

Introduction:

LEA: Sonoma Valley Unified School District **Contact (Name, Title, Email, Phone Number):** Karla Conroy, Director, Curriculum and Instruction, kconroy@svusdca.org, 707 939-4995 **LCAP Year:** 2015-16

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

Parental involvement: efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

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

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

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA’s goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA’s process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA’s engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	Impact on LCAP
<p>Involvement in the LCAP process this year was primarily site based along with the meetings of the LCAP Team at the district level. The LCAP Team consisted of Board members, parents, English Learner parents, parents of low income students, teachers, classified staff, site administrators, district administrators, classified and certificated union representatives.</p>	<p>Parent surveys were completed in the district with over 400 responses. Parent concerns and strengths as mentioned in the parent surveys, through parent input at school sites and through the LCAP team meetings are reflected in the 2015-16 LCAP.</p>

LCAP Team Meeting May 13, 2015. The LCAP Team with all parents group members and stakeholders reviewed the parent survey resulted tied to the new LCAP goals.

Meeting PowerPoint can be found at www.svsudca.org with parent survey results.

SVUSD Parents (K-12) were asked to give input on the LCAP goals slated for the coming years. Parents across the district were surveyed and the LCAP team including parents of English Learners reviewed the survey results and summarized the responses:

Where does the LCAP provide support for these areas of strength?

Teachers/staff: how to recruit and keep the best teachers

Programs (Prek-12): What is needed to continue what is working?

Community: How are we preserving the strong sense of community, safety and connection in our schools

Parents like the idea that there is "choice" among Elementary schools. Is this something SVUSD supports?

Parents appreciate transportation and meals. How will we keep what we have? Can we expand?

Parents appreciate parenting courses. How can we continue what we have? Can we expand?

Consider having the LCAP address these challenges?

Need more programs and activities

Some parents feel a lack of support and involvement

Diversity of the district is a challenge. It is hard to meet the needs of all students.

The demographics of the district have changed; how to meet the needs of the Anglo and Hispanic communities.

Discipline issues

Large classes

Facilities, especially dirty bathrooms

Technology

Common Core State Standards

Lack of social emotional learning and mental health support

Need more parent classes

Does the LCAP address support for student who are high achievers, or in the middle? GATE?

Technology (This need to be parsed. What does this mean? Access to it?)

- Teacher training?
- Common Core
- Diversity
- Focus on facilities (keep what we already have clean and well-maintained, then focus on major improvements)
- More opportunities for high achieving students
- Extend vocational classes to MS
- Address confusion about reclassification
- Emphasize parent role in student success
- Support readiness for college

Based on these results, meetings with the LCAP team the following items will be incorporated into the LCAP: development of specific integrated and designated English Language Development programs, intervention and support programs during the summer months and the need to an articulated English Language Development master plan.

The Superintendent responded in writing to the questions and comments from this group which represented the Parent and English Learner Parent Advisory members.

Students requested more support on high school site in terms of counselors and also requested that site administrators are more accessible. Additional counseling support will be provided to students in Grades 6-12.

In response to conversations at DELAC and with the interest of DELAC parents, the district will focus on parent engagement opportunities with parent education classes such as PIQE (Parent Institute for Quality Education). Parents also requested that we clarify redesignation procedures special education of English learner students. Parents also requested participation in the development of the English Language Development Master Plan.

The Superintendent responded in writing to these comments from this group.

All school sites were involved in reviewing and discussing the LCAP and local student performance data. Recommendations from site administrators, based on site meetings were used to develop this LCAP as were conversations with

Meeting with Sonoma Valley High School Student Leadership May 5, 2015. Meeting included site and district administration.

DELAC Meetings - Monthly DELAC meetings - first Monday evening of the month (no meeting in January 2015) focused on the LCAP goals.

Flowery Elementary School:
LCAP Goal: Students will be successful in meeting or exceeding the Common Core Standards in the areas of English Language Arts and Mathematics (5A and

5B) and will have the interventions they need.

SSC: 10/28, 11/18, 12/16, 2/24, 5/26

ELAC: 12/16, 2/17

PTO: 9/10, 2/11

LCAP Goal: All students will graduate ready for college and career

SSC: 10/28, 11/18, 12/16, 2/24, 5/26

ELAC: 12/16, 2/17

PTO: 9/10, 2/11,

LCAP Goal: Student physical, social and emotional well-being will be addressed and students will have positive relationships with peers and adults.

SSC: 10/28, 11/18, 12/16, 2/24, 5/26

ELAC: 12/16, 2/17, 4/21

PTO: 9/10, 2/11, 5/13

Creekside High School discussed LCAP goals with School Site Council members on 1/28, 2/25 and 5/20.

El Verano Elementary School discussed the LCAP goals with School Site Council members on 9/26, 10/24, 1/30, 2/27 and 4/27. Additionally, El Verano held a community meeting on 10/29 to discuss school and community goals focused on the overall LCAP goals.

Sassarini Elementary School discussed the LCAP goals with members of the School site council and ELAC members in November 2014.

Altimira Middle School:

LCAP goals focused on the performance and redesignation of EL students was discussed with SSC- 4/12, 5/12, 1/26 ; ELAC- 1/12, 3/9, 4/13 ; PTO- 4/13

LCAP Goals focused on technology were discussed on: 1/26, 4/12, 5/12 ; PTO- 4/13 ; ELAC- 4/13

LCAP Goals focused on implementation of SSC- 1/26, 4/12, 5/12; ELAC- 3/9

Dunbar Elementary:

ELAC- 1/23: (How LCAP works) 2/27: (How LCAP can help with CELDT, EL,

the District LCAP Team and the SVUSD DELAC. The following is a written response to feedback from sites, the District LCAP Team and the DELAC:

From the Superintendent:

In response to the LCAP team meeting conversations and DELAC members meetings throughout the 2014-15 school year. The following goals are contained in the LCAP:

Students' physical, social and emotional well-being will be addressed and students will have positive relationships with peers and adults by utilizing programs such as Building Effective Schools Together (BEST) and Restorative Practices. Counselors and school psychologists trained in and utilizing Cognitive Behavior Therapy strategies will help students with social/emotional issues and challenges. Additional school counseling provided at the middle and high schools through SAY (Social Advocates for Youth) and CAPE (Crisis Assessment and Prevention Education).

Provide instructional materials and support for ELD implementation for all English Learners including extending the school day.

Low Income, English Learner, Redesignated English Proficient and Foster Youth students will be given priority for instructional support programs, including before and after school interventions and summer school.

English Learner students will receive designated and integrated English Language instruction.

Improve English Learner reclassification rates by:

1. Providing both integrated and designated ELD.
2. Meeting regularly with English Learner managers to monitor the performance of EL students.
3. Discuss the reclassification process at site English Learner Advisory Committee (ELAC) meetings and at the District English Learner Advisory Committee (DELAC).

Develop K-12 English Language Development plan that ensures English Learners are redesignated within 6 years of entering SVUSD.

RFEP, etc.) 3/13: (LCAP and funding/site council- making connections)

PTO- as part of principal report to PTO- 5/13 (where we are with LCAP- focus on parent engagement)

Site Council- 5/14 LCAP as it relates to funding; how our funding and expenditures follow goals, etc. (brief connection LCAP to site to funding, etc.)

5/21: noted that we will need a parent engagement goal and how this fits into both LCAP and our own survey results this year- (connection of our work with parents' surveys and LCAP)

Adele Harrison Middle School ELAC--2/3, reviewed the summary page of the LCAP and showed how our SPSA connected with the LCAP. Parents were given the Spanish copy and showed where to find it on the website.

SSC-- 9/30, 10/28 Reviewed the summary page and used it as a resource in writing the SPSA, all members were given a copy and showed where to find it on district website.

Prestwood Elementary School

LCAP Goal: Students will be successful in meeting or exceeding the Common Core Standards in the areas of English Language Arts and Mathematics and will have the interventions they need.

SSC: 11/4/14, 12/2/14, 2/2/15, 4/16/15, 5/4/15

ELAC: 1/12/15, 3/9/15, 5/11/15

PTO: 9/15/14, 2/2/15, 3/2/15

LCAP Goal: All students will graduate ready for college and career

SSC: 10/16/14, 11/4/14, 12/2/15, 2/2/15, 3/4/15, 5/4/15

ELAC: 1/12/15, 3/9/15

PTO: 9/15/14, 1/5/15, 2/2/15, 3/2/15

LCAP Goal: Student physical, social and emotional well-being will be addressed and students will have positive relationships with peers and adults.

SSC: 10/16/14, 11/4/14, 3/4/15, 5/4/15

ELAC: 3/9/15, 5/11/15

PTO: 9/15/14, 1/5/15, 3/2/15

Increase preschool opportunities by expanding existing program for English Learners.

Students will be technologically literate and use technology in their classes to enhance learning: students will develop the foundational skills and digital citizenship required for success in the 21st Century. Lead teachers and coaches will support classroom teachers in support of media literacy.

Low Income, English Learners, Redesignated and Foster Youth students will have access to effective intervention systems for Freshman Teams and Linked Learning Pathways that ensure students are receiving timely support and are on track to meet A-G graduation requirement upon entering 10th grade.

All schools will identify and implement a model of tiered interventions that support students who need additional learning time. Focus on Low Income, English Language Learner, Redesignated English proficient students and Foster Youth.

Parents and the broader community will be engaged as partners supporting student success by:

1. Developing an SVUSD parent engagement document.
2. Hosting parent engagement classes through the Parent Institute for Quality Education (PIQE).
3. Hosting parent engagement courses through On The Move (Sassarini and El Verano Schools).
4. Hiring a part time districtwide parent and community engagement coordinator.

Thank you for your input and your services to our schools and our community. I will reconvene the LCAP Team and will meet with the DELAC in the fall of 2015 to review all goals and data from the LCAP. Please do not hesitate in calling should you have any questions. 707 935-4246.

Sonoma Valley High School

School Site Council dates: 9/16, 10/21, 11/18, 12/16, 1/21, 2/17, 3/17, 4/21, 5/19 (at all meetings there was monitoring of the WASC Plan which included looking at the goals, action items and tasks and then updating progress on each which are in alignment with the LCAP. We specifically looked at the Graduate Profile several times. Parents were also made aware and asked for input on the BrightBytes Survey and LCAP Survey. Parents were also given information about ELs and about Social Emotion/Mental Health Services for students.

ELAC Meeting dates: 9/17, 10/15, 11/19, 12/17, 1/21, 2/18, 3/15, 4/15, 5/20 (meeting topics included LCAP goals including a-g graduation requirements and counseling services available, college application support and process, social/emotional/mental health services with presentation from CAPE counselor, EL services and RFEP process and data w/ presentation by EL Manager, etc. Parents were also made aware and asked for input on the BrightBytes Survey and LCAP Survey.

Board meeting date for public hearing for LCAP and Budget: 6/12/2015

Board meeting date for approval for LCAP and Budget: 6/23/2015

Update from Public Hearing: No Comment at Public Hearing

Update from Board approval process: No Public Comment, LCAP Approved

Annual Update:

The LCAP team met to review LCAP process and to give feedback on the goals moving forward in the LCAP. This meeting took place on January 6, 2015. The Powerpoint with information and data presented can be found at www.svusdca.org.

Involvement in the LCAP process this year was primarily site based along with the meetings of the LCAP Team at the district level. The LCAP Team consisted of Board members, parents, English Learner parents, parents of low income students, teachers, classified staff, site administrators, district administrators, classified and certificated union representatives.

Monthly Administrative Council Meetings focused on LCAP goals and teams were formed to address LCAP initiatives. Principals then returned to schools

Annual Update:

The LCAP Team reviewed the work to date on the LCAP and the data associated with the work moving forward. Time was spent developing the Graduate Profile and the Parent Engagement Policy. The LCAP group asked to further discuss parent engagement and the graduate profile. Also discussed was the need for additional counseling and support services.

Site administrators shared feedback from the site planning process. Each school site gathered data on parent engagement and this data was shared with

sites and shared local and district data on student achievement. The data and information was used to develop the Single Plan for Student Achievement at every school site.

Students participated in the annual update as members of the LCAP Team

parents. Parents then provided feedback for the Single Plan which is aligned to the LCAP. Single Plans for student achievement can found at www.svusdca.org by clicking on the link to Curriculum and Instruction.

Additionally, each school site worked with their School Site Councils, English Learner Advisory Committees or Parent Teacher Organization to discuss the LCAP through the Single Plan for Student Achievement process. School site plans are reviewed with parents and parental input is part of the plan approval process.

The recommendations focused on making the LCAP information easier to read, developing a summary form for the content. Recommendations were made that the goals be retained and updated.

Students participated in the annual update as members of the LCAP Team

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

Instructions:

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

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

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

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

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

Goal: Describe the goal:

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

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

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

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

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

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

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

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

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

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

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

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

Guiding Questions:

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

GOAL 1:	Improve Basic Services to Enhance Conditions of Learning.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify
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Identified Need : The 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)

- 99% of teachers are highly qualified
- 100% of teachers are appropriately assigned
- 100% of classrooms have access to state adopted textbooks and materials.
- 100% of sites have good or exemplary on the FIT.

Goal Applies to:	Schools:	All
	Applicable Pupil Subgroups:	All

LCAP Year 1: 2015-2016

Expected Annual Measurable Outcomes:	Credentialed Teacher Assignment (HQT). (Metric 1.1) 100% Teacher Assignments 100% appropriately assigned Instructional Materials Report per Williams Req. (Metric 1.2) 100% School Facilities (FIT Survey). (Metric 1.3) 100% are good or exemplary
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
All learning environments will have credentialed teachers who are correctly assigned. (14-15 Goal 7A)	LEA Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Credentialed teachers 1000-1999: Certificated Personnel Salaries Base 18,755,684

<p>Provide access to Common Core materials for all students. (14-15 Goal 7B)</p>	<p>LEA Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Classroom materials aligned to CCSS will be purchased. 4000-4999: Books And Supplies Base 100,000</p>
<p>Complete facilities master planning, prioritize facility projects and begin implementation. (14-15 Goal 7C)</p>	<p>LEA Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Deferred maintenance and construction projects 6000-6999: Capital Outlay Locally Defined (Bond Funds 500,000</p>

LCAP Year 2: 2016-2017

<p>Expected Annual Measurable Outcomes:</p>	<p>Credentialed Teacher Assignment (HQT). (Metric 1.1) 100% Teacher Assignments 100% appropriately assigned Instructional Materials Report per Williams Req. (Metric 1.2) 100% School Facilities (FIT Survey). (Metric 1.3) 100% are good or exemplary</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>All learning environments will have credentialed teachers who are correctly assigned. (14-15 Goal 7A)</p>	<p>LEA Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Credentialed Teachers 1000-1999: Certificated Personnel Salaries Base 18,755,684</p>
<p>Provide access to Common Core materials for all students. (14-15 Goal 7B)</p>	<p>LEA Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils</p>	<p>Purchase CCSS materials 4000-4999: Books And Supplies Base 100,000</p>

		_ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Complete facilities master planning and begin implementation. (14-15 Goal 7C)	LEA Wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	deferred maintenance and construction projects 6000-6999: Capital Outlay Locally Defined (Bond Funds 500,000)

LCAP Year 3: 2017-2018

Expected Annual Measurable Outcomes:	Credentialed Teacher Assignment (HQT). (Metric 1.1) 100% Teacher Assignments 100% appropriately assigned Instructional Materials Report per Williams Req. (Metric 1.2) 100% School Facilities (FIT Survey). (Metric 1.3) 100% are good or exemplary
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
All learning environments will have credentialed teachers who are correctly assigned. (14-15 Goal 7A)	LEA Wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Credentialed teachers 1000-1999: Certificated Personnel Salaries Base 18,755,684
Provide access to Common Core materials for all students. (14-15 Goal 7B)	LEA Wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent	Materials will be purchased for all classrooms. 4000-4999: Books And Supplies Base 100,000

