Math, ELA, and Science.

2.2   To meet the needs of all students, teachers provide instruction integrating the use of educational technology resources in the instructional program:
   • technology devices (i.e., Chromebooks and ipads)
   • access to online instructional technology programs, (i.e., Dreambox and Khan Academy)

2.3   Hands-on science instructional aides to provide meaningful science experiences for all students.

2.4   2.4   Provide ongoing training on CCSS and NGSS instructional materials and resources.

3. Goal 3:
    SUSD staff will identify, develop, and use formative, interim, and summative assessments to measure students' performance on Math and ELA Common Core State Standards and Next Generation Science Standards.

Conditions of Learning: Priority 2:
Implementation of State Standards

Pupil Outcomes:
Priority 4: Pupil achievement

Priority 8: Other Pupil Outcomes

Engagement:
Priority 3: Parental Engagement

All

Priority 5: Pupil Engagement

3.1 Staff will use a data management tool (School City) to access student data to determine areas of student need.

3.2 Teachers identify effective CCSS and NGSS formative and interim assessment tools (Northwest Evaluation Association [NWEA]).

3.3 Implement SBAC for all students in grades 2 – 8.

3.4 TK-5 teachers develop and implement CCSS aligned Report Card; train teachers on alignment of assessment with CCSS.

3.5 Implement Silicon Valley Mathematics Initiative (SVMI) MARS Math Performance Assessments to assess and inform curriculum.

4. Goal 4: Increase proficiency levels for all English Learners.	Pupil Outcomes: Priority 4: Pupil Achievement Priority 8: Other Pupil Outcomes Engagement: Priority 3: Parental Involvement Priority 5: Pupil Engagement	All
5. Goal 5: The District and school sites will maintain effective communication, which includes a process to include input from all stakeholders, and offer opportunities for stakeholder engagement.	Engagement: Priority 5: Pupil Engagement Priority 3: Parent Involvement	All

5.1 Coordinate quarterly DELAC meetings.

5.2 Maintain LCAP portal on SUSD website.

5.3 Maintain effective and consistent

communication via School Messenger, Power School, newsletters, websites, Schoology, and social media. Provide translated communications when possible.

5.4 Coordinate two districtwide LCAP Community Meetings.

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6. Goal 6:
   All students will be educated in a safe environment that integrates social emotional literacy and provides opportunities for engagement of students and stakeholders at all levels.

   Engagement:
   Priority 3: Parental Involvement

   Priority 5: Student Engagement

   Priority 6: School Climate

   All

   6.1 Provide strategic behavioral and social emotional guidance support for all students (elementary and middle school counselors).

   6.2 Implement Project Cornerstone program for all students.

   6.3 Train teachers to implement social emotional literacy programs (Mind Up, Maxi the Taxi Dog)

   6.4 Coordinate social emotional literacy trainings and workshops for parents.

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7. Goal 7:
   Cultivate innovative and empowered learners through personalized learning, 21st Century Learning Skills (creativity, collaboration, communication, and critical thinking), and the infusion of technology.

   Conditions of Learning:
   Priority 1: Basic

   Priority 2: Implementation of State Standards

   Priority 7: Course Access

   Pupil Outcomes:
   Priority 4: Pupil Achievement

   Priority 8: Other Pupil Outcomes

   All

Engagement:
Priority 3: Parental Involvement

Priority 5: Pupil Engagement

Priority 6: School Climate

7.1   Implement SUSD Technology Plan (Director of   Technology, Instructional Technology Support Specialist, hardware, Mouse Squad)

7.2   Provide support for high achieving and high performing students through GATE Lead Teachers that address higher order thinking skills

7.3   Coordinate Student 2 Student Conference annually for all students.

7.4   Design Tech Criteria, Procedures, and Protocol, including device management and support protocols.

7.5   7.5 Provide ongoing professional development on Schoology Learning Management System to collaborate and curate curriculum and use in classroom as a media tool and for staff collaboration.

Section 3: Actions, Services, and Expenditures

1 Include and identify all goals from Section 2
2 From Section 2
3 Indicate if school-wide or LEA-wide
4 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 2 (2015-16): Actions, Services and Expenditures for All Students

Description of Goal[1]	Related State and Local Priorities[2]	Level of Service[3]
1. Goal 1: All staff will participate in Professional Development in ELA and Math Common Core State Standards and Next Generation Science Standards to focus on instructional shifts, depth of knowledge, and differentiated instruction.	Conditions of Learning: Priority 1: Basic Priority 2: Implementation of State Standards Priority 7. Course Access Pupil Outcomes: Priority 4: Pupil Achievement Priority 8: Other Student Outcomes	All

Level of Service / Action and Services	Proposed Expenditures	Type	Funding Source	Amount
1.1 1.1 Provide Professional Development in CCSS in Math, ELA, and NGSS Science to focus on instructional shifts, depth of knowledge, differentiated instruction, research supported practices, assessment analysis, and assessment methods to target alignment.	Anticipated Expenditure/Funding Source: $33,000 est. – Title 2 Teacher Quality	0000: Unrestricted	Other	33000
1.2 1.2 Teachers will continue to collaborate with grade level/departments to develop CCSS and NGSS aligned curriculum maps and units and to identify instructional resources.	Anticipated Expenditure/Funding Source: embedded in 1.1			
1.3 1.3 Provide Professional Development and training on educational technology resources and learning management systems.	Anticipated Expenditure/Funding Source: embedded in 1.1			

1.4	1.4 Literacy Coach provides coaching, consultation and training for all teachers.	Anticipated Expenditure: $137,237 est. 1.4 Funding Source: Parcel Tax	0000: Unrestricted	Other	137237
1.5	1.5 Provide support for new teachers (Silicon Valley New Teacher Project (SVNTP)/Beginning Teacher Support and Assessment (BTSA).	Anticipated Expenditure: $21,000 est. 1.5 Funding Source: General Fund	0000: Unrestricted	Other	21000

2.	Goal 2: All students will have access to ELA and Math Common Core State Standards and Next Generation Science Standards instruction and materials.		Conditions of Learning: Priority 1: Basic Priority 2: Implementation of State Standards Priority 7: Course Access Pupil Outcomes: Priority 4: Pupil Achievement	All	
2.1	Provide CCSS and NGSS aligned instructional materials in Math, ELA, and Science.	Anticipated Expenditure/Funding Source: $60,000 est.– Prop 20 Lottery & $3600 for science materials – Prop 20 Lottery	0000: Unrestricted	Other	60000
			0000: Unrestricted	Other	3600
2.2	To meet the needs of all students, teachers provide instruction integrating the use of educational technology resources in the instructional program: • technology devices (i.e., Chromebooks and ipads) • access to online instructional technology programs, (i.e., Dreambox and Khan Academy)	Anticipated Expenditure/Funding Source: $100,000 est. – General Fund	0000: Unrestricted	Other	100000

2.3	Hands-on science instructional aides to provide meaningful science experiences for all students.	Anticipated expenditure: $62,706 est. 2.3 Funding Source: Saratoga Education Foundation (SEF)	0000: Unrestricted	Other	62706
2.4	2.4 Provide ongoing training on CCSS and NGSS instructional materials and resources.	Anticipated Expenditure/Funding Source: $33,000 est. – Title 2 Teacher Quality (total expenditure and funding source also reported in 1.1)	0000: Unrestricted	Other	33000
3.	Goal 3: SUSD staff will identify, develop, and use formative, interim, and summative assessments to measure students' performance on Math and ELA Common Core State Standards and Next Generation Science Standards.		Conditions of Learning: Priority 2: Implementation of State Standards Pupil Outcomes: Priority 4: Pupil achievement Priority 8: Other Pupil Outcomes Engagement: Priority 3: Parental Engagement Priority 5: Pupil Engagement	All	
3.1	Staff will use a data management tool (School City) to access student data to determine areas of student need.	Anticipated expenditure: $12,000 3.1 Funding Source: General Fund	0000: Unrestricted	Other	12000
3.2	Teachers identify effective CCSS and NGSS formative and interim assessment tools (Northwest Evaluation Association	Dependent upon evaluation in 14-15			

[NWEA]).