		English proficient _ Other Subgroups: (Specify)	
Complete facilities master planning and begin implementation. (14-15 Goal 7C)	LEA Wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Deferred Maintenance and construction projects 6000-6999: Capital Outlay Locally Defined (Bond Funds 500,000)

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

GOAL 2:	Implement State Standards to Enhance Conditions of Learning.	Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
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Identified Need :	Implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2) CCSS Content Teacher Preparedness (metric 2.1) is at 56% Secondary Math / 71% Secondary Literacy / 46% Secondary ELD / 75% Elem Math / 67% Elem Literacy / 45% Elem ELD. CCSS Instructional Shifts Teacher Preparedness is at 48% Secondary Math / 70% Elementary Math. Professional Development percentage is measured at 86.5% effective. English Language Development Implementation for 100 of English Language Learners CCSS Implementation in Classrooms baseline to be determined in the Fall 2015 with growth shown in Spring 2016. Exit Standard Development has not reached 100%. Creation of formative assessment cycles has not reached 100%.
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Goal Applies to:	Schools: All	
	Applicable Pupil Subgroups:	All

LCAP Year 1: 2015-2016

Expected Annual Measurable Outcomes:	CCSS Content Teacher Preparedness (metric 2.1) at 71% Secondary Math / 85% Secondary Literacy / 61% Secondary ELD / 75% Elem Math / 67% Elem Literacy / 45% Elem ELD. 100% of English Language Learners will receive ELD a minimum of 4 times per week. CCSS Instructional Shifts Teacher Preparedness is at 63% Secondary Math / 85% Elementary Math. Percent surveyed finding Professional Development effective at 88%. CCSS Implementation in Classrooms baseline to be determined in the Fall 2015 with 30% growth shown in Spring 2016. Percent complete, Exit Standard Development at 80%. Percent complete, creation of formative assessment cycles at 80%.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Build the instructional capacity of teachers and administrators by providing professional development and coaching with Common Core State Standards implementation. (14-15 Goal 4A)	LEA Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent	Professional Development and Teacher Leads and Lead Coaches 1000-1999: Certificated Personnel Salaries Base 355.000 5 Professional development days over required teaching days 1000-1999: Certificated Personnel Salaries Supplemental and

		English proficient _ Other Subgroups: (Specify)	Concentration 476,190
Align curriculum and instruction to Common Core State Standards. (14-15 Goal 4B)	LEA Wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Purchase instructional materials 4000-4999: Books And Supplies Base 100,000
Provide increased time and opportunities for professional learning. (14-15 Goal 4D)	LEA Wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Pay for additional professional development for certificated staff outside of contracted day 1000-1999: Certificated Personnel Salaries Base 20,000 conferences and workshops 5000-5999: Services And Other Operating Expenditures Base 50,000
Develop exit standards and grade level integrated benchmark projects (Grades 5, 8 and 9) aligned to SVUSD Strategic Plan goals and graduate profile. (14-15 Goal 1C)	LEA Wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Additional certificated pay for project development 0000: Unrestricted Base 35,000
Establish a system of assessments that includes use of assessment cycles every 6-8 weeks, regularly uses data to continuously improve teaching and learning, and provides timely support.	LEA Wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	professional development around cycle of continuous improvement 5000-5999: Services And Other Operating Expenditures Base 5,000

<p>Provide instructional materials and support for ELD implementation for all English Learners including extending the school day.</p>	<p>LEA Wide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>ELD Coaching and Classroom Instruction 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 300,000</p> <p>ELD Instructional Materials 4000-4999: Books And Supplies Supplemental and Concentration 350,000</p>
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LCAP Year 2: 2016-2017

<p>Expected Annual Measurable Outcomes:</p>	<p>CCSS Content Teacher Preparedness (metric 2.1) at 71% Secondary Math / 85% Secondary Literacy / 61% Secondary ELD / 75% Elem Math / 67% Elem Literacy / 45% Elem ELD. 100% of English Language Learners will receive ELD a minimum of 4 times per week. CCSS Instructional Shifts Teacher Preparedness is at 63% Secondary Math / 85% Elementary Math. Percent surveyed finding Professional Development effective at 88%. CCSS Implementation in Classrooms baseline to be determined in the Fall 2015 with 30% growth shown in Spring 2016. Percent complete, Exit Standard Development at 80%. Percent complete, creation of formative assessment cycles at 80%.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Build the instructional capacity of teachers and administrators by providing professional development and coaching with Common Core State Standards implementation. (14-15 Goal 4A)</p>	<p>LEA Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Professional Development and Teacher Leads and Lead coaches 1000-1999: Certificated Personnel Salaries Base 355,000</p> <p>5 Professional development days over required teaching days 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 476,000</p>
<p>Align curriculum and instruction to Common Core. (14-15 Goal 4B)</p>	<p>LEA Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Purchase instructional materials 4000-4999: Books And Supplies Base 100,000</p>

		(Specify)	
Provide increased time and opportunities for professional learning. (14-15 Goal 4D)	LEA Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Pay for professional development for certificated staff outside of contracted day 1000-1999: Certificated Personnel Salaries Base 20,000 conferences and workshops 5000-5999: Services And Other Operating Expenditures Base 50,000
Develop exit standards and grade level integrated benchmark projects (Grades 5, 8 and 9) aligned to SVUSD Strategic Plan goals and graduate profile. (14-15 Goal 1C)	LEA Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Additional certificated pay for project development 0000: Unrestricted Base 35,000
Establish a system of assessments that includes use of assessment cycles every 6-8 weeks, regularly uses data to continuously improve teaching and learning, and provides timely support.	LEA Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	professional development around cycle of continuous improvement 5000-5999: Services And Other Operating Expenditures Base 5,000
Provide instructional materials and support for ELD implementation for all English Learners including extending the school day.	LEA Wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	ELD Coaching and Classroom Instructors 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 300,000 ELD Instructional Materials 4000-4999: Books And Supplies Supplemental and Concentration 350,000

LCAP Year 3: 2017-2018

Expected Annual Measurable Outcomes:	<p>CCSS Content Teacher Preparedness (metric 2.1) at 71% Secondary Math / 85% Secondary Literacy / 61% Secondary ELD / 75% Elem Math / 67% Elem Literacy / 45% Elem ELD.</p> <p>100% of English Language Learners will receive ELD a minimum of 4 times per week.</p> <p>CCSS Instructional Shifts Teacher Preparedness is at 63% Secondary Math / 85% Elementary Math.</p> <p>Percent surveyed finding Professional Development effective at 88%.</p> <p>CCSS Implementation in Classrooms baseline to be determined in the Fall 2015 with 30% growth shown in Spring 2016.</p> <p>Percent complete, Exit Standard Development at 80%.</p> <p>Percent complete, creation of formative assessment cycles at 80%.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Build the instructional capacity of teachers and administrators by providing professional development and coaching with Common Core State Standards implementation. (14-15 Goal 4A)	LEA Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Professional Development and Teacher Leads and lead coaches 1000-1999: Certificated Personnel Salaries Base 355,000 <hr/> 5 Professional development days over required teaching days 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 476,000
Align curriculum and instruction to Common Core. (14-15 Goal 4B)	LEA Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Purchase instructional materials 4000-4999: Books And Supplies Base 100,000
Provide increased time and opportunities for professional learning. (14-15 Goal 4D)	LEA Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Pay for professional development for certificated staff outside of contracted day 1000-1999: Certificated Personnel Salaries Base 20,000 <hr/> conferences and workshops 5000-5999: Services And Other Operating Expenditures Base 50,000

<p>Develop exit standards and grade level integrated benchmark projects (Grades 5, 8 and 9) aligned to SVUSD Strategic Plan goals and graduate profile. (14-15 Goal 1C)</p>	<p>LEA Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Additional certificated pay for project development 0000: Unrestricted Base 35,000</p>
<p>Establish a system of assessments that includes use of assessment cycles every 6-8 weeks, regularly uses data to continuously improve teaching and learning, and provides timely support.</p>	<p>LEA Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>professional development around cycle of continuous improvement 5000-5999: Services And Other Operating Expenditures Base 5,000</p>
<p>Provide instructional materials and support for ELD implementation for all English Learners including extending the school day.</p>	<p>LEA Wide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>ELD Coaching and ELD instructors 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 300,000 Purchase of Instructional Material for ELD 4000-4999: Books And Supplies Supplemental and Concentration 350,000</p>

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

GOAL 3:	Maintain School Climate to Provide Learning Opportunities.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 <input checked="" type="checkbox"/> 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
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Identified Need :	Improve pupil suspension rates, pupil expulsion rates, and other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6). Percent, Pupil Suspension rate (Metric 6.1) at 3.7%. Percent, Pupil Expulsion rate (Metric 6.2) at 0.5%. Percent, Safe or Very Safe, California Healthy Kids School Safety & Connectedness Survey (Metric 6.3) at 90%.
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Goal Applies to:	Schools: All Applicable Pupil Subgroups: All
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LCAP Year 1: 2015-2016

Expected Annual Measurable Outcomes:	Percent, Pupil Suspension rate (Metric 6.1) at 3.0%. Percent, Pupil Expulsion rate (Metric 6.2) at 0.4%. Percent, Safe or Very Safe, California Healthy Kids School Safety & Connectedness Survey (Metric 6.3) at 91%.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Improve Pupil Suspension Rate by implementing BEST (Building Effective Schools Together) at all elementary sites, safe school ambassadors at middle school sites and research restorative practices and program implementation in Gr. 6-12.	LEA Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Salary for Coordinator of Student Services 1000-1999: Certificated Personnel Salaries Base 13,122 Implement BEST training at all elementary school sites. 0000: Unrestricted Base 25,000 Implement Safe School Ambassador programs at both middle schools 0000: Unrestricted Base 20,000 Research restorative practices and program implementation at the Grade 6-12 level 0000: Unrestricted Base 20,000
Improve Pupil Expulsion Rate by implementing BEST at all elementary sites, safe school ambassadors at middle school sites and research restorative practices and program implementation in Gr. 6-12.	LEA Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent	Salary for Coordinator of Student Services 1000-1999: Certificated Personnel Salaries Base 13,212 Implement BEST training at all elementary school sites. 0000: Unrestricted Base see previous Implement Safe School Ambassador programs at both middle

		English proficient _ Other Subgroups: (Specify)	schools 0000: Unrestricted Base see previous Research restorative practices and program implementation at the Grade 6-12 level 0000: Unrestricted Base see previous
Improve results on the California Healthy Kids Survey by implementing BEST at all elementary sites, safe school ambassadors at middle school sites and research restorative practices and program implementation in Gr. 6-12.	LEA Wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Salary for Coordinator of Student Services - research BEST and Restorative Justice programs. Principals working on site climate 1000-1999: Certificated Personnel Salaries Base 13,122 Implement BEST training at all elementary school sites. 0000: Unrestricted Base see previous Implement Safe School Ambassador programs at both middle schools 0000: Unrestricted Base see previous Research restorative practices and program implementation at the Grade 6-12 level 0000: Unrestricted Base see previous
Increase percent responding "Safe" or "Very Safe" on School Safety & Connectedness Survey by implementing BEST at all elementary sites, safe school ambassadors at middle school sites and challenge day at the high school level.	LEA Wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Salary for Coordinator of Student Services & Principals working on site climate 1000-1999: Certificated Personnel Salaries Base 13,122 Implement BEST training at all elementary school sites. 0000: Unrestricted Base see previous Implement Safe School Ambassador programs at both middle schools 0000: Unrestricted Base see previous Implement challenge day at the high school level 0000: Unrestricted Base 15,000

LCAP Year 2: 2016-2017

Expected Annual Measurable Outcomes:	Percent, Pupil Suspension rate (Metric 6.1) at 2.7%. Percent, Pupil Expulsion rate (Metric 6.2) at 0.3%. Percent, Safe or Very Safe, California Healthy Kids School Safety & Connectedness Survey (Metric 6.3) at 92%.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Improve Pupil Suspension Rate by implementing BEST at all elementary sites, safe school ambassadors at middle school sites and research restorative practices and program implementation in Gr. 6-12.	LEA Wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Salary for Coordinator of Student Services 1000-1999: Certificated Personnel Salaries Base 13,122 Continue to implement BEST at all elementary school sites. Training for new staff 0000: Unrestricted Base 10,000 Continue to implement Safe School Ambassador programs at both middle schools. Training for new staff 0000: Unrestricted Base 20,000 Research restorative practices and program implementation

			at the Grade 6-12 level 0000: Unrestricted Base 20,000
Improve Pupil Expulsion Rate by implementing BEST at all elementary sites, safe school ambassadors at middle school sites and research restorative practices and program implementation in Gr. 6-12.	LEA Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Salary for Coordinator of Student Services 1000-1999: Certificated Personnel Salaries Base 13,212 Continue to implement BEST at all elementary school sites. Training for new staff 0000: Unrestricted Base see previous Continue to implement Safe School Ambassador programs at both middle schools. Training for new staff 0000: Unrestricted Base see previous Research restorative practices and program implementation at the Grade 6-12 level 0000: Unrestricted Base see previous
Improve results on the California Healthy Kids Survey by by implementing BEST at all elementary sites, safe school ambassadors at middle school sites and research restorative practices and program implementation in Gr. 6-12.	LEA Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Salary for Coordinator of Student Services 1000-1999: Certificated Personnel Salaries Base 13,122 Continue to implement BEST at all elementary school sites. Training for new staff 0000: Unrestricted Base see previous Continue to implement Safe School Ambassador programs at both middle schools. Training for new staff 0000: Unrestricted Base see previous Research restorative practices and program implementation at the Grade 6-12 level 0000: Unrestricted Base see previous
Increase percent responding "Safe" or "Very Safe" on School Safety & Connectedness Survey by implementing BEST at all elementary sites, safe school ambassadors at middle school sites and challenge day at the high school level.	LEA Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Salary for Coordinator of Student Services 1000-1999: Certificated Personnel Salaries Base 13,122 Continue to implement BEST at all elementary school sites. Training for new staff 0000: Unrestricted Base see previous Continue to implement Safe School Ambassador programs at both middle schools. Training for new staff 0000: Unrestricted Base see previous Implement challenge day at the high school level 0000: Unrestricted Base 15,000

LCAP Year 3: 2017-2018

Expected Annual Measurable Outcomes:	Percent, Pupil Suspension rate (Metric 6.1) at 2.5%. Percent, Pupil Expulsion rate (Metric 6.2) at 0.2%. Percent, Safe or Very Safe, California Healthy Kids School Safety & Connectedness Survey (Metric 6.3) at 93%.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Improve Pupil Suspension Rate by implementing BEST at all elementary sites, safe school ambassadors at	LEA Wide	<input checked="" type="checkbox"/> All OR:	Salary for Coordinator of Student Services 1000-1999: Certificated Personnel Salaries Base 13,122

<p>middle school sites and research restorative practices and program implementation in Gr. 6-12.</p>		<p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Continue to implement BEST at all elementary school sites. Training for new staff 0000: Unrestricted Base 10,000</p> <p>Continue to implement Safe School Ambassador programs at both middle schools. Training for new staff 0000: Unrestricted Base 20,000</p> <p>Research restorative practices and program implementation at the Grade 6-12 level 0000: Unrestricted Base 20,000</p>
<p>Improve Pupil Expulsion Rate by implementing BEST at all elementary sites, safe school ambassadors at middle school sites and research restorative practices and program implementation in Gr. 6-12.</p>	<p>LEA Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Salary for Coordinator of Student Services 1000-1999: Certificated Personnel Salaries Base 13,212</p> <p>Continue to implement BEST at all elementary school sites. Training for new staff 0000: Unrestricted Base see previous</p> <p>Continue to implement Safe School Ambassador programs at both middle schools. Training for new staff 0000: Unrestricted Base see previous</p> <p>Research restorative practices and program implementation at the Grade 6-12 level 0000: Unrestricted Base see previous</p>
<p>Improve results on the California Healthy Kids Survey by implementing BEST at all elementary sites, safe school ambassadors at middle school sites and research restorative practices and program implementation in Gr. 6-12.</p>	<p>LEA Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Salary for Coordinator of Student Services 1000-1999: Certificated Personnel Salaries Base 13,122</p> <p>Continue to implement BEST at all elementary school sites. Training for new staff 0000: Unrestricted Base see previous</p> <p>Continue to implement Safe School Ambassador programs at both middle schools. Training for new staff 0000: Unrestricted Base see previous</p> <p>Research restorative practices and program implementation at the Grade 6-12 level 0000: Unrestricted Base see previous</p>
<p>Increase percent responding "Safe" or "Very Safe" on School Safety & Connectedness Survey by implementing BEST at all elementary sites, safe school ambassadors at middle school sites and challenge day at the high school level.</p>	<p>LEA Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Salary for Coordinator of Student Services 1000-1999: Certificated Personnel Salaries Base 13,122</p> <p>Continue to implement BEST at all elementary school sites. Training for new staff 0000: Unrestricted Base see previous</p> <p>Continue to implement Safe School Ambassador programs at both middle schools. Training for new staff 0000: Unrestricted Base see previous</p> <p>Implement challenge day at high school 0000: Unrestricted Base 15,000</p>

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

GOAL 4:	Maintain Access to Courses to Enhance Learning Opportunities.		Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 <u>X</u> 8 _ COE only: 9 _ 10 _ Local : Specify
Identified Need :	Provide access to courses to maintain pupil enrollment in a broad course of study that includes all of the subject areas for all students including English Learners, Low Income, Foster Youth and students with disabilities described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7) Percent, Students with access to a full, rich curriculum (Metric 7.1) at 100%. Percent, Students with Disabilities (SWD) enrolled in General Education (GE) classes, K-12 (baseline at 65.33% 13-14 school year), now at 71.19%		
Goal Applies to:	Schools:	All	
	Applicable Pupil Subgroups:	All	
LCAP Year 1: 2015-2016			
Expected Annual Measurable Outcomes:	Percent, Students with access to a full, rich curriculum (Metric 7.1), maintain at 100%. Percent, Students with Disabilities (SWD) enrolled in General Education (GE) classes, K-12, increase baseline by 10%		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Students will have access to a wide variety of courses in grades 6-12. EL students will have access to full programming by adding additional sections of ELD to the master schedule. (14-15 Goal 1G)	Grades 6-12	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Certificated teacher and counselor salaries 1000-1999: Certificated Personnel Salaries Base 6,214,222 Certificated teacher and counselor salaries 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 528,456
Increase access for students with disabilities (SWD) to general education classes by training and support to general education and special education teachers in accommodations and modifications for special education students as well as collaboration.	LEA Wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent	Certificated personnel salaries 1000-1999: Certificated Personnel Salaries Special Education 1,500,747

		English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with Disabilities</u>	
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LCAP Year 2: 2016-2017

Expected Annual Measurable Outcomes:	Percent, Students with access to a full, rich curriculum (Metric 7.1), maintain at 100%. Percent, Students with Disabilities (SWD) enrolled in General Education (GE) classes, K-12, maintain at 100%.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Students will have access to a wide variety of courses in grades 6-12. EL students will have access to full programming by adding additional sections of ELD to the master schedule. (14-15 Goal 1G)	Grades 6-12	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Certificated teacher and counselor salaries 1000-1999: Certificated Personnel Salaries Base 6,214,222 Certificated teacher and counselor salaries 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 528,456
Increase access for students with disabilities (SWD) to general education classes by training and support to general education and special education teachers in accommodations and modifications for special education students as well as collaboration.	LEA Wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with Disabilities</u>	Certificated personnel salaries 1000-1999: Certificated Personnel Salaries Special Education 1,500,747

LCAP Year 3: 2017-2018

Expected Annual Measurable Outcomes:	Percent, Students with access to a full, rich curriculum (Metric 7.1), maintain at 100%. Percent, Students with Disabilities (SWD) enrolled in General Education (GE) classes, K-12, maintain at 100%.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Students will have access to a wide variety of courses in grades 6-12. EL students will have access to full programming by adding additional sections of ELD to	Grades 6-12	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	Certificated teacher and counselor salaries 1000-1999: Certificated Personnel Salaries Base 6,214,222

<p>the master schedule. (14-15 Goal 1G)</p>		<p><input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Certificated teacher and counselor salaries 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 528,456</p>
<p>Increase access for students with disabilities (SWD) to general education classes by training and support to general education and special education teachers in accommodations and modifications for special education students as well as collaboration.</p>	<p>LEA Wide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Students with Disabilities</p>	<p>Certificated Personnel salaries 1000-1999: Certificated Personnel Salaries Special Education 1,500,747</p>

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

<p>GOAL 5:</p>	<p>Focus on Pupil Achievement to Improve Learning Outcomes.</p>	<p>Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify</p>
<p>Identified Need :</p>	<p>Promote Pupil achievement by improving performance on standardized tests, 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, and share of pupils determined prepared for college by the Early Assessment Program. Performance, Smarter Balanced assessments (metric 4.1), performance level to be determined when released. Participation and Pass Rates, Advanced Placement (AP) tests (metric 4.7) at 45%. Percent, on path, A-G Req., 9th grade (metrics 4.2, 4.3) at 85.1%. Percent, complete, A-G Req., 12th grade, Low Income at 34.8%. Percent, complete, A-G Req., 12th grade, English Learner at 36.2%. Percent, complete, A-G Req., 12th grade, Reclassified Fluent English Proficient 40.2%. Percent, prepared for college, Early Assessment Program (metric 4.8) at 46%. Rate, Reclassification, English Learner (metric 4.6) 56.0%. Rate, Proficiency, English Learner (metric 4.5) 57.0%. Percent, AMAO 1, CELDT, English Learner at 58%. Percent, Proficient, CELDT, English Learner at 48.9%. N/A: Academic Performance Index (API)</p>	
<p>Goal Applies to:</p>	<p>Schools: All Applicable Pupil Subgroups:</p>	<p>All Students, Low Income, English Learner, Reclassified Fluent English Proficient, Foster Youth.</p>

LCAP Year 1: 2015-2016

Expected Annual Measurable Outcomes:	Performance, Smarter Balanced assessments (metric 4.1), performance level to be determined when released. Participation and Pass Rates, Advanced Placement (AP) tests (metric 4.7) at 46%. Percent, on path, A-G Req., 9th grade (metrics 4.2, 4.3) at 88% Percent, complete, A-G Req., 12th grade, Low Income at 40%. Percent, complete, A-G Req., 12th grade, English Learner at 39%. Percent, complete, A-G Req., 12th grade, Reclassified Fluent English Proficient 45%. Percent, prepared for college, Early Assessment Program (metric 4.8) at 49% Rate, Reclassification, English Learner (metric 4.6) 57%. Rate, Proficiency, English Learner (metric 4.5) 58%. Percent, AMAO 1, CELDT, English Learner at 59%. Percent, Proficient, CELDT, English Learner at 50%.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Students will be successful in meeting or exceeding the Common Core State Standards in the areas of literacy and mathematics and will have the interventions they need. (14-15 Goal 5)	LEA Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Certificated Teacher extra duty pay for intervention 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 355,000 Math and literacy coaches 1000-1999: Certificated Personnel Salaries Other 60,000
Support student enrollment and success in Advanced Placement (AP) courses by continuing open access to courses and tutoring support. (14-15 Goal 1E)	SVHS	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Certificated teacher salaries for AP classes and A+ support classes 1000-1999: Certificated Personnel Salaries Base 534,456
Freshman teams will implement interventions to ensure students are receiving timely support and are on track to meet A-G graduation requirements upon entering 10th grade. (14-15 Goal 1D)	SVHS	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent	Certificated teachers teaching freshman classes & collaboration periods 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 545,000

		English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) freshman	
Low Income students will be given priority for instructional support programs, including before and after school interventions and summer school. (14-15 Goal 4C)	LEA Wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Certificated teacher extra duty hourly for intervention before and after school and summer school. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 430,000
English Learners (EL) students will be given priority for instructional support programs, including before and after school interventions and summer school. (14-15 Goals 1,2,4 & 5)	LEA Wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Certificated teacher extra duty hourly for intervention before and after school and summer school. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 250,000
Redesignated fluent English proficient students will be given priority for instructional support programs, including before and after school interventions and summer school. (14-15 Goals 1,4 & 5)	LEA Wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Certificated teacher extra duty hourly for intervention before and after school and summer school. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 355,000
Foster Youth will be given priority for instructional support programs, including before and after school interventions and summer school. (14-15 Goals 1,4 & 5)	LEA Wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Certificated teacher extra duty hourly for intervention before and after school and summer school. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 5,000

<p>Increase percentage of students determined prepared for college by Early Assessment Program by continuing to offer Freshman Teams, before and after school intervention, A+ support during school and summer school. (14-15 Goal Not Specifically Identified)</p>	<p>LEA Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Certificated salary support for A+, freshman teams and hourly pay for before and after school interventions and summer school. 1000-1999: Certificated Personnel Salaries Base 150,000</p>
<p>Improve English Learner reclassification rates by providing both integrated and designated ELD. (14-15 Goal Not Specifically Identified)</p>	<p>LEA Wide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Certificated salary support for EL Managers 1000-1999: Certificated Personnel Salaries Title III 127,000 Certificated salary for ELD designated classes 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 428,000 ELD Coaching from consultant 5000-5999: Services And Other Operating Expenditures Title III 100,000</p>
<p>Develop K-12 English Language Development plan that ensures English Language Learners are redesignated within 6 years of entering SVUSD. (14-15 Goal 1B)</p>	<p>LEA Wide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Certificated hourly for committee work on EL master plan 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 10,000 C&I Staff salary for District EL Coordinator 1000-1999: Certificated Personnel Salaries Title III 25,000</p>
<p>All schools will identify and implement a model of tiered interventions that support students who need additional learning time. Focus on Low Income, English Language Learner, Redesignated students and Foster Youth.</p>	<p>LEA Wide</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Site Academic Coordinators 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 150,000</p>
<p>English Learners students will receive designated and</p>	<p>LEA Wide</p>	<p><input type="checkbox"/> All</p>	<p>Certificated salary for ELD designated classes 1000-1999:</p>

<p>integrated English Language instruction.</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Certificated Personnel Salaries Supplemental and Concentration 428,000 ELD Coaching from consultant 5000-5999: Services And Other Operating Expenditures Title III 100,000 Integrated ELD coaching or PD 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 20,000 District literacy coach 1000-1999: Certificated Personnel Salaries Common Core Standards Implementation Funds 30,000</p>
<p>Provide differentiated learning opportunities in all classrooms.</p>	<p>LEA Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Professional Development for all Certificated Staff / math and literacy coaches 1000-1999: Certificated Personnel Salaries Other 60,000 Sections of enhanced and compressed mathematics at secondary 1000-1999: Certificated Personnel Salaries Base 67,000</p>

LCAP Year 2: 2016-2017

<p>Expected Annual Measurable Outcomes:</p>	<p>Performance, Smarter Balanced assessments (metric 4.1), performance level to be determined when released. Participation and Pass Rates, Advanced Placement (AP) tests (metric 4.7) at 47%. Percent, on path, A-G Req., 9th grade (metrics 4.2, 4.3) at 87%. Percent, complete, A-G Req., 12th grade, Low Income at 37%. Percent, complete, A-G Req., 12th grade, English Learner at 38%. Percent, complete, A-G Req., 12th grade, Reclassified Fluent English Proficient 42%. Percent, prepared for college, Early Assessment Program (metric 4.8) at 48%. Rate, Reclassification, English Learner (metric 4.6) 58%. Rate, Proficiency, English Learner (metric 4.5) 59%. Percent, AMAO 1, CELDT, English Learner at 60%. Percent, Proficient, CELDT, English Learner at 51%.</p>
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<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>Students will be successful in meeting or exceeding the Common Core State Standards in the areas of literacy and mathematics and will have the interventions they need.</p>	<p>LEA Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth</p>	<p>Certificated Teacher extra duty pay for intervention 1000-1999: Certificated Personnel Salaries Other 355,000 Math and literacy coaches 1000-1999: Certificated Personnel Salaries Other 60,000</p>

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Support student enrollment and success in Advanced Placement (AP) courses by continuing open access to courses and tutoring support. (14-15 Goal 1E)	LEA Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Certificated teacher salaries for AP Classes and A+ support classes 1000-1999: Certificated Personnel Salaries Base 534,456
Freshman teams will implement interventions to ensure students are receiving timely support and are on track to meet A-G graduation requirements upon entering 10th grade. (14-15 Goal 1D)	LEA Wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) freshman	Certificated teachers teaching freshman classes & Collaboration periods 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 545,000
Low Income students will be given priority for instructional support programs, including before and after school interventions and summer school. (14-15 Goal 4C)	LEA Wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Certificated teacher extra duty hourly for intervention before and after school and summer school. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 430,000
English Learners (EL) students will be given priority for instructional support programs, including before and after school interventions and summer school. (14-15 Goals 1,2,4 & 5)	LEA Wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	Certificated teacher extra duty hourly for intervention before and after school and summer school. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 250,000

		_ Other Subgroups: (Specify)	
Redesignated fluent English proficient students will be given priority for instructional support programs, including before and after school interventions and summer school. (14-15 Goals 1,4 & 5)	LEA Wide	_ All OR: _ Low Income pupils _ English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	Certificated teacher extra duty hourly for intervention before and after school and summer school. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 355,000
Foster Youth will be given priority for instructional support programs, including before and after school interventions and summer school. (14-15 Goals 1,4 & 5)	LEA Wide	_ All OR: _ Low Income pupils _ English Learners <input checked="" type="checkbox"/> Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Certificated teacher extra duty hourly for intervention before and after school and summer school. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 5,000
Increase percentage of students determined prepared for college by Early Assessment Program by continuing to offer Freshman Teams, before and after school intervention, A+ support during school and summer school. (14-15 Goal Not Specifically Identified)	LEA Wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Certificated salary support for A+, freshman teams and hourly pay for before and after school interventions and summer school. 1000-1999: Certificated Personnel Salaries Base 150,000
Improve English Learner reclassification rates by providing both integrated and designated ELD.	LEA Wide	_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Cert salary support for EL Managers 1000-1999: Certificated Personnel Salaries Title III 127,000 <hr/> Certificated salary for ELD designated classes 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 428,000 <hr/> ELD Coaching from consultant 5000-5999: Services And Other Operating Expenditures Title III 100,000

<p>Develop K-12 English Language Development plan that ensures English Language Learners are redesignated within 6 years of entering SVUSD. (14-15 Goal 1B)</p>	<p>LEA Wide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Certificated hourly pay for committee work on EL Master plan 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 10,000 C&I Staff salary for District EL Coordinator 1000-1999: Certificated Personnel Salaries Title III 25,000</p>
<p>All schools will identify and implement a model of tiered interventions that support students who need additional learning time. Focus on Low Income, English Language Learner, Redesignated students and Foster Youth.</p>	<p>LEA Wide</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Site Academic Coordinators 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 150,000</p>
<p>English Language Learners students will receive designated and integrated English Language instruction.</p>	<p>LEA Wide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Certificated salary for ELD designated classes 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 428,000 ELD Coaching from consultant 5000-5999: Services And Other Operating Expenditures Title III 100,000 Integrated ELD coaching or PD 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 20,000 District literacy coach 1000-1999: Certificated Personnel Salaries Common Core Standards Implementation Funds 30,000</p>
<p>Provide differentiated learning opportunities in all classrooms.</p>	<p>LEA Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>PD for all Certificated Staff - Math and literacy coaches 1000-1999: Certificated Personnel Salaries Other 60,000 Sections of enhanced and compressed mathematics at secondary 1000-1999: Certificated Personnel Salaries Base 67,000</p>