3.3	Implement SBAC for all students in grades 2 – 8.	No additional expenditures required			
3.4	TK-5 teachers develop and implement CCSS aligned Report Card; train teachers on alignment of assessment with CCSS.	Anticipated Expenditure/Funding Source: $33,000 est. – Title 2 Teacher Quality (total expenditure and funding source also reported in 1.1)	0000: Unrestricted	Other	33000
3.5	Implement Silicon Valley Mathematics Initiative (SVMI) MARS Math Performance Assessments to assess and inform curriculum.	Anticipated expenditure/Funding Source: $5000 - General Fund, Agile Mind, SVMI Mini Grant & $12,000 – General Fund	0000: Unrestricted	Other	5000
			0000: Unrestricted	Other	12000
4.	Goal 4: Increase proficiency levels for all English Learners.		Pupil Outcomes: Priority 4: Pupil Achievement Priority 8: Other Pupil Outcomes Engagement: Priority 3: Parental Involvement Priority 5: Pupil Engagement	All	
5.	Goal 5: The District and school sites will maintain effective communication, which includes a process to include input from all stakeholders, and offer opportunities for stakeholder engagement.		Engagement: Priority 5: Pupil Engagement Priority 3: Parent Involvement	All	
5.1	Coordinate quarterly DELAC meetings.	No additional expenditures required			

5.2	Maintain LCAP portal on SUSD website.	No additional expenditures required			
5.3	Maintain effective and consistent communication via School Messenger, Power School, newsletters, websites, Schoology, and social media. Provide translated communications when possible.	Anticipated expenditure: $44,566 (anticipated 3% increase) 5.3 Funding Source: General Fund	0000: Unrestricted	Other	44566
5.4	Coordinate two districtwide LCAP Community Meetings.	No additional expenditures required			

6.	Goal 6: All students will be educated in a safe environment that integrates social emotional literacy and provides opportunities for engagement of students and stakeholders at all levels.		Engagement: Priority 3: Parental Involvement Priority 5: Student Engagement Priority 6: School Climate	All	
6.1	Provide strategic behavioral and social emotional guidance support for all students (elementary and middle school counselors).	Anticipated expenditure: $343,243 plus COLA increase 6.1 Funding Source: General Fund	0000: Unrestricted	Other	343243
6.2	Implement Project Cornerstone program for all students.	Anticipated expenditure: $10,000 6.2 Funding Source: General Fund	0000: Unrestricted	Other	10000

6.3	Train teachers to implement social emotional literacy programs (Mind Up, Maxi the Taxi Dog)	Anticipated expenditure: $6700 6.3 Funding Source: General Fund	0000: Unrestricted	Other	6700
6.4	Coordinate social emotional literacy trainings and workshops for parents.	Anticipated Expenditure: $10,000 6.4 Funding Source: General Fund	0000: Unrestricted	Other	10000

7.	Goal 7: Cultivate innovative and empowered learners through personalized learning, 21st Century Learning Skills (creativity, collaboration, communication, and critical thinking), and the infusion of technology.		Conditions of Learning: Priority 1: Basic Priority 2: Implementation of State Standards Priority 7: Course Access Pupil Outcomes: Priority 4: Pupil Achievement Priority 8: Other Pupil Outcomes Engagement: Priority 3: Parental Involvement Priority 5: Pupil Engagement Priority 6: School Climate	All	
7.1	Implement SUSD Technology Plan (Director of Technology, Instructional Technology Support Specialist, hardware, Mouse Squad)	Anticipated expenditure: $350,000 Funding Source: General Fund	0000: Unrestricted	Other	350000

7.2	Provide support for high achieving and high performing students through GATE Lead Teachers that address higher order thinking skills	No additional expenditures required			
7.3	Coordinate Student 2 Student Conference annually for all students.	Anticipated expenditure: $1000 7.3 Funding Source: General Fund			1000
7.4	Design Tech Criteria, Procedures, and Protocol, including device management and support protocols.	No additional expenditures required			
7.5	7.5 Provide ongoing professional development on Schoology Learning Management System to collaborate and curate curriculum and use in classroom as a media tool and for staff collaboration.	Anticipated Expenditure/Funding Source: $33,000 est. – Title 2 Teacher Quality (total expenditure and funding source also reported in 1.1)	0000: Unrestricted	Other	33000

Section 3: Actions, Services, and Expenditures

LCAP Year 2 (2015-16): Review of Actions, Services and Expenditures for All Students

Description of Goal[1]	Related State and Local Priorities[2]	Level of Service[3]
1. Goal 1: All staff will participate in Professional Development in ELA and Math Common Core State Standards and Next Generation Science Standards to focus on instructional shifts, depth of knowledge, and differentiated instruction.	Conditions of Learning: Priority 1: Basic Priority 2: Implementation of State Standards Priority 7. Course Access Pupil Outcomes: Priority 4: Pupil Achievement Priority 8: Other Student Outcomes	All

Action and Services	Annual Update: Review of Actions/Services
1.1 1.1 Provide Professional Development in CCSS in Math, ELA, and NGSS Science to focus on instructional shifts, depth of knowledge, differentiated instruction, research supported practices, assessment analysis, and assessment methods to target alignment.	
1.2 1.2 Teachers will continue to collaborate with grade level/departments to develop CCSS and NGSS aligned curriculum maps and units and to identify instructional resources.	
1.3 1.3 Provide Professional Development and training on educational technology resources and learning management systems.	
1.4 1.4 Literacy Coach provides coaching, consultation and training for all teachers.	
1.5 1.5 Provide support for new teachers (Silicon Valley New Teacher Project (SVNTP)/Beginning Teacher Support and Assessment (BTSA).	

2. Goal 2:	Conditions of Learning:	All

All students will have access to ELA and Math Common Core State Standards and Next Generation Science Standards instruction and materials.	Priority 1: Basic Priority 2: Implementation of State Standards Priority 7: Course Access Pupil Outcomes: Priority 4: Pupil Achievement

2.1 Provide CCSS and NGSS aligned instructional materials in Math, ELA, and Science.

2.2 To meet the needs of all students, teachers provide instruction integrating the use of educational technology resources in the instructional program:
- technology devices (i.e., Chromebooks and ipads)
- access to online instructional technology programs, (i.e., Dreambox and Khan Academy)

2.3 Hands-on science instructional aides to provide meaningful science experiences for all students.

2.4 2.4 Provide ongoing training on CCSS and NGSS instructional materials and resources.

3. Goal 3: SUSD staff will identify, develop, and use formative, interim, and summative assessments to measure students' performance on Math and ELA Common Core State Standards and Next Generation Science Standards.	Conditions of Learning: Priority 2: Implementation of State Standards Pupil Outcomes: Priority 4: Pupil achievement Priority 8: Other Pupil Outcomes Engagement: Priority 3: Parental Engagement	All

Priority 5: Pupil Engagement

3.1 Staff will use a data management tool (School City) to access student data to determine areas of student need.

3.2 Teachers identify effective CCSS and NGSS formative and interim assessment tools (Northwest Evaluation Association [NWEA]).

3.3 Implement SBAC for all students in grades 2 – 8.

3.4 TK-5 teachers develop and implement CCSS aligned Report Card; train teachers on alignment of assessment with CCSS.

3.5 Implement Silicon Valley Mathematics Initiative (SVMI) MARS Math Performance Assessments to assess and inform curriculum.