LCAP Year 3: 2017-2018

Expected Annual Measurable Outcomes:	Performance, Smarter Balanced assessments (metric 4.1), performance level to be determined when released. Participation and Pass Rates, Advanced Placement (AP) tests (metric 4.7) at 48%. Percent, on path, A-G Req., 9th grade (metrics 4.2, 4.3) at 88%. Percent, complete, A-G Req., 12th grade, Low Income at 38%. Percent, complete, A-G Req., 12th grade, English Learner at 39%. Percent, complete, A-G Req., 12th grade, Reclassified Fluent English Proficient 43%. Percent, prepared for college, Early Assessment Program (metric 4.8) at 49%. Rate, Reclassification, English Learner (metric 4.6) 59%. Rate, Proficiency, English Learner (metric 4.5) 60%. Percent, AMAO 1, CELDT, English Learner at 61%. Percent, Proficient, CELDT, English Learner at 52%.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Students will be successful in meeting or exceeding the Common Core State Standards in the areas of literacy and mathematics and will have the interventions they need.	LEA Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Certificated Teacher extra duty pay for intervention 1000-1999: Certificated Personnel Salaries Other 355,000 math and literacy coaches 1000-1999: Certificated Personnel Salaries Other 60,000
Support student enrollment and success in Advanced Placement (AP) courses by continuing open access to courses and tutoring support. (14-15 Goal 1E)	LEA Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Certificated teacher salaries for AP classes and A+ support classes 1000-1999: Certificated Personnel Salaries Base 534,456
Freshman teams will implement interventions to ensure students are receiving timely support and are on track to meet A-G graduation requirements upon entering 10th grade. (14-15 Goal 1D)	LEA Wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent	Certificated teachers teaching freshman classes & collaboration periods 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 545,000

		English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) freshmen	
Low Income students will be given priority for instructional support programs, including before and after school interventions and summer school. (14-15 Goal 4C)	LEA Wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Certificated teacher extra duty hourly for intervention before and after school 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 430,000
English Learners (EL) students will be given priority for instructional support programs, including before and after school interventions and summer school. (14-15 Goals 1,2,4 & 5)	LEA Wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Certificated teacher extra duty hourly for intervention before and after school 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 250,000
Redesignated fluent English proficient students will be given priority for instructional support programs, including before and after school interventions and summer school. (14-15 Goals 1,4 & 5)	LEA Wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Certificated teacher extra duty hourly for intervention before and after school 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 355,000
Foster Youth will be given priority for instructional support programs, including before and after school interventions and summer school. (14-15 Goals 1,4 & 5)	LEA Wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Certificated teacher extra duty hourly pay for intervention before and after school and summer school. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 5,000

<p>Increase percentage of students determined prepared for college by Early Assessment Program by continuing to offer Freshman Teams, before and after school intervention, A+ support during school and summer school. (14-15 Goal Not Specifically Identified)</p>	<p>LEA Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Certificated salary support for A+, freshman teams and hourly pay for before and after school interventions and summer school. 1000-1999: Certificated Personnel Salaries Base 150,000</p>
<p>Improve English Learner reclassification rates by providing both integrated and designated ELD.</p>	<p>LEA Wide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Certificated salary support for EL Managers 1000-1999: Certificated Personnel Salaries Title III 127,000 Certificated salary for ELD designated classes 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 428,000 ELD Coaching from consultant 5000-5999: Services And Other Operating Expenditures Title III 100,000</p>
<p>Develop K-12 English Language Development plan that ensures English Language Learners are redesignated within 6 years of entering SVUSD. (14-15 Goal 1B)</p>	<p>LEA Wide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Certificated hourly pay for committee work on EL master plan 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 10,000 C&I Staff salary for District EL Coordinator 1000-1999: Certificated Personnel Salaries Title III 25,000</p>
<p>All schools will identify and implement a model of tiered interventions that support students who need additional learning time. Focus on Low Income, English Language Learner, Redesignated students and Foster Youth.</p>	<p>LEA Wide</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Site academic coordinators 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 150,000</p>
<p>English Language Learners students will receive</p>	<p>LEA Wide</p>	<p><input type="checkbox"/> All</p>	<p>Certificated salary for ELD designated classes 1000-1999:</p>

<p>designated and integrated English Language instruction.</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Certificated Personnel Salaries Supplemental and Concentration 428,000 ELD Coaching from consultant 5000-5999: Services And Other Operating Expenditures Title III 100,000 Integrated ELD coaching or PD 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 20,000 District Literacy Coach 1000-1999: Certificated Personnel Salaries Common Core Standards Implementation Funds 30,000</p>
<p>Provide differentiated learning opportunities in all classrooms.</p>	<p>LEA Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>PD for all certificated staff - math and literacy coaches 1000-1999: Certificated Personnel Salaries Other 60,000 Sections of enhanced and compressed mathematics at secondary 1000-1999: Certificated Personnel Salaries Base 67,000</p>

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

GOAL 6:	Improve Pupil Engagement to Enhance Learning Outcomes.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 <input checked="" type="checkbox"/> 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify <u>6-Pupil Engagement</u>
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Identified Need :	Encourage pupil engagement by improving school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, and high school graduations rates. (Priority 5) Percent, kindergartners with 1 Year of Preschool at 70.1%. Percent, kindergartners, English Learners, with 1 Year of Preschool at 72.2%. Rate, School Attendance (metric 5.1) at 95.0%. Rate, Chronic Absenteeism (metric 5.2) at 5.3%. Rate, High School Dropout. (metric 5.4) at 3.0%. Rate, High School Graduation (metric 5.5) at 88%.
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Goal Applies to:	Schools: All Applicable Pupil Subgroups: All Students, English Learner.
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LCAP Year 1: 2015-2016

Expected Annual Measurable Outcomes:	Percent, kindergartners with 1 Year of Preschool at 72%. Percent, kindergartners, English Learners, with 1 Year of Preschool at 74%. Rate, School Attendance (metric 5.1) at 96%. Rate, Chronic Absenteeism (metric 5.2) at 5%. Rate, High School Dropout. (metric 5.4) at 2.5%. Rate, High School Graduation (metric 5.5) at 95%.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide staffing so that all students will have at least one full year of preschool before kindergarten.	LEA Wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Funds will be used to support preschool staffing 2000-2999: Classified Personnel Salaries Foundation Funds 230,000

<p>Increase preschool opportunities by expanding existing program for English Learners.</p>	<p>LEA Wide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Hire staff to work with incoming ELL students who have no previous preschool 2000-2999: Classified Personnel Salaries Foundation Funds 230,000</p>
<p>Improve school attendance rate by reviewing monthly attendance reports with each school site.</p>	<p>LEA Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Certificated salary for Coordinator of Students Services - Counselors 1000-1999: Certificated Personnel Salaries Base 12,123</p>
<p>Improve chronic absenteeism rate by having administration follows up with families to educate them on the importance of school attendance, offer support, and utilizes the School Attendance Review Board when applicable.</p>	<p>LEA Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Certificated salary for Coordinator of Students Services - Counselors 1000-1999: Certificated Personnel Salaries Base 12,123</p>
<p>Improve high school dropout rate by having student study teams review information and data on students with risk factors associated with dropping out (failing grades, excessive absences, etc...)</p>	<p>SVHS Creekside</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Certificated salary for Coordinator of Students Services - Counselors 1000-1999: Certificated Personnel Salaries Base 12,123</p>
<p>Students' physical, social and emotional well-being will be addressed and students will have positive relationships with peers and adults by utilizing programs</p>	<p>LEA Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils</p>	<p>Counseling staff K-12 and work with educators on programs such as BEST and Restorative Practices 1000-1999:</p>

such as Building Effective Schools Together (BEST) and Restorative Practices.		<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Certificated Personnel Salaries Base 575,000
Counselors and school psychologists trained in and utilizing Cognitive Behavior Therapy strategies will help students with social/emotional issues and challenges. Additional school counseling provided at the middle and high schools through SAY (Social Advocates for Youth) and CAPE (Crisis Assessment and Prevention Education).	LEA Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Additional Counseling Support Gr. 6-12 0000: Unrestricted Base 100,000

LCAP Year 2: 2016-2017

Expected Annual Measurable Outcomes:	Percent, kindergartners with 1 Year of Preschool at 75%. Percent, kindergartners, English Learners, with 1 Year of Preschool at 76%. Rate, School Attendance (metric 5.1) at 97%. Rate, Chronic Absenteeism (metric 5.2) at 4%. Rate, Middle School Dropout (metric 5.3) at 2%. Rate, High School Dropout. (metric 5.4) at 2%. Rate, High School Graduation (metric 5.5) at 92%.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide staffing so that all students will have at least one full year of preschool before kindergarten.	LEA Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Funds will be used to support preschool staffing 2000-2999: Classified Personnel Salaries Foundation Funds 230,000
Increase preschool opportunities by expanding existing program for English Learners.	LEA Wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	Hire staff to work with incoming ELL students who have no previous preschool 2000-2999: Classified Personnel Salaries Concentration 230,000

		<input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Improve school attendance rate by reviewing monthly attendance reports with each school site.	LEA Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Certificated salary for Coordinator of Students Services - counselors 1000-1999: Certificated Personnel Salaries Base 12,123
Improve chronic absenteeism rate by having administration follows up with families to educate them on the importance of school attendance, offer support, and utilizes the School Attendance Review Board when applicable.	LEA Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Certificated salary for Coordinator of Students Services - counselors 1000-1999: Certificated Personnel Salaries Base 12,123
Improve high school dropout rate by having student study teams review information and data on students with risk factors associated with dropping out (failing grades, excessive absences, etc...)	SVHS Creekside	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Certificated salary for Coordinator of Student Services 1000-1999: Certificated Personnel Salaries Base 12,123
Students' physical, social and emotional well-being will be addressed and students will have positive relationships with peers and adults by utilizing programs such as Building Effective Schools Together (BEST) and Restorative Practices.	LEA Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent	Counseling staff K-12 and work with educators on programs such as BEST and Restorative Practices 1000-1999: Certificated Personnel Salaries Base 575,000

		English proficient _ Other Subgroups: (Specify)	
Counselors and school psychologists trained in and utilizing Cognitive Behavior Therapy strategies will help students with social/emotional issues and challenges. Additional school counseling provided at the middle and high schools through SAY (Social Advocates for Youth) and CAPE (Crisis Assessment and Prevention Education).	LEA Wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Additional Counseling Support Gr. 6-12 0000: Unrestricted Base 100,000

LCAP Year 3: 2017-2018

Expected Annual Measurable Outcomes:	Percent, kindergartners with 1 Year of Preschool at 77%. Percent, kindergartners, English Learners, with 1 Year of Preschool at 78%. Rate, School Attendance (metric 5.1) at 98%. Rate, Chronic Absenteeism (metric 5.2) at 3.5%. Rate, Middle School Dropout (metric 5.3) at 1.5%. Rate, High School Dropout. (metric 5.4) at 1.5%. Rate, High School Graduation (metric 5.5) at 94%.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide staffing so that all students will have at least one full year of preschool before kindergarten.	LEA Wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Funds will be used to support preschool staffing 2000-2999: Classified Personnel Salaries Foundation Funds 230,000
Increase preschool opportunities by expanding existing program for English Learners.	LEA Wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent	Hire staff to work with incoming ELL students who have no previous preschool 2000-2999: Classified Personnel Salaries Foundation Funds 230,000

		English proficient _ Other Subgroups: (Specify)	
Improve school attendance rate by reviewing monthly attendance reports with each school site.	LEA Wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Certificated salary for Coordinator of Students Services - counselors 1000-1999: Certificated Personnel Salaries Base 12,123
Improve chronic absenteeism rate by having administration follows up with families to educate them on the importance of school attendance, offer support, and utilizes the School Attendance Review Board when applicable.	LEA Wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Certificated salary for Coordinator of Students Services - counselors 1000-1999: Certificated Personnel Salaries Base 12,123
Improve high school dropout rate by having student study teams review information and data on students with risk factors associated with dropping out (failing grades, excessive absences, etc...)	SVHS Creekside	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Certificated salary for Coordinator of Students Services - counselors 1000-1999: Certificated Personnel Salaries Base 12,123
Students' physical, social and emotional well-being will be addressed and students will have positive relationships with peers and adults by utilizing programs such as Building Effective Schools Together (BEST) and Restorative Practices.	LEA Wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Counseling staff K-12 and work with educators on programs such as BEST and Restorative Practices 1000-1999: Certificated Personnel Salaries Base 575,000

<p>Counselors and school psychologists trained in and utilizing Cognitive Behavior Therapy strategies will help students with social/emotional issues and challenges. Additional school counseling provided at the middle and high schools through SAY (Social Advocates for Youth) and CAPE (Crisis Assessment and Prevention Education).</p>	<p>LEA Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Additional Counseling Support Gr. 6-12 0000: Unrestricted Base 100,000</p>
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Complete a copy of this table for each of the LEA’s goals. Duplicate and expand the fields as necessary.

GOAL 7:	Maintain Student Support to Enhance Other Pupil Outcomes.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify <u>7-Other Student Outcomes</u>
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Identified Need :	Support pupils 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) Percent, Courses that align to state approved Career Technical Ed. (CTE) standards, when developed. Results, Bright Bytes Survey, 37%/21%/34%/22%. Percent, College and Career Ready, Low Income, 34.8%. Percent, on path, A-G Req., 9th grade at 85.1%. Percent, Meeting standard of Physical Fitness Test (metric 8.1) 35%/38%. Percent, Completed, Technology Plan, when reported.
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Goal Applies to:	Schools: All Applicable Pupil Subgroups: All Students, Low Income, English Learner.
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LCAP Year 1: 2015-2016

Expected Annual Measurable Outcomes:	Percent, Courses that align to state approved Career Technical Ed. (CTE) standards, when developed. Results, Bright Bytes Survey, 38%/22%/35%/23%. Percent, College and Career Ready, Low Income, 36%. Percent, on path, A-G Req., 9th grade at 87%. Percent, Meeting standard of Physical Fitness Test (metric 8.1) 36%/39%. Percent, Completed, Technology Plan, when reported.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Increase work-based learning experiences by funding a work-based learning and special education work-based coordinator at SVHS.	LEA Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Work based learning coordinator 2000-2999: Classified Personnel Salaries Foundation Funds \$40,000 Special Education work based coordinator/ program 1000-1999: Certificated Personnel Salaries Special Education 42,000

<p>Students will be technologically literate and use technology in their classes to enhance learning: students will develop the foundational skills and digital citizenship required for success in the 21st Century. Lead teachers and coaches will support classroom teachers in support of media literacy.</p>	<p>LEA Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Teacher professional development on technology - ed tech coaches 1000-1999: Certificated Personnel Salaries Base 25,000 Literacy coach and leads 1000-1999: Certificated Personnel Salaries Other 40,000</p>
<p>Improve Student Physical Fitness by providing certificated physical education teachers K-12 and by reviewing annual physical fitness data.</p>	<p>LEA Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Certificated physical education teachers 1000-1999: Certificated Personnel Salaries Base 159,688</p>
<p>Low Income, English Learners, Redesignated and Foster Youth students will have access to effective intervention systems for Freshman Teams and Linked Learning Pathways that ensure students are receiving timely support and are on track to meet A-G graduation requirement upon entering 10th grade.</p>	<p>Sonoma Valley High, Creekside High</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>certificated teachers intervention - A+, Freshman Teams, secondary intervention sections, before and after school intervention 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$545,000</p>
<p>Develop SVUSD Technology Plan, ensuring the integration of technology into daily instruction.</p>	<p>LEA Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Pay certificated staff for plan development 1000-1999: Certificated Personnel Salaries Base 30,000 Technology 6000-6999: Capital Outlay Base 100,000</p>
<p>Low Income, English Learners, Redesignated and</p>	<p>LEA Wide</p>	<p><input type="checkbox"/> All</p>	<p>Staff for Summer Learning Programs 1000-1999: Certificated</p>

<p>Foster Youth students will have priority access to Summer Learning Programs.</p>		<p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Personnel Salaries Supplemental and Concentration 200,000 Staff for Summer Learning Programs 2000-2999: Classified Personnel Salaries Supplemental and Concentration 45,000</p>
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LCAP Year 2: 2016-2017

<p>Expected Annual Measurable Outcomes:</p>	<p>Percent, Courses that align to state approved Career Technical Ed. (CTE) standards, when developed. Results, Bright Bytes Survey, 39%/23%/36%/24%. Percent, College and Career Ready, Low Income, 37%. Percent, on path, A-G Req., 9th grade at 88%. Percent, Programs with Student Impact Data at 100%. Percent, Meeting standard of Physical Fitness Test (metric 8.1) 37%/40%. Percent, Completed, Technology Plan, when reported.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Increase work-based learning experiences by funding a work-based learning and special education work-based coordinator at SVHS.</p>	<p>LEA Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Work based learning coordinator 2000-2999: Classified Personnel Salaries Foundation Funds \$40,000 Special Education work based coordinator/program 1000-1999: Certificated Personnel Salaries Special Education 42,000</p>
<p>Students will be technologically literate and use technology in their classes to enhance learning: students will develop the foundational skills and digital citizenship required for success in the 21st Century. Lead teachers and coaches will support classroom teachers in support of media literacy.</p>	<p>LEA Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Teacher professional development on technology - ed tech coaches 1000-1999: Certificated Personnel Salaries Base 25,000 literacy coach and leads 1000-1999: Certificated Personnel Salaries Other 40,000</p>
<p>Improve Student Physical Fitness by providing</p>	<p>LEA Wide</p>	<p><input checked="" type="checkbox"/> All</p>	<p>certificated physical education teachers 1000-1999:</p>

<p>certificated physical education teachers K-12 and by reviewing annual physical fitness data.</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Certificated Personnel Salaries Base 159,688</p>
<p>Low Income, English Learners, Redesignated and Foster Youth students will have access to effective intervention systems for Freshman Teams and Linked Learning Pathways that ensure students are receiving timely support and are on track to meet A-G graduation requirement upon entering 10th grade.</p>	<p>Sonoma Valley High, Creekside High</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>certificated teachers intervention - A+, Freshman Teams, secondary intervention sections, before and after school intervention 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$545,000</p>
<p>Develop SVUSD Technology Plan, ensuring the integration of technology into daily instruction.</p>	<p>LEA Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Pay certificated staff for plan development 1000-1999: Certificated Personnel Salaries Base 20,000</p>
<p>Low Income, English Learners, Redesignated and Foster Youth students will have priority access to Summer Learning Programs.</p>	<p>LEA Wide</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Staff for Summer Learning Programs 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 200,000 Staff for Summer Learning Programs 2000-2999: Classified Personnel Salaries Supplemental and Concentration 45,000</p>

LCAP Year 3: 2017-2018

Expected Annual Measurable Outcomes: Percent, Courses that align to state approved Career Technical Ed. (CTE) standards, when developed. Results, Bright Bytes Survey, 40%/24%/37%/25%. Percent, College and Career Ready, Low Income, 38%. Percent, on path, A-G Req., 9th grade at 89%. Percent, Programs with Student Impact Data at 100%. Percent, Meeting standard of Physical Fitness Test (metric 8.1) 38%/41%. Percent, Completed, Technology Plan, when reported.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Increase work-based learning experiences by funding a work-based learning and special education work-based coordinator at SVHS.	LEA Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Work based learning coordinator 2000-2999: Classified Personnel Salaries Foundation Funds \$40,000 Special Education work based coordinator/program 1000-1999: Certificated Personnel Salaries Special Education 42,000
Students will be technologically literate and use technology in their classes to enhance learning; students will develop the foundational skills and digital citizenship required for success in the 21st Century. Lead teachers and coaches will support classroom teachers in support of media literacy.	LEA Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Teacher professional development on technology - ed teach coaches 1000-1999: Certificated Personnel Salaries Base 25,000 literacy coach and leads 1000-1999: Certificated Personnel Salaries Other 40,000
Improve Student Physical Fitness by providing certificated physical education teachers K-12 and by reviewing annual physical fitness data.	LEA Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	certificated physical education teachers 1000-1999: Certificated Personnel Salaries Base 159,688

<p>Low Income, English Learners, Redesignated and Foster Youth students will have access to effective intervention systems for Freshman Teams and Linked Learning Pathways that ensure students are receiving timely support and are on track to meet A-G graduation requirement upon entering 10th grade.</p>	<p>Sonoma Valley High, Creekside High</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>certificated teachers intervention - A+, Freshman Teams, secondary intervention sections, before and after school intervention 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$545,000</p>
<p>Develop SVUSD Technology Plan, ensuring the integration of technology into daily instruction.</p>	<p>LEA Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Pay certificated staff for plan development 1000-1999: Certificated Personnel Salaries Base 20,000</p>
<p>Low Income, English Learners, Redesignated and Foster Youth students will have priority access to Summer Learning Programs.</p>	<p>LEA Wide</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Staff for Summer Learning Programs 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 200,000 Staff for Summer Learning Programs 2000-2999: Classified Personnel Salaries Supplemental and Concentration 45,000</p>

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

GOAL 8:	Increase and Improve Parental Involvement.	Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify <u>8-Parental Involvement</u>
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Identified Need :	Seek parent input in decision making at the District and each school site, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3) Percent, Parents Volunteering. (metrics 3.1-3.2) Average parent participation at Back to School Night (BTSN) - 78% Percent, Parents Attending Conference Week activities - 80%
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Goal Applies to:	Schools: All Schools. Applicable Pupil Subgroups: All Students.
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LCAP Year 1: 2015-2016

Expected Annual Measurable Outcomes:	Percent, Parents Volunteering attending BTSN. (metrics 3.1-3.2) - 80% Percent, Parents Attending Conference Week activities - 85%
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Parents and the broader community will be engaged as partners supporting student success by developing an SVUSD parent engagement document with participation opportunities for parents.	LEA Wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Materials for parent and community engagement activities 4000-4999: Books And Supplies Base 5,000 Parents surveys distributed and data established 5000-5999: Services And Other Operating Expenditures Base 5,000 Parent and community engagement coordinator 2000-2999: Classified Personnel Salaries Supplemental 60,000 Support for parenting classes districtwide 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 20,000
Increase and improve community involvement and engagement by continuing to work with the non-profit partners in support of students and district activities.	LEA Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	Develop and implement a community engagement and marketing plan 5900: Communications Base 25,000 After School Education and Support Services 5000-5999: Services And Other Operating Expenditures After School Education and Safety (ASES) 428,000

		_ Other Subgroups: (Specify)	
LCAP Year 2: 2016-2017			
Expected Annual Measurable Outcomes:	Percent, Parents Volunteering. (metrics 3.1-3.2) Percent, Community Volunteering. Results, Parent Survey.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Parents and the broader community will be engaged as partners supporting student success by developing an SVUSD parent engagement document with participation opportunities for parents.	LEA Wide	_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	Materials for parent and community engagement activities 4000-4999: Books And Supplies Base 5,000 Parent surveys distributed and data established 5000-5999: Services And Other Operating Expenditures Base 5000 Parent and community engagement coordinator 2000-2999: Classified Personnel Salaries Supplemental 60,000 Support for parenting classes districtwide 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 20,000
Increase and improve community involvement and engagement by continuing to work with the non-profit partners in support of students and district activities.	LEA Wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Develop and implement a community engagement and marketing plan 4000-4999: Books And Supplies Base 25,000 After School Education and Support Services 5000-5999: Services And Other Operating Expenditures After School Education and Safety (ASES) 428,000

LCAP Year 3: 2017-2018

Expected Annual Measurable Outcomes:	Percent, Parents Volunteering. (metrics 3.1-3.2) Percent, Community Volunteering. Results, Parent Survey.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Parents and the broader community will be engaged as partners supporting student success by developing an SVUSD parent engagement document with participation opportunities for parents.	LEA Wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Materials for parent and community engagement activities 4000-4999: Books And Supplies Base 5,000 parents surveys distributed and data established 5000-5999: Services And Other Operating Expenditures Base 5000 Parent and community engagement coordinator 2000-2999: Classified Personnel Salaries Supplemental 60,000 Support for parenting classes districtwide 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 20,000
Increase and improve community involvement and engagement by continuing to work with the non-profit partners in support of students and district activities.	LEA Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Develop and implement a community engagement and marketing plan 5900: Communications Base 25,000 After School Education and Support Services 5000-5999: Services And Other Operating Expenditures After School Education and Safety (ASES) 428,000

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

Annual Update

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific schoolsites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

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

Original GOAL 1 from prior year LCAP:	Goal: All students will graduate ready for college and career.		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify	
Goal Applies to:	Schools:	Pre-school SVHS Pre-5 ----- Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	60% of students will enter kindergarten having one full year of pre-school. 10% increase in the number of students completing A-G requirements in mathematics and English language arts. 10% increase in SWD students enrolled or participating in general education classes K-12 5% increase in AP enrollment. Maintain or improve passing rate for all subgroups. Establish Baseline for students who are on track to complete A-G requirements by the end of 10th and 11th grade. 10% increase in the percentage of students completing A-G requirements upon graduation. Maintain access to all courses for all students; maintain CTE		Actual Annual Measurable Outcomes:	70.10% of students entered kindergarten having one full year of pre-school No data gathered 71.19% SWD students participating in General Education classes K-12. This was an increase of 5.86%. 90% of the goal was met. 271/480 students taking AP classes with pass rate of 56.5% Baseline established 5.8% increase in percentage of students completing A-G requirements 136/285 or 47.7% students completing A-G requirements with C- or better upon graduation 9th grade S1 on path to A-G = 326/383 or 85.1% 10th grade S1 on path to A-G = 272/347 or 78.4% 11th grade S1 on path to A-G = 186/303 or 61.4%

<p>courses and graduation rates.</p> <p>Increase by 10% % of EL redesignated by 5th and 8th grade.</p> <p>Increase by 10% % meeting AMAO 1 CELDT and % attaining English proficiency level after 5 years.</p>	<p>Maintained access to all courses for all students, CTE courses and graduation rate</p> <p>3% decrease in 5th Grade Redesignation Rate: 2013- 49% / 2014 - 46%</p> <p>13% increase in Grade Redesignation Rate: 2013 - 65% / 2014 - 78%</p> <p>1.9 % increase in AMAO 1: 2012-13: 48.3% / 2013-14: 50.2%</p> <p>7.7% increase in AMAO 2: 5 Year Proficient Rate 2012-13: 42.8% / 2013-14: 50.4%</p>
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LCAP Year: 2014-2015

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>Develop K-12 English Language Development plan that ensures English Language Learners are redesignated within 6 years of entering SVUSD.</p>	<p>See Section III Part B 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 250,000</p>	<p>During summer school in 2014, 4th-8th grade English Learners received instruction in English using the Accelerated Language program for five weeks. Our two middle school piloted Accelerated Language with five classes in 2014-15. In September 2014 we continued with the EL Leadership Committee meeting monthly designing the district's EL philosophy and beliefs. The new ELD standards were reviewed by Jenn Guerrero (SCOE consultant) with our EL Leadership Committee. Beginning in February 2015 we held three EL Leadership Committee meetings facilitated by Toni Beal and Jenn Guerrero (SCOE Consultants) reaching a shared understanding of Integrated and Designated ELD and</p>	<p>EL Leadership Committee release time and hourly pay-15 teachers using 1/2 day substitute and paid 1.5 hourly pay 1000-1999: Certificated Personnel Salaries Supplemental \$9,500.00</p> <p>ELD/ELA Framework Launch Conference 5000-5999: Services And Other Operating Expenditures Other \$7,000.00</p>

selecting curriculum.

The committee agreed on the following for the 2015-16 school year: A minimum of 30 minutes Designated instruction would exist daily K-12 - PD and coaching would be provided throughout the year - Consistent use of materials K-5, 6-8, 9-12 would exist - Students will be grouped homogeneously according to language level. ELD would be the primary focus both Designated and Integrated having different degrees of focus depending on need.

A number of members from the EL Leadership Committee attended the ELD/ELA Framework Launch. The committee reviewed the following curriculum utilizing the toolkit to analyze the merit of the curriculum: Treasures, Avenues, EDGE, INSIDE, 3D English, and Accelerated Language. The committee determined that Treasures was not being used on a consistent enough basis to use the ELD portion of the program for Designated Instruction. Avenues is outdated and will be supported next year, INSIDE did not provide the rigor needed for middle school students, EDGE works well for high school with Beginner to Intermediate students.

The middle schools will continue to use the Accelerated Language program At our last meeting we met as a K-5 group and proposed the following: 4th-5th grades use Accelerated Language as an intensive intervention Designated ELD program since the majority of our 4th and 5th graders are not reaching reclassification by the end of their 6th year in our schools. All Elementary schools agreed to this. It was also proposed that K-3 provide Designated

		<p>ELD instruction using current curriculum and will embed ELD Lesson Design into their lessons with PD from a hired consultant. It was agreed that Karla would meet with elementary principals to determine best how to implement Designated ELD instruction at their site.</p> <p>Karla met with the high school staff and principal regarding ELD for grades 9-12. The staff reviewed EDGE, which they are currently using, Accelerated Language, and 3D English. It was determined that they would continue to use EDGE as they didn't see it much different than 3D English. EDGE will be used for Newcomers and EL students at the Beginner, Early Indeterminate and Intermediate levels for 90 minutes per day. This class will take the place of their English class. EL students at the Early Advanced and Advanced levels will receive 45 minutes per day of Designated Instruction using Accelerated Language. PD and coaching will be provided for all teachers in each of the described programs above beginning in August 2015 and continue throughout the year. Due to the extensive process developing our EL Plan, we did not implement the plan in 2014-15, hence the budget discrepancy of \$158,000.00.</p>	
<p>Scope of Service LEA Wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English</p>		<p>Scope of Service LEA Wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p>	

proficient _ Other Subgroups: (Specify)		_ Other Subgroups: (Specify)	
Develop exit standards and grade level integrated benchmark projects/portfolios (Grades 5, 8 and 9) aligned to SVUSD Strategic Plan goals and graduate profile.	Identify and articulate exit standards. Identify components of integrated benchmark projects to assess exit standards. Begin planning and development of 9th grade integrated project. Cost: Reflected in Goal 4A	Exit standards and grade level integrated benchmark projects/portfolios in Grades 5, 8, and 9 were not developed as the Graduate Profile has just been completed and we needed to work backwards from the Graduate Profile outcome. These benchmarks will be developed in 2015-16. All freshman teams continue to meet to collaborate weekly. Developing integrated projects is one of the priorities discussed during this time. Currently each team has one interdisciplinary project that occurs over one semester (i.e. Fuji: Class Hog/Porkfolio) Next year each team will be looking at extending and strengthening their current interdisciplinary project with a culminating experience. In addition, each team will look towards adopting a like or similar career exploration experience such as Team Olympus has adopted working closely with the SVHS Career Work-Based Learning Coordinator, community volunteers with Teacher Support Network and Kudor Navigator and Naviance.	No time was spent on this action, therefore, no expense was encumbered. 0 Freshman Team Time to Collaborate Cost 1000-1999: Certificated Personnel Salaries Foundation Funds \$90,000
Scope of Service LEA Wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth		Scope of Service LEA Wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth	