4. Goal 4: Increase proficiency levels for all English Learners.	Pupil Outcomes: Priority 4: Pupil Achievement Priority 8: Other Pupil Outcomes Engagement: Priority 3: Parental Involvement Priority 5: Pupil Engagement	All
5. Goal 5: The District and school sites will maintain effective communication, which includes a process to include input from all stakeholders, and offer opportunities for stakeholder engagement.	Engagement: Priority 5: Pupil Engagement Priority 3: Parent Involvement	All

5.1 Coordinate quarterly DELAC meetings.

5.2 Maintain LCAP portal on SUSD website.

5.3 Maintain effective and consistent

communication via School Messenger, Power School, newsletters, websites, Schoology, and social media. Provide translated communications when possible.

5.4   Coordinate two districtwide LCAP Community Meetings.

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6.   Goal 6:

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

Engagement: All

Priority 3: Parental Involvement

Priority 5: Student Engagement

Priority 6: School Climate

6.1   Provide strategic behavioral and social emotional guidance support for all students (elementary and middle school counselors).

6.2   Implement Project Cornerstone program for all students.

6.3   Train teachers to implement social emotional literacy programs (Mind Up, Maxi the Taxi Dog)

6.4   Coordinate social emotional literacy trainings and workshops for parents.

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7.   Goal 7:

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

Conditions of Learning: All
Priority 1: Basic

Priority 2: Implementation of State Standards

Priority 7: Course Access

Pupil Outcomes:
Priority 4: Pupil Achievement

Priority 8: Other Pupil Outcomes

Engagement:
Priority 3: Parental Involvement

Priority 5: Pupil Engagement

Priority 6: School Climate

7.1   Implement SUSD Technology Plan (Director of   Technology, Instructional Technology Support Specialist, hardware, Mouse Squad)

7.2   Provide support for high achieving and high performing students through GATE Lead Teachers that address higher order thinking skills

7.3   Coordinate Student 2 Student Conference annually for all students.

7.4   Design Tech Criteria, Procedures, and Protocol, including device management and support protocols.

7.5   7.5 Provide ongoing professional development on Schoology Learning Management System to collaborate and curate curriculum and use in classroom as a media tool and for staff collaboration.

Section 3: Actions, Services, and Expenditures

[1]   Include and identify all goals from Section 2
[2]   From Section 2
[3]   Indicate if school-wide or LEA-wide
[4]   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 3 (2016-17): Actions, Services and Expenditures for All Students		
Description of Goal[1]	**Related State and Local Priorities[2]**	**Level of Service[3]**
1. Goal 1: All staff will participate in Professional Development in ELA and Math Common Core State Standards and Next Generation Science Standards to focus on instructional shifts, depth of knowledge, and differentiated instruction.	Conditions of Learning: Priority 1: Basic Priority 2: Implementation of State Standards Priority 7. Course Access Pupil Outcomes: Priority 4: Pupil Achievement Priority 8: Other Student Outcomes	All

Level of Service / Action and Services	Proposed Expenditures	Type	Funding Source	Amount
1.1 1.1 Provide Professional Development in CCSS in Math, ELA, and NGSS Science to focus on instructional shifts, depth of knowledge, differentiated instruction, research supported practices, assessment analysis, and assessment methods to target alignment.	Anticipated Expenditure/Funding Source: $33,000 est. – Title 2 Teacher Quality	0000: Unrestricted	Other	33000
1.2 1.2 Teachers will continue to collaborate with grade level/departments to develop CCSS and NGSS aligned curriculum maps and units and to identify instructional resources.	Anticipated Expenditure/Funding Source: embedded in 1.1			
1.3 1.3 Provide Professional Development and training on educational technology resources and learning management systems.	Anticipated Expenditure/Funding Source: embedded in 1.1			

1.4	1.4 Literacy Coach provides coaching, consultation and training for all teachers.	Anticipated Expenditure: $137,237 est. 1.4 Funding Source: Parcel Tax	0000: Unrestricted	Other	137237
1.5	1.5 Provide support for new teachers (Silicon Valley New Teacher Project (SVNTP)/Beginning Teacher Support and Assessment (BTSA).	Anticipated Expenditure: $21,000 est. 1.5 Funding Source: General Fund	0000: Unrestricted	Other	21000

2.	Goal 2: All students will have access to ELA and Math Common Core State Standards and Next Generation Science Standards instruction and materials.		Conditions of Learning: Priority 1: Basic Priority 2: Implementation of State Standards Priority 7: Course Access Pupil Outcomes: Priority 4: Pupil Achievement	All	
2.1	Provide CCSS and NGSS aligned instructional materials in Math, ELA, and Science.	Anticipated Expenditure/Funding Source: $60,000 est.– Prop 20 Lottery & $3600 for science materials – Prop 20 Lottery	0000: Unrestricted	Other	60000
			0000: Unrestricted	Other	3600
2.2	To meet the needs of all students, teachers provide instruction integrating the use of educational technology resources in the instructional program: • technology devices (i.e., Chromebooks and ipads) • access to online instructional technology programs, (i.e., Dreambox and Khan Academy)	Anticipated Expenditure/Funding Source: $100,000 est. – General Fund	0000: Unrestricted	Other	100000

2.3	Hands-on science instructional aides to provide meaningful science experiences for all students.	Anticipated expenditure: $62,706 est. 2.3 Funding Source: Saratoga Education Foundation (SEF)	0000: Unrestricted	Other	62706
2.4	2.4 Provide ongoing training on CCSS and NGSS instructional materials and resources.	Anticipated Expenditure/Funding Source: $33,000 est. – Title 2 Teacher Quality (total expenditure and funding source also reported in 1.1)	0000: Unrestricted	Other	33000

3.	Goal 3: SUSD staff will identify, develop, and use formative, interim, and summative assessments to measure students' performance on Math and ELA Common Core State Standards and Next Generation Science Standards.		Conditions of Learning: Priority 2: Implementation of State Standards Pupil Outcomes: Priority 4: Pupil achievement Priority 8: Other Pupil Outcomes Engagement: Priority 3: Parental Engagement Priority 5: Pupil Engagement	All	
3.1	Staff will use a data management tool (School City) to access student data to determine areas of student need.	Anticipated expenditure: $12,000 3.1 Funding Source: General Fund	0000: Unrestricted	Other	12000
3.2	Teachers identify effective CCSS and NGSS formative and interim assessment tools (Northwest Evaluation Association	Dependent upon evaluation in 14-15			

[NWEA]).

3.3	Implement SBAC for all students in grades 2 – 8.	No additional expenditures required				
3.4	TK-5 teachers develop and implement CCSS aligned Report Card; train teachers on alignment of assessment with CCSS.	Anticipated Expenditure/Funding Source: $33,000 est. – Title 2 Teacher Quality (total expenditure and funding source also reported in 1.1)	0000: Unrestricted	Other		33000
3.5	Implement Silicon Valley Mathematics Initiative (SVMI) MARS Math Performance Assessments to assess and inform curriculum.	Anticipated expenditure/Funding Source: $5000 - General Fund, Agile Mind, SVMI Mini Grant & $12,000 – General Fund	0000: Unrestricted	Other		5000
			0000: Unrestricted	Other		12000

4.	Goal 4: Increase proficiency levels for all English Learners.		Pupil Outcomes: Priority 4: Pupil Achievement Priority 8: Other Pupil Outcomes Engagement: Priority 3: Parental Involvement Priority 5: Pupil Engagement	All		
5.	Goal 5: The District and school sites will maintain effective communication, which includes a process to include input from all stakeholders, and offer opportunities for stakeholder engagement.		Engagement: Priority 5: Pupil Engagement Priority 3: Parent Involvement	All		
5.1	Coordinate quarterly DELAC meetings.	No additional expenditures required				

5.2	Maintain LCAP portal on SUSD website.	No additional expenditures required			
5.3	Maintain effective and consistent communication via School Messenger, Power School, newsletters, websites, Schoology, and social media. Provide translated communications when possible.	Anticipated expenditure: $44,566 (anticipated 3% increase) 5.3 Funding Source: General Fund	0000: Unrestricted	Other	44566
5.4	Coordinate two districtwide LCAP Community Meetings.	No additional expenditures required			