<p><input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Support student enrollment and success in Honors and Advanced Placement (AP) courses.</p>	<p>Continue open enrollment policy and ensure counselors and teachers understand and support student enrollment in appropriate Honors and AP courses. Review enrollment data to ensure equity and access for subgroups.</p> <p>Cost: No additional expense anticipated.</p>	<p>SVUSD has an open enrollment policy for all it's courses. Counselors and teachers understand and support student enrollment in appropriate Honors and AP courses. We continue to offer open enrollment of all students with a reverse verification process in place for teacher review and for counselors and students/families to receive the best recommendation and to be able to make an informed decision about appropriate placement.</p>	<p>5% of Counselors time 1000-1999: Certificated Personnel Salaries Base 27,500</p>
<p>Scope of Service SVHS</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service SVHS</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Develop graduate profile that articulates skills, knowledge and dispositions students should have upon graduation.</p>	<p>Articulate graduate profile to identify key benchmarks (knowledge, skills and dispositions) for grades 5, 8, & 9 at grade level or department meetings.</p> <p>Develop District Graduate Profile and adopt after all stakeholders have had input.</p> <p>Review and revise Senior Project to align to Graduate Profile outcomes</p>	<p>Graduate Profile developed that articulates skills, knowledge and dispositions students should have upon graduation.</p> <p>Graduate Profile was reviewed with high school faculty, LCAP Advisory Committee and all middle and elementary sites prior to approval .SVUSD Graduate Profile is being developed with input from the LCAP committee, parent groups, community groups and input from all school sites K-12 in the District. SVHS reviewed</p>	<p>Hourly pay and release time was provided to faculty to develop the Graduate Profile. FTE was assigned at the high school for teacher/s to work on Senior Project. 1000-1999: Certificated Personnel Salaries Base 5,500</p> <p>1000-1999: Certificated Personnel Salaries Base 12,000</p>

	<p>and new state standards (CCSS, ELD, NGSS). Identify and articulate exit standards at grades 5 & 8 aligned to graduate profile.</p> <p>0000: Unrestricted Base 7,000</p>	<p>and revised drafts in Faculty Senate, in department meetings and by online survey. Simultaneously, the components of the Senior Project have been under review by the Senior Project Action Review Committee (SPARC) throughout the year with a parent forum in the fall and student survey in the spring. Components of the Senior Project are measurements of some of the targeted skills, knowledge and dispositions that we expect student to have by the time they graduate from Sonoma Valley High School and are in congruence with the goals of the draft Graduate Profile.</p> <p>Exit standards were not developed for grades 5 & 8 that align to the Graduate Profile.</p> <p>December, 2013: LCAP Team initial conversation about the skills, knowledge and dispositions desired of SVUSD Graduates March, 2014: SVUSD Parent Focus Group participated in a workshop to define desirable characteristics of a graduate June, 2014: District prepared matrix of desirable characteristics Fall, 2014: LCAP working group, led by Sydney Smith, reviewed other district profiles and other external documents, including "Association of Colleges and Universities, "Essential Learning Outcomes." Initial draft written. January, 2015: LCAP Team reviewed draft; provided comments January, 2015: SVHS Faculty Senate reviewed draft, provided comments February, 2015: Survey to high school educators March, 2015: Survey to elementary and</p>	
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		<p>middle school educators April, 2015: Educator comments reviewed and incorporated into current draft</p>	
<p>Scope of Service LEA Wide</p> <hr/> <p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA Wide</p> <hr/> <p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Students will have access to a wide variety of courses in grades 6-12.</p>	<p>Form committee of stakeholders and begin to research and continue to analyze 7 period schedules for SVHS. Committee makes initial recommendations by February 2015 regarding 7 period schedules. 0000: Unrestricted Base 5,000</p>	<p>Recommendation: Faculty Senate and all staff reviewed the 7 period day schedule and made the following recommendation: An adjustment to the current schedule for the 2015-2016 school year will allow more students the option of taking a 7th class in the morning in addition to providing opportunities for remediation classes for Algebra and classes for English Learners with impacting the 6-period schedule. SVHS will monitor the effects of this adjustment to see the impact on student requests for more elective time, additional opportunities for remediation and intervention and to support student who are a part of the academies and AVID.</p>	<p>No additional costs</p>
<p>Scope of Service </p> <hr/> <p><input checked="" type="checkbox"/> All ----- OR:</p>		<p>Scope of Service SVHS</p> <hr/> <p><input checked="" type="checkbox"/> All ----- OR:</p>	

<ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 		<ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	
<p>Low Income Students: Low Income students will be given priority for instructional support programs, including before and after school support programs.</p>	<p>Low Income students will be provided with effective classroom instruction in the core curriculum by highly qualified teachers.</p> <p>Low income students will also be given priority for all instructional support programs, including before and after school support programs, summer programs and blended services.</p> <hr/> <p style="text-align: center;">Supplemental Supplemental and Concentration 430,000</p>	<p>Low Income students were provided effective classroom instruction in the core curriculum by highly qualified teachers. Low Income students were given priority for all instructional support programs, including before and after school, summer and blended service programs. The programs in SVUSD for 2014-15 included: After School Intervention and HW support at the two middle schools, After school Reading Intervention and HW support at all elementary schools, Before School Algebra Support for Freshman, Summer School 2014 Reading and Writing Academy 1st-3rd grades, Summer School Accelerated Language Academy 4th-7th grades, Summer School Bridge to Algebra for 8th grade, Summer School Credit Recovery 9-12th grades. All of these programs will be offered in Summer 2015. Priority will be given to low income students.</p>	<p>After School Interventions 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$150,000.00</p> <hr/> <p>Summer School 2014 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 150,000</p>
<p>Scope of Service LEA-wide</p> <hr/> <p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service </p> <hr/> <p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	

<p>Low Income Students: Have in place effective intervention systems for High School SLCs (freshman teams and Linked Learning Pathways) that ensure students are receiving timely support and are on track to meet A-G graduation requirement upon entering 10th grade.</p>	<p>Continue to develop intervention systems for High School SLCs (freshman teams and Linked Learning Pathways) to ensure students are receiving timely support and are on track to meet A-G graduation requirement upon entering 10th grade.</p> <p>Continue with the development of Linked Learning Pathways at the high school level. Plan and pilot 2nd Linked Learning Pathway.</p> <p>Identify common assessments and rubrics to use across all freshman teams aligned to CCSS.</p> <p>Determine method for reporting students who are on track to complete A-G requirements to create a baseline for future measurements.</p> <p>Develop plan for use of academic achievement data to improve student learning and student academic support. Supplemental</p> <p>Supplemental and Concentration 545,000</p>	<p>Analyze data to determine efficacy of interventions – Data provided by John Kelly has been presented to staff, community organizations and to the School Board to highlight effective programs, including Freshmen Teams and provide data on a-g completion and academic progress. Continued work in this area is expected and welcomed.</p> <p>Counselors monitor student progress each semester in grades 9-12 and advise students about the course work that needs to be completed to stay on the a-g track. Options including repeating a semester, summer course work and online credit recovery are offered to students with parent advising included. Freshmen parent conference nights and information night engage parents and inform them about their students' progress a-g requirements. "0" period Algebra support was implement and offered to assist struggling student in mathematics. A counselor is dedicated to freshmen team and meets regularly with teachers during freshmen team collaboration time for informal student study teams, complete parent outreach, establish parent communication and to monitor social/emotional support. Freshmen Seminar time during the school day focuses on individual student academic needs.</p> <p>Identify common assessments and rubrics to utilize all freshmen teams – Common benchmarks are utilized in</p> <p>The 2014-2015 school year was a planning year for the Sustainable Agriculture Academy. Teacher leaders attended several conferences and</p>	<p>Data Analysis 5000-5999: Services And Other Operating Expenditures Base 100,000</p> <p>Counselors 1000-1999: Certificated Personnel Salaries Base 432,132</p> <p>Release Time for NAF and planning 1000-1999: Certificated Personnel Salaries Other 25,465</p> <p>Release Time for Assessing common benchmarks at the high school 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 4,576</p>
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		<p>spent time out of class planning the course articulation and working with the National Academy Foundation (NAF) representatives as well as connecting with the North Coast Career Pathways Alliance (NCCPA). A work-based learning coordinator was hired in January 2015 to assist and implement externships for academy teachers and organize field trips, lunch time speaker series and internships to assist our student in becoming NAF track certified. Freshmen Team Fuji helped promote and recruit the agriculture academy students for grade 10 for 2015-2016. Rising sophomore nights served as a platform to inform the students and families of this option as well as outreach at community events such as Rotary and Kiwanis.</p> <p>English with Star E administered twice yearly. English teachers meet across teams to align and grade writing assessments. Mathematics teachers are working on calibrating formal assessments to identify students in need of Algebra support. Focus has been on continued implementation of Common Core Mathematics standards and mathematical practices. Team Olympus utilizes the Senior Project rubric for oral presentations and teams will be developing and utilizing this process for teams next year.</p>	
<p>Scope of Service SVHS</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils</p>		<p>Scope of Service SVHS</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils</p>	

<p>_ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p>_ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<p>English Language Learners: English Language Learner (ELL) students will be provided with daily instruction by teachers certified in ELD and direct instruction strategies. English Learning students will be given priority for instructional support programs, including before and after school support programs.</p>	<p>ELL students will be provided with effective classroom instruction by highly qualified CLAD or BCLAD teachers. ELL students will also be given priority for all instructional support programs, including before and after school support programs and blended services.</p> <p>ELL students will receive a high quality ELD program with a focus on ELL students becoming English Proficient after the 6th year in district: A team of educators will meet to develop an ELD Master Plan focused on student achievement. Master plan implementation will begin in February 2015.</p> <p>Research and develop a plan to provide intensive intervention focused on students who remain Intermediate or below on the CELDT at the end of third grade.</p> <p>SVHS will continue to offer college and career preparedness information forums in English and Spanish. Outreach to parents of ELL, SED, and SWD students will be made.</p> <p>All written parent communications will be translated into Spanish. Spanish translation will be offered at all parent meetings.</p> <p>SVUSD will work with community parents in the continuation of English classes for parents and will</p>	<p>ELL students were provided with effective classroom instruction by highly qualified teachers who all have their CLAD or BCLAD certifications. ELL students were given priority for all instructional support programs, including before and after school support programs and blended services. The programs in SVUSD for 2014-15 included: After School Intervention and HW support at the two middle schools, After school Reading Intervention and HW support at all elementary schools, Before School Algebra Support for Freshman, Summer School 2014 Reading and Writing Academy 1st-3rd grades, Summer School Accelerated Language Academy 4th-7th grades, Summer School Bridge to Algebra for 8th grade, Summer School Credit Recovery 9-12th grades. All of these programs will be offered in Summer 2015. Priority will be given to English Language Learners.</p> <p>SVHS offers college and career preparedness information forums in English and Spanish. Outreach to all parents was made. With a College & Career Center that is staffed full-time, students and families continue to be able to avail themselves of services and before school, throughout the day and after school. Family information nights and weekend workshops provide information about the college application process, financial aid and</p>	<p>After School Intervention 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$150,000.00</p> <p>Summer School 2014 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 150,000</p> <p>The EL Leadership Team met using Release Days and Extra Hourly Pay throughout the year. The district hired consultants, Kevin Clark, Toni Beal, and Jenn Guerrero to facilitate decision making and curriculum review. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 5370</p> <p>5000-5999: Services And Other Operating Expenditures Title III 50,000</p> <p>SVUSD provides .2 District Translator services to all sites for parent communication translation. Translators are hired 2000-2999: Classified Personnel Salaries Supplemental and Concentration 18,975</p>

	<p>research opportunities for Spanish classes for teachers.</p> <p>Research bilingual support system for each site to ensure effective communication. Supplemental</p> <p>Supplemental and Concentration 175,000</p>	<p>scholarships and opportunities after high school. College visitation and presentations, as well as workshops are offered to students during the school day. College test preparation support and application support is available. Service learning opportunities and information about options after high school is available. Work permits and work experience are also offered through the Center which works closely with counseling and outside college support agencies.</p> <p>All written parent communication is translated into Spanish and all parent meeting have translation available.</p>	
<p>Scope of Service LEA-wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>English Language Learners: Provide district wide researched-based intervention plans that ensure students receive effective and timely academic support: All schools will identify and implement a model of tiered interventions that support struggling students.</p>	<p>Research and pilot a select number of research-based interventions.</p> <p>District will use data from these interventions to determine most successful intervention programs.</p> <p>RTI and Tiered Systems of Supports (WestEd) and similar programs will be examined to determine possible programs to pilot. Supplemental</p>	<p>All schools have been working on research-based intervention plans that ensure students receive highly effective and timely academic support. The district will establish Screening Assessments to be given district wide three times per year. Sites will establish Diagnostic Assessments to be used for response to intervention. Progress Monitoring will be done at the</p>	<p>C&I Director & Assessment Coordinator Title I Conference attendance 5000-5999: Services And Other Operating Expenditures Title I 4,000</p>

	<p>Supplemental and Concentration 425,000</p>	<p>site to ensure effectiveness of the intervention. Mid-year Writing and Math assessments will be given district wide. Continued work and development in this area will happen in 2015-16. Elementary sites will group students according to ability level during the day 30 minutes a day, middle schools and the high school will differentiate with the classes and provide before and/or after school intervention and support, as well as HW assistance and support.</p> <p>Tiered Systems of Supports will be examined in 2015-16 to determine possible pilot programs using RTI strategies and interventions. The C&I Director and Assessment Coordinator attended a Title I conference and researched assessments and their purpose. The Assessment Coordinator held a teacher forum regarding types of assessments and their use and purpose. This information will guide our decisions regarding district benchmarks and types of assessments. This information will also be presented to administration and academic coordinators who will then help to take the information regarding assessment back to their sites.</p>	
<p>Scope of Service LEA-wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p>		<p>Scope of Service LEA Wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	

<p>_ Other Subgroups: (Specify)</p>			
<p>English Language Learners: Increase Pre-School opportunities by expanding existing program.</p>	<p>Provide high quality professional development for Preschool staff, focusing on the best research based understanding of early childhood learning methods.</p> <p>Continue to offer high-quality pre-school opportunities for socio-economically disadvantaged (SED) and English Learners (ELLs).</p> <p>Investigate challenges to students participating in pre-school. Concentration Foundation Funds 225,000</p>	<p>High quality professional development for Preschool staff is provided by Susan Langer, focusing on the best research based understanding of early childhood learning methods. We will continue to offer high-quality pre-school opportunities for socio-economically disadvantaged and English Learners.</p> <p>Hand Writing and Math Without Tears has been provided to staff. TALLK provides teachers with training and coaching in specific strategies for interacting with the EL. DRPD and sensory integration have been discussed at collaboration meetings with PreSchool directors and teachers.</p> <p>Research has been done investigating challenges to students participating in pre-school. Location and time appears to be the two most pertinent challenges. A number of charter families indicated they make the choice to stay home with their children.</p> <p>A parent survey indicated that many parents are satisfied with our preschools and feel a four hour preschool could prepare their children for kindergarten.</p> <p>Susan Langer continues to search for grants to increase our preschool offerings.</p>	<p>Pre School Principal cost 10% 1000-1999: Certificated Personnel Salaries Special Education 12,000</p> <p>Conferences and PD attended by Pre School staff 5000-5999: Services And Other Operating Expenditures Foundation Funds 5,269</p>
<p>Scope of Service Preschool</p>		<p>Scope of Service PreSchool</p>	
<p>_ All OR: -----</p>		<p>_ All OR: -----</p>	

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<p>Foster Youth: Foster Youth will be given priority for instructional support programs, including before and after school support programs.</p>	<p>Foster Youth will be provided with effective classroom instruction in the core curriculum by highly qualified teachers.</p> <p>Cost: No additional cost anticipated</p> <hr/> <p>Foster Youth will also be given priority for all instructional support programs, including before and after school support programs, summer programs and blended services.</p>	<p>Foster Youth were provided with effective classroom instruction by highly qualified teachers. Foster Youth were given priority for all instructional support programs, including before and after school support programs and blended services. The programs in SVUSD for 2014-15 included:</p> <p>After School Intervention and HW support at the two middle schools, After school Reading Intervention and HW support at all elementary schools, Before School Algebra Support for Freshman, Summer School 2014 Reading and Writing Academy 1st-3rd grades, Summer School Accelerated Language Academy 4th-7th grades, Summer School Bridge to Algebra for 8th grade, Summer School Credit Recovery 9-12th grades. All of these programs will be offered in Summer 2015. Priority will be given to Foster Youth</p>	<p>No additional costs</p>
<p>Scope of Service LEA-wide</p> <hr/> <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<p>Scope of Service LEA Wide</p> <hr/> <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	

<p>Redesignated fluent English proficient: Redesignated fluent English proficient students will be given priority for instructional support programs, including before and after school support programs.</p>	<p>Redesignated fluent EngRedesignated fluent English proficient students will be provided with effective classroom instruction in the core curriculum by highly qualified teachers. lish proficient students will be provided with effective classroom instruction in the core curriculum by highly qualified teachers.</p> <p>Redesignated fluent English proficient students will also be given priority for all instructional support programs, including before and after school support programs, summer programs and blended services.</p> <p>Expand parent education for English Language Learners about redesignation process Supplemental Supplemental and Concentration 355,000</p>	<p>Re designated fluent English proficient students were provided with effective classroom instruction by highly qualified teachers who all have their CLAD or BCLAD certifications. ELL students were given priority for all instructional support programs, including before and after school support programs and blended services. The programs in SVUSD for 2014-15 included: After School Intervention and HW support at the two middle schools, After school Reading Intervention and HW support at all elementary schools, Before School Algebra Support for Freshman, Summer School 2014 Reading and Writing Academy 1st-3rd grades, Summer School Accelerated Language Academy 4th-7th grades, Summer School Bridge to Algebra for 8th grade, Summer School Credit Recovery 9-12th grades. All of these programs will be offered in Summer 2015. Priority will be given to Re designated fluent English proficient students.</p>	<p>Before and After school interventions, Summer School 2014 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 150,000</p> <p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration 150,000</p>
<p>Scope of Service LEA-wide</p> <hr/> <p><input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA Wide</p> <hr/> <p><input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Develop a K-12 English Language Development plan that ensures</p>	<p>No additional allocation anticipated beyond the EL Leadership team</p>	<p>The EL Leadership Team met to develop a plan for ELD instruction for</p>	<p>Release Days Master Plan Revision Committee 1000-1999: Certificated</p>

<p>English Language Learners are redesignated within 6 years of entering SVUSD</p>	<p>which already had an allocated expense.</p>	<p>2015-16. The Master Plan focus was begun, however, it was not completed and will need to be revised in 2015-16. Implementation of ELD Designated Instruction will begin in 2015-16 at all grade levels, including homogeneous grouping, teacher training, and on-going coaching. The EL Leadership Team devised a plan was developed to provide intensive intervention focused on students who remain Intermediate or below on the CELDT at the end of third grade. Beginning in 4th grade all EL's with IEP's will be assessed and a determination will be made for redesignation due to the student's disability being the determining factor for reclassification. All 4th and 5th graders will receive Accelerated Language ELD for a minimum of 30 minutes per day focusing on Grammar, Vocabulary, Writing, Reading.</p>	<p>Personnel Salaries Supplemental and Concentration \$10,000.00</p>								
<table border="1"> <tr> <td data-bbox="100 803 243 878">Scope of Service</td> <td data-bbox="243 803 569 878">LEA Wide</td> </tr> <tr> <td colspan="2" data-bbox="100 878 569 1190"> <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </td> </tr> </table>	Scope of Service	LEA Wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<table border="1"> <tr> <td data-bbox="1031 803 1182 878">Scope of Service</td> <td data-bbox="1182 803 1514 878">LEA Wide</td> </tr> <tr> <td colspan="2" data-bbox="1031 878 1514 1190"> <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </td> </tr> </table>	Scope of Service	LEA Wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		
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<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Changes in Actions and Services: In the 2015-16 LCAP: All Students will graduate ready for college and career. Summary: According to our metrics, met our goals and will continue to provide Preschool, effective interventions at the high school, supporting student enrollment in AP/Honors courses, priority given to low income, EL, foster youth and RFEP students, open access to a wide variety of courses. We did not meet our metrics with EL Designated instruction beginning in 2014-15 and the EL Master Plan completion, therefore we will begin the 2015-16 year with Designated Instruction for all English Learners and will continue the revision of the EL Master Plan.</p> <p>Details:</p> <ul style="list-style-type: none"> Expanding pre school for all students will be in Goal 6. We exceeded our goal by 10% and will be continuing all existing preschools and looking to add one additional preschool in 2015-16. 										

	<ul style="list-style-type: none"> • EL daily designated instruction and the continuation of our ELD K-12 Plan will be in Goal 5. EL Reclassification rates, committee work and parent recommendations from DELAC, and ELD standards indicated the need for Designated ELD instruction at all sites K-12. This will be implemented in 2015-16 at all sites. The ELD Master Plan revision did not get done due to the commitment to designing Designated ELD. The Master Plan will be completed in 2015-16. • Increase in access for students with disabilities to general education classes increased 5.86%. We did not reach the goal of 10% and with input from parents, teachers, and Director of Special Education, we will continue this goal in 2015-16. • Developing Exit standards in Grades 5,8,9 aligned to Strategic Plan and Grad Profile will be in Goal 2. This was not completed this year and will be completed next year. • Effective interventions at the high school Freshman Teams and Linked Learning Pathways to support for students being on track with A-G graduation requirements will continue. Current funding will continue supporting the Freshman Team collaboration time and A+ support class for Freshman students. We established a baseline this year and will base our metric for 2015-16 on an increase in this rate. • EL's receiving effective and timely academic support, will increase our EL reclassification rate. We had a decrease in reclassification at the end of 5th grade and have incorporated --Designated ELD instruction into all EL student's day. Academic support before and after school will also continue. • Supporting student enrollment in Honors and AP courses will continue and funding will be equivalent to this year. • Low Income, Foster Youth, RFEP and EL students given priority in Before and After School Interventions and Summer School and be included in Goal 4. • Development of a Graduate Profile was completed in 2014-15. • Open access to a wide variety of courses will be in Goal 4. Counselors will continue to support open enrollment. <p>Expenditures have been updated in the 2015-16 year goals according to the above changes.</p>
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Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

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

Original GOAL 2 from prior year LCAP:	Goal: Parents and the broader community will be engaged as partners supporting student success. (2A,B,C)	Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Goal Applies to: Schools: All <hr/> Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	Establish baseline. 75% of parents will have at least monthly communication from teachers and/or schools.	Actual Annual Measurable Outcomes: Baseline established with parent survey results below: Strengths Parents identified the areas below as strengths for SVUSD. Where does the LCAP provide support for these areas of strength? <ul style="list-style-type: none"> • Teachers/staff: how to recruit and keep the best teachers • Programs (Prek-12): What is needed to continue what is working? • Community: How are we preserving the strong sense of community, safety and connection in our schools • Parents like the idea that there is "choice" among Elementary schools. Is this something SVUSD supports? • Parents appreciate transportation and meals. How will we keep what we have? Can we expand? • Parents appreciate parenting courses. How can we continue what we have? Can we expand? Challenges Parents identified the following areas as challenges for SVUSD. Where does the LCAP address these challenges? <ul style="list-style-type: none"> • Need more programs and activities • Some parents feel a lack of support and involvement • Diversity of the district is a challenge. It is hard to meet the needs of all students. The demographics of the district have changed; how to meet the needs of the Anglo and Hispanic communities. • Discipline issues • Large classes • Facilities, especially dirty bathrooms

- Technology
- Common Core State Standards
- Lack of social emotional learning and mental health support
- Need more parent classes
- Does the LCAP address support for student who are high achievers, or in the middle? GATE?
- between teachers/parents/students are fundamentally different in Elementary/Middle and High School. As the students get older, teachers have more students to “handle”. Are we okay with this? If not, how will we address this? How can we avoid the situation of a parent finding out a student is failing shortly before graduation? How can we be SURE parent/teacher communication is relevant and timely?

One thing the district should focus on...

What is the district doing in each of these areas?

- Technology (This need to be parsed. What does this mean? Access to it? Teacher training? Suitability in curriculum? How will we pay for greater access through better computer labs)
- Common Core
- Diversity
- (Doing what we can) to attract and retain the best teachers (Recruit early! Recognize that the market is competitive for good teachers)
- Focus on facilities (keep what we already have clean and well-maintained, then focus on major improvements)
- More opportunities for high achieving students
- Extend vocational classes to MS
- Address confusion about reclassification
- Emphasize parent role in student success
- Support readiness for college
- Improve Senior Project experience (2 teachers assigned to Senior Projects, there was a parent debrief at the end of last year, SPARK committee, revised student manual about senior projects, increased use of reminders)
- A number of parents said, “Education”. The LCAP team assumed this mean overall quality of content and instruction/teaching.
- Some LCAP team members were surprised by mention of drop-outs and expulsions. The perception of the LCAP team is that drop-out rates and expulsions are not a problem

100% of parents receive one form of communication from teachers and/or schools ((newsletters, fliers, social media,

	websites and auto-dialers) as monthly communication
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LCAP Year: 2014-2015

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Beginning in preschool classes and continuing until graduation, each site will have a published bilingual plan to communicate regularly with parents.	Research best practices for parent engagement.	<p>We did not breakout the budgeted expenditures by planned actions/services. We totaled the expenditure.</p> <p>The following data was collected in the Fall 2014.</p> <p>Site leader survey about Parent Engagement Parent Surveys, Spring 2012 and 2015 Six Keys to Parent Engagement, Epstein 2002 LCAP meeting input, January 2015 "I Choose" Committee Vision for Parent Engagement</p> <p>Research in best practices for parent engagement will continue in 2015-16. Some site offered after school and evening parent engagement and training sessions through the Community School model at EV and PIQE at Sassari.</p> <p>All schools offer assistance and training on how to access PowerSchool and have computers available at their site for parent use before, during and after school.</p> <p>College and career preparedness information forums were offered and will continue to be offered, as stated in Goal 1.</p>	Parent survey distributed survey data established. Results reported out at LCAP Advisory meeting. 5000-5999: Services And Other Operating Expenditures Base 5,000
	The district and site staff will conduct after school and evening parent engagement and training sessions.		
	Parents of students (K-12) will receive support and training on how to access the PowerSchool information. Computers for parents use will be made available at all school sites and the district office.		
	SVHS will continue to offer college and career preparedness information forums in English and Spanish. Outreach to parents of ELL, SED, and SWD students will be made.		
	Principals will assess current parent engagement/support at site level and include changes/improvement in site plans.		
	Seek funds to hire a parent engagement coordinator to help sites develop programs, consistent with District standards.		
	Each site will develop and begin to implement a parent communication plan that ensures at least monthly communication with all parents. Base 15,000		

		<p>Site Principals all completed site parent surveys to assess current parent engagement and support which include changes/improvements in site plans. SVUSD also conducted a parent survey and results will guide our future parent forums (see data above)</p> <p>Parent Engagement Plans will be developed by all sites in 2015-16. Some sites currently have them. This will ensure monthly communication with parents. Most sites send monthly newsletters and hold monthly PTO and ELAC meetings.</p> <p>We did not seek funds to hire a parent engagement coordinator, but will consider doing this in 2015-16.</p>	
<p>Scope of Service LEA Wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA Wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>School and district advisory councils will continue to provide input into education issues and fiscal oversight.</p>	<p>School site councils and English Learner Advisory Councils (ELAC) will continue to provide input and guide school single plans for academic achievement.</p> <p>The district Local Control and Accountability Plan Team will continue to provide input and</p>	<p>All sites have ELAC and SSC who provide input to the SPSA's. They meet at least 8 times during the school year. After going through FPM, the district has revised it's SPSA cycle and established program evaluations mid year and at the end of the year to guide the following year's site goals. Fiscal</p>	<p>Director of C&I and Administrative Assistant support to sites 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 12,893</p> <p>2000-2999: Classified Personnel Salaries Supplemental and Concentration 7,421</p>

	<p>monitor district progress toward full implementation of the LCAP.</p> <p>All written parent communications will be translated into Spanish. Spanish translation will be offered at all parent meetings.</p> <p>Cost: Work to be done through existing committees and budgets. No new expense anticipated.</p>	<p>monitoring of the site plan and training for Site Councils have been provided. All Site Plan goals tie directly to our LCAP goals.</p> <p>The district established a LCAP Advisory Committee to monitor the LCAP. Two meetings were held during the year with all parts of the LCAP reviewed.</p> <p>All communication to parents is translated into Spanish and translation is provided at all parent meetings.</p>	
<p>Scope of Service LEA Wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA Wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Parents and community members will be welcomed and engaged in the education of the students in SVUSD.</p>	<p>SVUSD will work with SVEF to prepare and publish a grade-by-grade "strategies for school success" for parents.</p> <p>SVSUD staff will work directly with Sonoma Valley Education Foundation (SVEF) staff to meet with community members, sharing the SVUSD Strategic Plan goals.</p> <p>Curriculum will be researched for parent education classes throughout the district.</p> <p>SVUSD will work with community parents in the continuation of</p>	<p>SVUSD finalized it's Parent Guide "strategies for school success", a grade-by-grade publication for all parents. The district continues to work with the SVEF to publish the document for all parents.</p> <p>SVUSD staff works directly with the SVEF collaborating on the LCAP goals related to parent engagement. iChoose is a committee group who campaigns for our schools.</p> <p>Parent education classes throughout</p>	<p>Personnel supporting survey development 5000-5999: Services And Other Operating Expenditures Base 5,000</p>

	<p>English classes for parents and will research opportunities for Spanish classes for teachers.</p> <p>Develop and administer District survey to measure level of parent involvement in key areas.</p> <p>Cost: No additional expense anticipated. Any new expenses would be community funded.</p>	<p>the district varies site by site. The district will conduct regular parent forums related to the CCSS and Assessment. Two parent meetings were held district-wide for Math Acceleration at the middle schools and high school. We will continue to research curriculum for parent education classes that parents were interested in through the parent survey.</p> <p>The SVUSD developed a parent survey and sent it out district-wide. Results are shared above.</p>	
<p>Scope of Service LEA Wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA Wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>English Language Learners: English Language Learners (ELL) students will be provided with daily instruction by teachers certified in ELD and direct instruction strategies. English Learning students will be given priority for instructional support programs, including before and after school support programs.</p> <p>Develop a K-12 English Language Development plan that ensures English Language Learners are redesignated within 6 years of</p>	<p>ELL students will be provided with effective classroom instruction by highly qualified CLAD or BCLAD teachers. ELL students will also be given priority for all instructional support programs, including before and after school support programs and blended services.</p> <p>ELL students will receive a high quality ELD program with a focus on ELL students becoming English Proficient after the 6th year in district: A team of educators will meet to develop an ELD Master</p>	<p>ELL students were provided with effective classroom instruction by highly qualified teachers who all have their CLAD or BCLAD certifications. ELL students were given priority for all instructional support programs, including before and after school support programs and blended services. The programs in SVUSD for 2014-15 included: After School Intervention and HW support at the two middle schools, After school Reading Intervention and HW support at all elementary schools,</p>	<p>Before and After School Intervention, Summer School, Designated ELD classes at AMS and AHMS additional sections 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 150,000</p> <p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration 350,887</p> <p>EL Leadership Team Release time and extra hourly pay allotted for Team participation. ELA/ELD Framework Launch conference attendance 1000-</p>