6.	Goal 6: All students will be educated in a safe environment that integrates social emotional literacy and provides opportunities for engagement of students and stakeholders at all levels.		Engagement: Priority 3: Parental Involvement Priority 5: Student Engagement Priority 6: School Climate	All	
6.1	Provide strategic behavioral and social emotional guidance support for all students (elementary and middle school counselors).	Anticipated expenditure: $343,243 plus COLA increase 6.1 Funding Source: General Fund	0000: Unrestricted	Other	343243
6.2	Implement Project Cornerstone program for all students.	Anticipated expenditure: $10,000 6.2 Funding Source: General Fund	0000: Unrestricted	Other	10000

LCAP Year 3 (2016-17): Actions, Services and Expenditures for All Students					
6.3	Train teachers to implement social emotional literacy programs (Mind Up, Maxi the Taxi Dog)	Anticipated expenditure: $6700 6.3 Funding Source: General Fund	0000: Unrestricted	Other	6700
6.4	Coordinate social emotional literacy trainings and workshops for parents.	Anticipated Expenditure: $10,000 6.4 Funding Source: General Fund	0000: Unrestricted	Other	10000

7.	Goal 7: Cultivate innovative and empowered learners through personalized learning, 21st Century Learning Skills (creativity, collaboration, communication, and critical thinking), and the infusion of technology.		Conditions of Learning: Priority 1: Basic	All	
			Priority 2: Implementation of State Standards		
			Priority 7: Course Access		
			Pupil Outcomes: Priority 4: Pupil Achievement		
			Priority 8: Other Pupil Outcomes		
			Engagement: Priority 3: Parental Involvement		
			Priority 5: Pupil Engagement		
			Priority 6: School Climate		
7.1	Implement SUSD Technology Plan (Director of Technology, Instructional Technology Support Specialist, hardware, Mouse Squad)	Anticipated expenditure: $350,000 Funding Source: General Fund	0000: Unrestricted	Other	350000

7.2	Provide support for high achieving and high performing students through GATE Lead Teachers that address higher order thinking skills	No additional expenditures required			
7.3	Coordinate Student 2 Student Conference annually for all students.	Anticipated expenditure: $1000 7.3 Funding Source: General Fund			1000
7.4	Design Tech Criteria, Procedures, and Protocol, including device management and support protocols.	No additional expenditures required			
7.5	7.5 Provide ongoing professional development on Schoology Learning Management System to collaborate and curate curriculum and use in classroom as a media tool and for staff collaboration.	Anticipated Expenditure/Funding Source: $33,000 est. – Title 2 Teacher Quality (total expenditure and funding source also reported in 1.1)	0000: Unrestricted	Other	33000

Section 3: Actions, Services, and Expenditures

LCAP Year 3 (2016-17): Review of Actions, Services and Expenditures for All Students

Description of Goal[1]	Related State and Local Priorities[2]	Level of Service[3]
1. Goal 1: All staff will participate in Professional Development in ELA and Math Common Core State Standards and Next Generation Science Standards to focus on instructional shifts, depth of knowledge, and differentiated instruction.	Conditions of Learning: Priority 1: Basic Priority 2: Implementation of State Standards Priority 7. Course Access Pupil Outcomes: Priority 4: Pupil Achievement Priority 8: Other Student Outcomes	All

Action and Services	Annual Update: Review of Actions/Services
1.1 1.1 Provide Professional Development in CCSS in Math, ELA, and NGSS Science to focus on instructional shifts, depth of knowledge, differentiated instruction, research supported practices, assessment analysis, and assessment methods to target alignment.	
1.2 1.2 Teachers will continue to collaborate with grade level/departments to develop CCSS and NGSS aligned curriculum maps and units and to identify instructional resources.	
1.3 1.3 Provide Professional Development and training on educational technology resources and learning management systems.	
1.4 1.4 Literacy Coach provides coaching, consultation and training for all teachers.	
1.5 1.5 Provide support for new teachers (Silicon Valley New Teacher Project (SVNTP)/Beginning Teacher Support and Assessment (BTSA).	

2. Goal 2:	Conditions of Learning:	All

All students will have access to ELA and Math Common Core State Standards and Next Generation Science Standards instruction and materials.

Priority 1: Basic

Priority 2: Implementation of State Standards

Priority 7:
Course Access

Pupil Outcomes:
Priority 4: Pupil Achievement

2.1	Provide CCSS and NGSS aligned instructional materials in Math, ELA, and Science.
2.2	To meet the needs of all students, teachers provide instruction integrating the use of educational technology resources in the instructional program: • technology devices (i.e., Chromebooks and ipads) • access to online instructional technology programs, (i.e., Dreambox and Khan Academy)
2.3	Hands-on science instructional aides to provide meaningful science experiences for all students.
2.4	2.4 Provide ongoing training on CCSS and NGSS instructional materials and resources.

3. Goal 3:
SUSD staff will identify, develop, and use formative, interim, and summative assessments to measure students' performance on Math and ELA Common Core State Standards and Next Generation Science Standards.

Conditions of Learning: Priority 2:
Implementation of State Standards

Pupil Outcomes:
Priority 4: Pupil achievement

Priority 8: Other Pupil Outcomes

Engagement:
Priority 3: Parental Engagement

All

Priority 5: Pupil Engagement

3.1 Staff will use a data management tool (School City) to access student data to determine areas of student need.

3.2 Teachers identify effective CCSS and NGSS formative and interim assessment tools (Northwest Evaluation Association [NWEA]).

3.3 Implement SBAC for all students in grades 2 – 8.

3.4 TK-5 teachers develop and implement CCSS aligned Report Card; train teachers on alignment of assessment with CCSS.

3.5 Implement Silicon Valley Mathematics Initiative (SVMI) MARS Math Performance Assessments to assess and inform curriculum.

4. Goal 4: Increase proficiency levels for all English Learners.	Pupil Outcomes: Priority 4: Pupil Achievement Priority 8: Other Pupil Outcomes Engagement: Priority 3: Parental Involvement Priority 5: Pupil Engagement	All
5. Goal 5: The District and school sites will maintain effective communication, which includes a process to include input from all stakeholders, and offer opportunities for stakeholder engagement.	Engagement: Priority 5: Pupil Engagement Priority 3: Parent Involvement	All

5.1 Coordinate quarterly DELAC meetings.

5.2 Maintain LCAP portal on SUSD website.

5.3 Maintain effective and consistent

communication via School Messenger, Power School, newsletters, websites, Schoology, and social media. Provide translated communications when possible.

5.4 Coordinate two districtwide LCAP Community Meetings.

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6. Goal 6:

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

Engagement:
Priority 3: Parental Involvement

Priority 5: Student Engagement

Priority 6: School Climate

All

6.1 Provide strategic behavioral and social emotional guidance support for all students (elementary and middle school counselors).

6.2 Implement Project Cornerstone program for all students.

6.3 Train teachers to implement social emotional literacy programs (Mind Up, Maxi the Taxi Dog)

6.4 Coordinate social emotional literacy trainings and workshops for parents.

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7. Goal 7:

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

Conditions of Learning:
Priority 1: Basic

Priority 2: Implementation of State Standards

Priority 7: Course Access

Pupil Outcomes:
Priority 4: Pupil Achievement

Priority 8: Other Pupil Outcomes

All

Engagement:
Priority 3: Parental Involvement

Priority 5: Pupil Engagement

Priority 6: School Climate

7.1 Implement SUSD Technology Plan (Director of Technology, Instructional Technology Support Specialist, hardware, Mouse Squad)

7.2 Provide support for high achieving and high performing students through GATE Lead Teachers that address higher order thinking skills

7.3 Coordinate Student 2 Student Conference annually for all students.

7.4 Design Tech Criteria, Procedures, and Protocol, including device management and support protocols.

7.5 7.5 Provide ongoing professional development on Schoology Learning Management System to collaborate and curate curriculum and use in classroom as a media tool and for staff collaboration.

Section 3: Actions, Services, and Expenditures

B. Actions, Services and Expenditures for Low-Income, English Learner, RFEP, and/or Foster Youth Pupils

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, RFEP, 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.

[1] Include and identify all goals from Section 2
[2] From Section 2
[3] Indicate if school-wide or LEA-wide
[4] 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 1 (2014-15): Actions, Services and Expenditures for Low-Income, English Learner, RFEP, and/or Foster Youth Pupils

Description of Goal[1]	Related State and Local Priorities[2]	Level of Service[3]
1. Goal 1: All staff will participate in Professional Development in ELA and Math Common Core State Standards and Next Generation Science Standards to focus on instructional shifts, depth of knowledge, and differentiated instruction.	Conditions of Learning: Priority 1: Basic Priority 2: Implementation of State Standards Priority 7. Course Access Pupil Outcomes: Priority 4: Pupil Achievement Priority 8: Other Student Outcomes	All

Level of Service / Action and Services	Proposed Expenditures	Type	Funding Source	Amount

1.1	1.6 Provide Professional Development to address implementation of ELA and Math CCSS and NGSS for Special Education students, including differentiation, writing appropriate goals, and supports for the general education classroom.	Anticipated Expenditure/Funding Source: $105,305 - CCSS Implementation Funds (PD) & $33,000 est. – Title 2 Teacher Quality (total expenditure and funding source also reported in Section 3A 1.1	0000: Unrestricted	Other	105305
			0000: Unrestricted	Other	33000
1.2	1.7 Provide Professional Development on ELD standards.	Anticipated Expenditure/Funding Source: $105,305 - CCSS Implementation Funds (PD) & $33,000 est. – Title 2 Teacher Quality (total expenditure and funding source also reported in Section 3A 1.1)	0000: Unrestricted	Other	105305
			0000: Unrestricted	Other	33000
1.3	1.8 Literacy Coach will provide literacy professional development to teachers on providing differentiation and intervention services to support academically underperforming students.	Anticipated Expenditure/Funding Source: $105,305 - CCSS Implementation Funds (PD) & $33,000 est. – Title 2 Teacher Quality (total expenditure and funding source also reported in Section 3A 1.1)	0000: Unrestricted	Other	105305
			0000: Unrestricted	Other	33000

2.	Goal 2: All students will have access to ELA and Math Common Core State Standards and Next Generation Science Standards instruction and materials.	Conditions of Learning: Priority 1: Basic	All

Priority 2: Implementation of State Standards

Priority 7:
Course Access

Pupil Outcomes:
Priority 4: Pupil Achievement

2.1	Literacy Coach will provide supplemental intervention services to support academically underperforming students in first grade (Reading Recovery).	Anticipated expenditure/Funding Source: $137,237 - Parcel Tax & $65,377 – Title 1	0000: Unrestricted	Other	137237
2.2	Purchase materials and resources in core academic areas that are intended for use as interventions for students at risk of low academic performance.	Anticipated expenditure: $30,000 est. 2.7 Funding Source: CCSS Implementation Fund (Instructional Materials)	0000: Unrestricted	Other	65377 30000

3.	Goal 3: SUSD staff will identify, develop, and use formative, interim, and summative assessments to measure students' performance on Math and ELA Common Core State Standards and Next Generation Science Standards.	Conditions of Learning: Priority 2: Implementation of State Standards Pupil Outcomes: Priority 4: Pupil achievement Priority 8: Other Pupil Outcomes Engagement: Priority 3: Parental Engagement Priority 5: Pupil Engagement	All
4.	Goal 4: Increase proficiency levels for all English Learners.	Pupil Outcomes: Priority 4: Pupil Achievement	All

Priority 8: Other Pupil Outcomes

Engagement:
Priority 3: Parental Involvement

Priority 5: Pupil Engagement

4.1	Provide EL program to support underperforming English Learners (EL aide at elementary sites and EL class at RMS)	Anticipated expenditure: $59,402 4.1 Funding Source: EIA Carryover, General Fund	0000: Unrestricted	Other	59402
4.2	Provide Rosetta Stone to CELDT levels 1, 2, and 3 English Learners.	4.2 Anticipated expenditure: $6000 4.2 Funding Source: Title 3 LEP and Immigrant	0000: Unrestricted	Other	6000
4.3	Provide before and/or after school intervention program for English Learners at each school site.	Anticipated expenditure: $9590 4.3 Funding Source: General Fund	0000: Unrestricted	Other	9590
4.4	Maintain resources for EL families on SUSD and school site websites.	No additional costs			
4.5	Administer CELDT test to all EL students annually	No additional costs			
4.6	Purchase materials and resources in core academic areas that are intended for use as support to re-designated students.	Anticipated Expenditure/Funding Source: $105,305 - CCSS Implementation Funds (PD) & $33,000 est. – Title 2 Teacher Quality (total expenditure and funding source also reported in Section 3A 2.1)	0000: Unrestricted	Other	105305
			0000: Unrestricted	Other	33000

5.	**Goal 5:** The District and school sites will maintain effective communication, which includes a process to include input from all stakeholders, and offer opportunities for stakeholder engagement.		Engagement: Priority 5: Pupil Engagement Priority 3: Parent Involvement	All	
6.	**Goal 6:** All students will be educated in a safe environment that integrates social emotional literacy and provides opportunities for engagement of students and stakeholders at all levels.		Engagement: Priority 3: Parental Involvement Priority 5: Student Engagement Priority 6: School Climate	All	
	6.1	Provide strategic behavioral support (Behavioral Specialist).	Anticipated expenditure: $131,495 6.5 Funding Source: General Fund		131495
	6.2	Provide behavioral and social emotional support (3.0 FTE Psychologists)	Anticipated expenditure: $392,929 6.6 Funding Source: General Fund & Special Education		392929
	6.3	Maintain the process for foster students to enroll in a school with no more than one school day passing once the registration takes place.	No additional costs		
7.	**Goal 7:** Cultivate innovative and empowered learners through personalized learning, 21st Century Learning Skills (creativity, collaboration, communication, and critical thinking), and the infusion of technology.		Conditions of Learning: Priority 1: Basic Priority 2: Implementation of State Standards Priority 7: Course Access Pupil Outcomes:	All	

Priority 4: Pupil Achievement

Priority 8: Other Pupil Outcomes

Engagement:
Priority 3: Parental Involvement

Priority 5: Pupil Engagement

Priority 6: School Climate

Section 3: Actions, Services, and Expenditures

LCAP Year 1 (2014-15): Review of Actions, Services and Expenditures for Low-Income, English Learner, RFEP, and/or Foster Youth Pupils

Description of Goal[1]	**Related State and Local Priorities[2]**	**Level of Service[3]**
1. Goal 1: All staff will participate in Professional Development in ELA and Math Common Core State Standards and Next Generation Science Standards to focus on instructional shifts, depth of knowledge, and differentiated instruction.	Conditions of Learning: Priority 1: Basic Priority 2: Implementation of State Standards Priority 7. Course Access Pupil Outcomes: Priority 4: Pupil Achievement Priority 8: Other Student Outcomes	All

Action and Services	**Annual Update: Review of Actions/Services**
1.1 1.6 Provide Professional Development to address implementation of ELA and Math CCSS and NGSS for Special Education students, including differentiation, writing appropriate goals, and supports for the general education classroom.	
1.2 1.7 Provide Professional Development on ELD standards.	
1.3 1.8 Literacy Coach will provide literacy professional development to teachers on providing differentiation and intervention services to support academically underperforming students.	

| 2. Goal 2:
All students will have access to ELA and Math Common Core State Standards and Next Generation Science Standards instruction and materials. | Conditions of Learning:
Priority 1: Basic

Priority 2: Implementation of State Standards

Priority 7:
Course Access

Pupil Outcomes:
Priority 4: Pupil Achievement | All |

2.1 Literacy Coach will provide supplemental intervention services to support academically underperforming students in first grade (Reading Recovery).

2.2 Purchase materials and resources in core academic areas that are intended for use as interventions for students at risk of low academic performance.

3. Goal 3:
SUSD staff will identify, develop, and use formative, interim, and summative assessments to measure students' performance on Math and ELA Common Core State Standards and Next Generation Science Standards.

Conditions of Learning: Priority 2: Implementation of State Standards

Pupil Outcomes:
Priority 4: Pupil achievement

Priority 8: Other Pupil Outcomes

Engagement:
Priority 3: Parental Engagement

Priority 5: Pupil Engagement

All

4. Goal 4:
Increase proficiency levels for all English Learners.

Pupil Outcomes:
Priority 4: Pupil Achievement

Priority 8: Other Pupil Outcomes

Engagement:
Priority 3: Parental Involvement

Priority 5: Pupil Engagement

All

4.1 Provide EL program to support underperforming English Learners (EL aide at elementary sites and EL class at RMS)

4.2 Provide Rosetta Stone to CELDT levels 1, 2,

and 3 English Learners.

4.3 Provide before and/or after school intervention program for English Learners at each school site.

4.4 Maintain resources for EL families on SUSD and school site websites.

4.5 Administer CELDT test to all EL students annually

4.6 Purchase materials and resources in core academic areas that are intended for use as support to re-designated students.

5.	Goal 5: The District and school sites will maintain effective communication, which includes a process to include input from all stakeholders, and offer opportunities for stakeholder engagement.	Engagement: Priority 5: Pupil Engagement Priority 3: Parent Involvement	All
6.	Goal 6: All students will be educated in a safe environment that integrates social emotional literacy and provides opportunities for engagement of students and stakeholders at all levels.	Engagement: Priority 3: Parental Involvement Priority 5: Student Engagement Priority 6: School Climate	All

6.1 Provide strategic behavioral support (Behavioral Specialist).

6.2 Provide behavioral and social emotional support (3.0 FTE Psychologists)

6.3 Maintain the process for foster students to enroll in a school with no more than one school day passing once the registration takes place.

7.	Goal 7: Cultivate innovative and empowered learners through personalized learning, 21st Century Learning Skills (creativity, collaboration, communication, and critical thinking), and the infusion of technology.	Conditions of Learning: Priority 1: Basic Priority 2: Implementation of State Standards	All

Priority 7: Course Access

Pupil Outcomes:
Priority 4: Pupil Achievement

Priority 8: Other Pupil Outcomes

Engagement:
Priority 3: Parental Involvement

Priority 5: Pupil Engagement

Priority 6: School Climate

Section 3: Actions, Services, and Expenditures

1 Include and identify all goals from Section 2
2 From Section 2
3 Indicate if school-wide or LEA-wide
4 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 2 (2015-16): Actions, Services and Expenditures for Low-Income, English Learner, RFEP, and/or Foster Youth Pupils		
Description of Goal[1]	**Related State and Local Priorities[2]**	**Level of Service[3]**
1. Goal 1: All staff will participate in Professional Development in ELA and Math Common Core State Standards and Next Generation Science Standards to focus on instructional shifts, depth of knowledge, and differentiated instruction.	Conditions of Learning: Priority 1: Basic Priority 2: Implementation of State Standards Priority 7. Course Access Pupil Outcomes: Priority 4: Pupil Achievement Priority 8: Other Student Outcomes	All

Level of Service / Action and Services		Proposed Expenditures	Type	Funding Source	Amount
1.1	1.6 Provide Professional Development to address implementation of ELA and Math CCSS and NGSS for Special Education students, including differentiation, writing appropriate goals, and supports for the general education classroom.	Anticipate Expenditure/Funding Source: $33,000 est. – Title 2 Teacher Quality (total expenditure and funding source also reported in Section 3A 1.1)	0000: Unrestricted	Other	33000
1.2	1.7 Provide Professional Development on ELD standards.	Anticipated Expenditure/ Funding Source: $33,000 est. – Title 2 Teacher Quality (total expenditure and funding source also reported in Section 3A 1.1)	0000: Unrestricted	Other	33000

1.3	1.8 Literacy Coach will provide literacy professional development to teachers on providing differentiation and intervention services to support academically underperforming students.	Anticipated Expenditure/ Funding Source: $33,000 est. – Title 2 Teacher Quality (total expenditure and funding source also reported in Section 3A 1.4)	0000: Unrestricted	Other	33000

2. Goal 2:
All students will have access to ELA and Math Common Core State Standards and Next Generation Science Standards instruction and materials.

Conditions of Learning: All
Priority 1: Basic

Priority 2: Implementation of State Standards

Priority 7:
Course Access

Pupil Outcomes:
Priority 4: Pupil Achievement

2.1	Literacy Coach will provide supplemental intervention services to support academically underperforming students in first grade (Reading Recovery).	Anticipated expenditure/Funding Source: $137,237 - Parcel Tax & $65,377 – Title 1	0000: Unrestricted	Other	137237
			0000: Unrestricted	Other	65377
2.2	Purchase materials and resources in core academic areas that are intended for use as interventions for students at risk of low academic performance.	Anticipated expenditure: $30,000 est. 2.7 Funding Source: CCSS Implementation Fund (Instructional Materials)			30000

3. Goal 3:
SUSD staff will identify, develop, and use formative, interim, and summative assessments to measure students' performance on Math and ELA Common Core State Standards and Next Generation Science Standards.

Conditions of Learning: Priority 2:   All
Implementation of State Standards

Pupil Outcomes:
Priority 4: Pupil achievement

Priority 8: Other Pupil Outcomes

Engagement:
Priority 3: Parental Engagement

Priority 5: Pupil Engagement

4.	Goal 4: Increase proficiency levels for all English Learners.		Pupil Outcomes: Priority 4: Pupil Achievement Priority 8: Other Pupil Outcomes Engagement: Priority 3: Parental Involvement Priority 5: Pupil Engagement	All		
	4.1	Provide EL program to support underperforming English Learners (EL aide at elementary sites and EL class at RMS)	Anticipated expenditure: $59,402 4.1 Funding Source: EIA Carryover, General Fund	0000: Unrestricted	Other	59402
	4.2	Provide Rosetta Stone to CELDT levels 1, 2, and 3 English Learners.	4.2 Anticipated expenditure: $6000 4.2 Funding Source: Title 3 LEP and Immigrant	0000: Unrestricted	Other	6000
	4.3	Provide before and/or after school intervention program for English Learners at each school site.	Anticipated expenditure: $9590 4.3 Funding Source: General Fund	0000: Unrestricted	Other	9590
	4.4	Maintain resources for EL families on SUSD and school site websites.	No additional costs			
	4.5	Administer CELDT test to all EL students annually	No additional costs			

4.6	Purchase materials and resources in core academic areas that are intended for use as support to re-designated students.	Anticipated Expenditure/ Funding Source: $33,000 est. – Title 2 Teacher Quality (total expenditure and funding source also reported in Section 3A 2.1)	0000: Unrestricted	Other		33000
5.	Goal 5: The District and school sites will maintain effective communication, which includes a process to include input from all stakeholders, and offer opportunities for stakeholder engagement.		Engagement: Priority 5: Pupil Engagement Priority 3: Parent Involvement	All		
6.	Goal 6: All students will be educated in a safe environment that integrates social emotional literacy and provides opportunities for engagement of students and stakeholders at all levels.		Engagement: Priority 3: Parental Involvement Priority 5: Student Engagement Priority 6: School Climate	All		
6.1	Provide strategic behavioral support (Behavioral Specialist).	Anticipated expenditure: $131,495 6.5 Funding Source: General Fund	0000: Unrestricted	Other		131495
6.2	Provide behavioral and social emotional support (3.0 FTE Psychologists)	Anticipated expenditure: $392,929 plus cola increase 6.6 Funding Source: General Fund & Special Education	0000: Unrestricted	Other		392929
6.3	Maintain the process for foster students to	No additional costs				

enroll in a school with no more than one
school day passing once the registration
takes place.

7. Goal 7:
Cultivate innovative and empowered learners through personalized learning, 21st Century Learning Skills (creativity, collaboration, communication, and critical thinking), and the infusion of technology.

Conditions of Learning: All
Priority 1: Basic

Priority 2: Implementation of State Standards

Priority 7: Course Access

Pupil Outcomes:
Priority 4: Pupil Achievement

Priority 8: Other Pupil Outcomes

Engagement:
Priority 3: Parental Involvement

Priority 5: Pupil Engagement

Priority 6: School Climate

Section 3: Actions, Services, and Expenditures

LCAP Year 2 (2015-16): Review of Actions, Services and Expenditures for Low-Income, English Learner, RFEP, and/or Foster Youth Pupils

Description of Goal[1]	Related State and Local Priorities[2]	Level of Service[3]
1. Goal 1: All staff will participate in Professional Development in ELA and Math Common Core State Standards and Next Generation Science Standards to focus on instructional shifts, depth of knowledge, and differentiated instruction.	Conditions of Learning: Priority 1: Basic Priority 2: Implementation of State Standards Priority 7. Course Access Pupil Outcomes: Priority 4: Pupil Achievement Priority 8: Other Student Outcomes	All

Action and Services	Annual Update: Review of Actions/Services
1.1 1.6 Provide Professional Development to address implementation of ELA and Math CCSS and NGSS for Special Education students, including differentiation, writing appropriate goals, and supports for the general education classroom.	
1.2 1.7 Provide Professional Development on ELD standards.	
1.3 1.8 Literacy Coach will provide literacy professional development to teachers on providing differentiation and intervention services to support academically underperforming students.	

2. Goal 2: All students will have access to ELA and Math Common Core State Standards and Next Generation Science Standards instruction and materials.	Conditions of Learning: Priority 1: Basic Priority 2: Implementation of State Standards Priority 7: Course Access Pupil Outcomes: Priority 4: Pupil Achievement	All

2.1 Literacy Coach will provide supplemental intervention services to support academically underperforming students in first grade (Reading Recovery).

2.2 Purchase materials and resources in core academic areas that are intended for use as interventions for students at risk of low academic performance.

3. Goal 3:
SUSD staff will identify, develop, and use formative, interim, and summative assessments to measure students' performance on Math and ELA Common Core State Standards and Next Generation Science Standards.

Conditions of Learning: Priority 2: Implementation of State Standards

Pupil Outcomes:
Priority 4: Pupil achievement

Priority 8: Other Pupil Outcomes

Engagement:
Priority 3: Parental Engagement

Priority 5: Pupil Engagement

All

4. Goal 4:
Increase proficiency levels for all English Learners.

Pupil Outcomes:
Priority 4: Pupil Achievement

Priority 8: Other Pupil Outcomes

Engagement:
Priority 3: Parental Involvement

Priority 5: Pupil Engagement

All

4.1 Provide EL program to support underperforming English Learners (EL aide at elementary sites and EL class at RMS)

4.2 Provide Rosetta Stone to CELDT levels 1, 2,

and 3 English Learners.

4.3   Provide before and/or after school intervention program for English Learners at each school site.

4.4   Maintain resources for EL families on SUSD and school site websites.

4.5   Administer CELDT test to all EL students annually

4.6   Purchase materials and resources in core academic areas that are intended for use as support to re-designated students.

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5.   Goal 5:

The District and school sites will maintain effective communication, which includes a process to include input from all stakeholders, and offer opportunities for stakeholder engagement.

Engagement: Priority 5: Pupil Engagement

Priority 3: Parent Involvement

All

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6.   Goal 6:

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

Engagement:
Priority 3: Parental Involvement

Priority 5: Student Engagement

Priority 6: School Climate

All

6.1   Provide strategic behavioral support (Behavioral Specialist).

6.2   Provide behavioral and social emotional support (3.0 FTE Psychologists)

6.3   Maintain the process for foster students to enroll in a school with no more than one school day passing once the registration takes place.

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7.   Goal 7:

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

Conditions of Learning:
Priority 1: Basic

Priority 2: Implementation of State Standards

All

Priority 7: Course Access

Pupil Outcomes:
Priority 4: Pupil Achievement

Priority 8: Other Pupil Outcomes

Engagement:
Priority 3: Parental Involvement

Priority 5: Pupil Engagement

Priority 6: School Climate

Section 3: Actions, Services, and Expenditures

1   Include and identify all goals from Section 2
2   From Section 2
3   Indicate if school-wide or LEA-wide
4   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 3 (2016-17): Actions, Services and Expenditures for Low-Income, English Learner, RFEP, and/or Foster Youth Pupils		
Description of Goal[1]	**Related State and Local Priorities[2]**	**Level of Service[3]**
1. Goal 1: All staff will participate in Professional Development in ELA and Math Common Core State Standards and Next Generation Science Standards to focus on instructional shifts, depth of knowledge, and differentiated instruction.	Conditions of Learning: Priority 1: Basic Priority 2: Implementation of State Standards Priority 7. Course Access Pupil Outcomes: Priority 4: Pupil Achievement Priority 8: Other Student Outcomes	All

Level of Service / Action and Services		Proposed Expenditures	Type	Funding Source	Amount
1.1	1.6 Provide Professional Development to address implementation of ELA and Math CCSS and NGSS for Special Education students, including differentiation, writing appropriate goals, and supports for the general education classroom.	Anticipated Expenditure/Funding Source: $33,000 est. – Title 2 Teacher Quality (total expenditure and funding source also reported in Section 3A 1.1)	0000: Unrestricted	Other	33000
1.2	1.7 Provide Professional Development on ELD standards.	Anticipated Expenditure/ Funding Source: $33,000 est. – Title 2 Teacher Quality (total expenditure and funding source also reported in Section 3A 1.1)	0000: Unrestricted	Other	33000

1.3	1.8 Literacy Coach will provide literacy professional development to teachers on providing differentiation and intervention services to support academically underperforming students.	Anticipated Expenditure/ Funding Source: $33,000 est. – Title 2 Teacher Quality (total expenditure and funding source also reported in Section 3A 1.4)	0000: Unrestricted	Other	33000

2.	Goal 2: All students will have access to ELA and Math Common Core State Standards and Next Generation Science Standards instruction and materials.	Conditions of Learning: All Priority 1: Basic Priority 2: Implementation of State Standards Priority 7: Course Access Pupil Outcomes: Priority 4: Pupil Achievement

2.1	Literacy Coach will provide supplemental intervention services to support academically underperforming students in first grade (Reading Recovery).	Anticipated expenditure/Funding Source: $137,237 - Parcel Tax & $65,377 – Title 1	0000: Unrestricted	Other	137237
			0000: Unrestricted	Other	65377
2.2	Purchase materials and resources in core academic areas that are intended for use as interventions for students at risk of low academic performance.	Anticipated expenditure: $30,000 est. 2.7 Funding Source: CCSS Implementation Fund (Instructional Materials)			30000

3.	Goal 3: SUSD staff will identify, develop, and use formative, interim, and summative assessments to measure students' performance on Math and ELA Common Core State Standards and Next Generation Science Standards.	Conditions of Learning: Priority 2: All Implementation of State Standards Pupil Outcomes: Priority 4: Pupil achievement

Priority 8: Other Pupil Outcomes

Engagement:
Priority 3: Parental Engagement

Priority 5: Pupil Engagement

4.	Goal 4: Increase proficiency levels for all English Learners.		Pupil Outcomes: Priority 4: Pupil Achievement Priority 8: Other Pupil Outcomes Engagement: Priority 3: Parental Involvement Priority 5: Pupil Engagement	All		
	4.1	Provide EL program to support underperforming English Learners (EL aide at elementary sites and EL class at RMS)	Anticipated expenditure: $59,402 4.1 Funding Source: EIA Carryover, General Fund	0000: Unrestricted	Other	59402
	4.2	Provide Rosetta Stone to CELDT levels 1, 2, and 3 English Learners.	4.2 Anticipated expenditure: $6000 4.2 Funding Source: Title 3 LEP and Immigrant	0000: Unrestricted	Other	6000
	4.3	Provide before and/or after school intervention program for English Learners at each school site.	Anticipated expenditure: $9590 4.3 Funding Source: General Fund	0000: Unrestricted	Other	9590
	4.4	Maintain resources for EL families on SUSD and school site websites.	No additional costs			
	4.5	Administer CELDT test to all EL students annually	No additional costs			

4.6	Purchase materials and resources in core academic areas that are intended for use as support to re-designated students.	Anticipated Expenditure/ Funding Source: $33,000 est. – Title 2 Teacher Quality (total expenditure and funding source also reported in Section 3A 2.1)	0000: Unrestricted	Other	33000
5.	Goal 5: The District and school sites will maintain effective communication, which includes a process to include input from all stakeholders, and offer opportunities for stakeholder engagement.		Engagement: Priority 5: Pupil Engagement Priority 3: Parent Involvement	All	
6.	Goal 6: All students will be educated in a safe environment that integrates social emotional literacy and provides opportunities for engagement of students and stakeholders at all levels.		Engagement: Priority 3: Parental Involvement Priority 5: Student Engagement Priority 6: School Climate	All	
6.1	Provide strategic behavioral support (Behavioral Specialist).	Anticipated expenditure: $131,495 6.5 Funding Source: General Fund	0000: Unrestricted	Other	131495
6.2	Provide behavioral and social emotional support (3.0 FTE Psychologists)	Anticipated expenditure: $392,929 plus cola increase 6.6 Funding Source: General Fund & Special Education	0000: Unrestricted	Other	392929
6.3	Maintain the process for foster students to	No additional costs			

enroll in a school with no more than one
school day passing once the registration
takes place.

7. Goal 7:
Cultivate innovative and empowered learners through personalized learning, 21st Century Learning Skills (creativity, collaboration, communication, and critical thinking), and the infusion of technology.

Conditions of Learning: All
Priority 1: Basic

Priority 2: Implementation of State Standards

Priority 7: Course Access

Pupil Outcomes:
Priority 4: Pupil Achievement

Priority 8: Other Pupil Outcomes

Engagement:
Priority 3: Parental Involvement

Priority 5: Pupil Engagement

Priority 6: School Climate

Section 3: Actions, Services, and Expenditures

LCAP Year 3 (2016-17): Review of Actions, Services and Expenditures for Low-Income, English Learner, RFEP, and/or Foster Youth Pupils

Description of Goal[1]	Related State and Local Priorities[2]	Level of Service[3]
1. Goal 1: All staff will participate in Professional Development in ELA and Math Common Core State Standards and Next Generation Science Standards to focus on instructional shifts, depth of knowledge, and differentiated instruction.	Conditions of Learning: Priority 1: Basic Priority 2: Implementation of State Standards Priority 7. Course Access Pupil Outcomes: Priority 4: Pupil Achievement Priority 8: Other Student Outcomes	All

Action and Services	Annual Update: Review of Actions/Services
1.1 1.6 Provide Professional Development to address implementation of ELA and Math CCSS and NGSS for Special Education students, including differentiation, writing appropriate goals, and supports for the general education classroom.	
1.2 1.7 Provide Professional Development on ELD standards.	
1.3 1.8 Literacy Coach will provide literacy professional development to teachers on providing differentiation and intervention services to support academically underperforming students.	

Description of Goal	Related State and Local Priorities	Level of Service
2. Goal 2: All students will have access to ELA and Math Common Core State Standards and Next Generation Science Standards instruction and materials.	Conditions of Learning: Priority 1: Basic Priority 2: Implementation of State Standards Priority 7: Course Access Pupil Outcomes: Priority 4: Pupil Achievement	All

2.1   Literacy Coach will provide supplemental intervention services to support academically underperforming students in first grade (Reading Recovery).

2.2   Purchase materials and resources in core academic areas that are intended for use as interventions for students at risk of low academic performance.

3.	Goal 3: SUSD staff will identify, develop, and use formative, interim, and summative assessments to measure students' performance on Math and ELA Common Core State Standards and Next Generation Science Standards.	Conditions of Learning: Priority 2: Implementation of State Standards Pupil Outcomes: Priority 4: Pupil achievement Priority 8: Other Pupil Outcomes Engagement: Priority 3: Parental Engagement Priority 5: Pupil Engagement	All
4.	Goal 4: Increase proficiency levels for all English Learners.	Pupil Outcomes: Priority 4: Pupil Achievement Priority 8: Other Pupil Outcomes Engagement: Priority 3: Parental Involvement Priority 5: Pupil Engagement	All

4.1   Provide EL program to support underperforming English Learners (EL aide at elementary sites and EL class at RMS)

4.2   Provide Rosetta Stone to CELDT levels 1, 2,

and 3 English Learners.

4.3   Provide before and/or after school intervention program for English Learners at each school site.

4.4   Maintain resources for EL families on SUSD and school site websites.

4.5   Administer CELDT test to all EL students annually

4.6   Purchase materials and resources in core academic areas that are intended for use as support to re-designated students.

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5.   Goal 5:

The District and school sites will maintain effective communication, which includes a process to include input from all stakeholders, and offer opportunities for stakeholder engagement.

Engagement: Priority 5: Pupil Engagement

Priority 3: Parent Involvement

All

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6.   Goal 6:

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

Engagement:
Priority 3: Parental Involvement

Priority 5: Student Engagement

Priority 6: School Climate

All

6.1   Provide strategic behavioral support (Behavioral Specialist).

6.2   Provide behavioral and social emotional support (3.0 FTE Psychologists)

6.3   Maintain the process for foster students to enroll in a school with no more than one school day passing once the registration takes place.

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7.   Goal 7:

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

Conditions of Learning:
Priority 1: Basic

Priority 2: Implementation of State Standards

All

Priority 7: Course Access

Pupil Outcomes:
Priority 4: Pupil Achievement

Priority 8: Other Pupil Outcomes

Engagement:
Priority 3: Parental Involvement

Priority 5: Pupil Engagement

Priority 6: School Climate

Section 3: Actions, Services, and Expenditures

C. Description/Justification of LCFF Expenditures

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.)

Total Expenditures by Funding Source				
Funding Source	Year 1	Year 2	Year 3	Total
All Funding Sources	**3,053,318.00**	**2,277,082.00**	**2,277,082.00**	**7,607,482.00**
	0.00	33,000.00	33,000.00	66,000.00
Other	3,053,318.00	2,244,082.00	2,244,082.00	7,541,482.00

Total Expenditures by Object Type				
Object Type	Year 1	Year 2	Year 3	Total
All Expenditure Types	**3,053,318.00**	**2,277,082.00**	**2,277,082.00**	**7,607,482.00**
	0.00	33,000.00	33,000.00	66,000.00
0000: Unrestricted	3,053,318.00	2,244,082.00	2,244,082.00	7,541,482.00

Total Expenditures by Object Type and Funding Source					
Object Type	Funding Source	Year 1	Year 2	Year 3	Total
All Expenditure Types	**All Funding Sources**	**3,053,318.00**	**2,277,082.00**	**2,277,082.00**	**7,607,482.00**
		0.00	33,000.00	33,000.00	66,000.00
0000: Unrestricted	Other	3,053,318.00	2,244,082.00	2,244,082.00	7,541,482.00

Section 3: Actions, Services, and Expenditures

D. Description of Increased Services for Low-Income, English Learner, RFEP, and/or Foster Youth Pupils

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.

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