<p>entering SVUSD</p>	<p>Plan focused on student achievement. Master plan implementation will begin in February 2015.</p> <p>Research and develop a plan to provide intensive intervention focused on students who remain Intermediate or below on the CELDT at the end of third grade.</p> <p>SVHS will continue to offer college and career preparedness information forums in English and Spanish. Outreach to parents of ELL, SED, and SWD students will be made.</p> <p>All written parent communications will be translated into Spanish. Spanish translation will be offered at all parent meetings.</p> <p>SVUSD will work with community parents in the continuation of English classes for parents and will research opportunities for Spanish classes for teachers.</p> <p>Research bilingual support system for each site to ensure effective communication. Supplemental</p> <p>Supplemental and Concentration 175,000</p>	<p>Before School Algebra Support for Freshman, Summer School 2014 Reading and Writing Academy 1st-3rd grades, Summer School Accelerated Language Academy 4th-7th grades, Summer School Bridge to Algebra for 8th grade, Summer School Credit Recovery 9-12th grades. All of these programs will be offered in Summer 2015. Priority will be given to English Language Learners.</p> <p>The EL Leadership Team met to develop a plan for ELD instruction for 2015-16. The Master Plan focus was begun, however, it was not completed and will need to be revised in 2015-16. Implementation of ELD Designated Instruction will begin in 2015-16 at all grade levels, including homogeneous grouping, teacher training, and on-going coaching. The EL Leadership Team devised a plan was developed to provide intensive intervention focused on students who remain Intermediate or below on the CELDT at the end of third grade. Beginning in 4th grade all EL's with IEP's will be assessed and a determination will be made for redesignation due to the student's disability being the determining factor for reclassification. All 4th and 5th graders will receive Accelerated Language ELD for a minimum of 30 minutes per day focusing on Grammar, Vocabulary, Writing, Reading.</p> <p>SVHS offers college and career preparedness information forums in English and Spanish. Outreach to all parents was made. With a College & Career Center that is staffed full-time, students and families continue to be</p>	<p>1999: Certificated Personnel Salaries Supplemental and Concentration 8,432</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 4319</p>
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		<p>able to avail themselves of services and before school, throughout the day and after school. Family information nights and weekend workshops provide information about the college application process, financial aid and scholarships and opportunities after high school. College visitation and presentations, as well as workshops are offered to students during the school day. College test preparation support and application support is available. Service learning opportunities and information about options after high school is available. Work permits and work experience are also offered through the Center which works closely with counseling and outside college support agencies.</p> <p>All written parent communication is translated into Spanish and all parent meeting have translation available.</p>	
<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>LEA Wide</p>
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Changes in Actions and Services for 2015-16: Parents and the broader community will be engaged as partners supporting student success.</p> <p>Summary: We established baseline data from parents. Changes in our actions for 2015-16 will reflect more parent forums informing parents of Common Core Content and Practice standards in Literary and Math. We will also continue to increase parent engagement at the school sites with Parent Engagement Plans incorporated into each Site Plan.</p>		

	<p>Details:</p> <ul style="list-style-type: none">• We met our goal of 75% documents for parents published in Spanish and English and this will continue at the 100% metric. No budget changes will be made differently.• English Learners receiving designated EL instruction is redundant in this goal and will be included in Goal 5. This was addressed in Goal 1 update.• Site Council, ELAC, PTO oversight will be continued and moved to Goal 8. Parent engagement will continue.• The grade by grade expectations document developed by the district and the SVEF will be included in Goal 8. Funding for this will decrease as we will only be funding the publication and not the development of the document. <p>Expenditure updates are indicated in the 2015-16 plan accordingly.</p>
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Complete a copy of this table for each of the LEA’s goals in the prior year LCAP. Duplicate and expand the fields as necessary.

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

Original GOAL 3 from prior year LCAP:	Goal: Student' physical, social and emotional well-being will be addressed and students will have positive relationships with peers and adults. (3A,B, C)	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	80% of students will report positive relationships with their teachers, site leaders and peers via CHKS Student suspension, expulsion, and drop-out rates will remain low. Students will continue to feel safe at school. Decrease by 5% students who need improvement on physical fitness test	Actual Annual Measurable Outcomes: 90% of students report feeling safe or very safe at school (reported on the California Healthy Kids Survey) Suspension Rate at 3.70% Expulsion Rate at .50% Truancy Rate at 5.30% 3% decrease in 5th Grade Physical Fitness Test students who need improvement - 2013-38.2% / 2014 - 35.2% No decrease in 9th Grade Physical Fitness Test student who need improvement - 2013 -33%/201433%	
LCAP Year: 2014-2015			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Assess current student support services and determine how to improve or expand.	Inventory current student support services; identify gaps and possible solutions. Continue to offer high quality Special Education services. Take back 3 special day classes for students with disabilities currently provided by SCOE.	Gathered information on support services - surveyed staff and programs. Identified and trained one pilot site for BEST (Building Effective Schools together) which is a schoolwide positive behavior support program. Two additional schools will be trained in the fall 2015. Follow up on Restorative Practices will happen and we will make determinations for next steps. SVUSD offers high quality Special	Director of Special Education salary and special ed trainings /SCOE Preschool Principal / Take back classes cost. Special Education 7,974,550 take back classes Special Education 800,000

		<p>Education services. The SCOE take back special day classes are running successfully and parents are generally very pleased.</p>	
<p>Scope of Service LEA Wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Special Education</u></p>		<p>Scope of Service LEA Wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Special Education</u></p>	
<p>Identify and implement targeted-intervention programs focused maintaining high attendance rates, increased graduation rates and decreased discipline rates.</p>	<p>Data will be collected and analyzed regarding drop-outs K-12. Specific data will focus on drop-out codes, looking at the number of students who begin in 7th grade and complete 12th grade.</p> <p>Parents of students who are chronically absent (elementary level) will be contacted by the school site and sent a letter of concern</p> <p>The District's truancy policy will be reviewed and updated along with modifications needed to PowerSchool to better track students with chronic absenteeism.</p> <p>Research site-based positive behavior support systems that promote a safe school (anti-bullying, resiliency, etc.). Make recommendations for possible pilot programs.</p> <p>Inventory and assess current</p>	<p>Data was collected and analyzed regarding the following: Drop Outs = 3%</p> <p>School attendance letters are sent to parents of students: 1st Truancy letter sent if student is absent 3 or more times 2nd Truancy letter sent upon the next unexcused absence If issue continues, a SART (School Attendance Review Team) Contract is signed and meeting held with parent 3rd Truancy letter sent upon the 5th or more unexcused absence and this letter is copied to the District Attorney's office If the issue doesn't improve we hold a School Attendance Review Board (SARB) at the district office where a contract is signed and copied to County Office of Education and District</p>	<p>Creekside visit to Laguna High School cost/ Student Serviced Director/Principal Creekside/VP Creekside 1000-1999: Certificated Personnel Salaries Base 121,000</p> <p>5000-5999: Services And Other Operating Expenditures Base 2,000</p>

	<p>interventions /student support to determine if they should be continued, expanded, modified or eliminated.</p> <p>Research support curricula/programs, such as Responsive Classroom, Safe School Ambassadors and comparable programs and make recommendations for possible district wide pilots.</p> <p>Develop and implement system for collecting and analyzing attendance, suspension, and expulsion data at least monthly through student services.</p> <p>Provide training for school office managers for appropriate programs and policies. 0000: Unrestricted Base 65,000</p>	<p>Attorney</p> <p>The district updated it's truancy procedure by modifying PowerSchool to automatically account for the truancy and track and produce truancy letters. This will be in place for the 2015-16 school year.</p> <p>HR Dept and SCOE provided training for office managers on SARB procedures,</p> <p>Pilot program using restorative practices at our Alternative school, Creekside, in 2015-16. A Team from the program visited Laguna High School's program and researched restorative practices prior to agreeing to pilot.</p> <p>Student services share the existing systems for collecting and analyzing attendance, suspension and expulsion data with office managers.</p>	
<p>Scope of Service LEA Wide</p> <hr/> <p>X All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA Wide</p> <hr/> <p>X All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Continue to strengthen relationships with community partners (non-profit</p>	<p>Work with community partners to identify needs and gaps to improve</p>	<p>SVUSD works closely with the Boys and Girls Club who provides our ASES</p>	<p>B&G Club 5000-5999: Services And Other Operating Expenditures After</p>

<p>organizations) to develop a system of student supports. (SVEF, BGC, SAY, ASES, Teen Services, Mentoring, LaLuz, United Way, Schools of Hope, etc...)</p>	<p>student support. Identify processes to assess current programs and supports. Cost: No cost anticipated</p>	<p>programs at four elementary sites and one middle school. The SVEF is a critical partner and the district continues a very strong relationship with them, collaborating regarding programs that support our students. (summer school,</p>	<p>School Education and Safety (ASES) 428,000</p>
<p>Scope of Service LEA Wide</p> <hr/> <p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p>Scope of Service LEA Wide</p> <hr/> <p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<p>Continue to offer high quality Special Education services. Increase the continuum of Special Education options within SVUSD.</p>	<p>Special Education: Maintain high quality of student/teacher relationships: Continue to monitor student satisfaction with adult and student relationships. 8,250,582 Continue to provide students with a range of enrichment activities, such as art, music, drama, sports, and clubs: measure student participation in extracurricular clubs and activities. Special Education</p>	<p>SVUSD maintains a ratio of 71.19% of SWD are enrolled or participating in general education classes K-12.</p>	<p>Director of Special Education salary 1000-1999: Certificated Personnel Salaries Special Education 14,000.00</p>
<p>Scope of Service LEA Wide</p> <hr/> <p><input type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient</p>		<p>Scope of Service LEA Wide</p> <hr/> <p><input type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify)</p>	

<input checked="" type="checkbox"/> Other Subgroups: (Specify) Special Education		Special Education	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	<p>Change in Actions/Services 2015-16: Student's physical, social and emotional well-being will be addressed and students will have positive relationships with peers and adults.</p> <p>Summary: According to our metrics, parent and staff feedback, we will continue with the goals in this section.</p> <p>Details:</p> <ul style="list-style-type: none"> • Special Ed services will be included in Goal and continued improvement will be sought. This was updated in Goal 1 update and is redundant in this section. • Decrease in discipline, increased Graduation rates, and Social and Emotional health increases will be included in Goal 3. We met our goal of students feeling safe on campus, however, we will continue implementing BEST at school sites and begin to research Restorative Justice practices. Feedback from principals, parents, and Director of Special Services indicate interest in this and the budget has been adjusted accordingly. We set baseline data and will increase from that. • Physical Fitness will be included in Goal 7. We did not meet our goal and will adjust the goal to a decreased percentage of students needing improvement on the physical fitness test. <p>Community partners will be included in Goal 8. Our partnership with community organizations will continue and budgeted allocations will remain the same.</p> <p>High attendance rates will be included in Goal 6.</p> <p>Expenditures are noted in each of the above areas.</p>		

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

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

Original GOAL 4 from prior year LCAP:	Goal: All educators will be supported in implementing the Common Core State Standards through systemic professional development and professional learning/ collaboration opportunities in the following areas: A) Building instructional capacity of teachers and administrators; B) Aligning curriculum and instruction to Common Core; C) Establishing a system of assessments that includes use of assessment cycles every 6-8 weeks and regularly using data to continuously improve teaching and learning which includes providing timely support; D) Providing increased time and opportunities for professional learning.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
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Goal Applies to:	Schools: All				
	Applicable Pupil Subgroups:	All			

Expected Annual Measurable Outcomes:	Baseline data on students' experience of classroom CCSS instructional shifts. E.g. increased use of informational text, increased request to provide evidence to support arguments and compare multiple sources of evidence. Students will begin to receive more timely feedback as teachers research and pilot system that ensures timely feedback in mathematics and literacy through formative assessment cycles. Over 86% of teachers will continue to rate PD as Effective or Very Effective.	Actual Annual Measurable Outcomes:	Baseline data was collected on students' experience of classroom instructional shifts in the Leads classrooms in Elementary Math, Secondary Literacy and Math. The data showed growth in each case. We did not research or pilot a system that ensures timely feedback in mathematics and literacy Over 86% of teachers rated PD days Effective or Very Effective.
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LCAP Year: 2014-2015

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Build instructional leadership capacity of teachers and administrators.	Continue four Common Core Leadership Committees (secondary literacy and math, Elementary literacy and math	CCSS Lead Committees consisted of K-5 Math and Literacy, 6-12 Math and Literacy with over 50 teachers trained as teacher leads in Literacy and Math. The district professional development plan was developed by the Leads and District Coaches and was run by the Leads (using the teachers training teachers model)	CCSS Coaches, CCSS Lead Stipends, After School CCSS Workshops where people were paid hourly, Additional pay for leads to present at PD days 0000: Unrestricted Other 352,000
	Develop and implement district professional development plan for Common Core implementation through the CCSS Leads Committees.		
	Train teachers and administrators to		

	<p>serve as coaches or facilitators of professional learning in grade levels, departments and at their sites. Utilize external coaches to build capacity.</p> <p>Repurpose/restructure existing meetings, collaboration times; after school workshops, administrator meetings and professional development days to ensure they are primarily focused on improving teaching and student learning.</p> <p>Analyze challenges for increasing instructional leadership capacity.</p> <p>Increase the opportunities and support for administrators and teachers to serve as instructional leaders.</p> <p>Pilot program to build instructional leadership capacity of administrators and teachers. Base 355,000</p>	<p>Three external coaches were used this year: MaryAnn Nickel, SSU professor for K-5 Literacy, Nancy Case-Rico K-12 Literacy Coach, Megan Taylor, SSU professor 6-12 Math Coach. CCSS Leads were trained to lead the professional development for all teachers on the five PD days. Trainings were held during department collaboration and articulation meetings throughout the year as well.</p> <p>Grade Level collaboration meetings, department meetings and after school workshops provided professional development in the CCSS, both content and practice driven. Many of the grade level meetings and department collaboration meetings were lead by the CCSS Leads.</p> <p>The challenges for increasing instructional leadership capacity in both administration and teachers lies with time and money. Our district devoted \$1,000,000.00 above beyond the CCSS monies from the state and we continue to expand our instructional leadership capacities. Principals were asked to attend all CCSS Lead meetings in either Literacy or Math. This was a challenge due to the demands put on principals, especially our elementary principals who do not have Vice Principals at the sites. Many times they would need to leave the meeting early or arrive late. The challenge for building instructional leadership with our teachers comes with the release time out of class. Many teachers do not want to be out of the classroom. An additional challenge we found is finding the right coach to lead the CCSS Leads</p>	
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		<p>group. Our greatest success has been with the CCSS Elementary Math Leads and the Secondary Literacy Leads groups, as we had veteran teachers from our own district leading those groups who had taught in the grade levels the teachers were from.</p> <p>We will continue to build instructional leadership and provide support for our administrators and teachers in 2015-16. We will be expanding the Secondary Literacy CCSS Leads group to include a new cohort of teachers who will be led by our Literacy Coach, as well as, by the first cohort of leads who have had two years of experience as leads.</p> <p>We will also be continuing to look at the Sanger model and building more PLC work into our work in Sonoma.</p>	
<p>Scope of Service LEA Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA WIDE</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Align curriculum and instruction to Common Core: District educators will research curriculum and resources and begin alignment.</p>	<p>Utilize appropriate district committees to review and recommend curriculum and resources needed for new state standards.</p> <p>The C & I department will support the selection, training and implementation of instructional resources aligned to new state</p>	<p>C & I analyzed the current adoption calendar and cycle of the CCSS Frameworks and Adoptions. Most teachers have reviewed the Math and ELA/ELD standards and adapted their instruction to the new standards while using the curriculum they currently have. This has been a two year work in progress. The math curriculum that was</p>	<p>Director C&I Salary/Literacy Coach pilot lead 1000-1999: Certificated Personnel Salaries Common Core Standards Implementation Funds 17,465</p> <p>1000-1999: Certificated Personnel Salaries Base 12,456</p>

	<p>standards. Base 36,000</p>	<p>received last year, did not meet our CC needs for elementary so teachers used Engage New York and Georgia curriculum and embedded the math practices into existing curriculum. Our focus was on the five practices in math. In secondary, the middle and high schools continued to use CPM and the new CCSS CPM materials were purchased. Elementary also is in the process of piloting Units of Study in Writing and will continue into 2015-16. Our plans for next year are as follows: Elementary Continue pilot of Units of Study in Writing Possible pilot of Units of Study in Reading Review and pilot ELD/ELA materials beginning in November when they are released with Adoption to be implemented in 2016-17. Pilot Math curriculum and implement Adopted materials in 2016-17 Secondary Adopt CPM materials at the middle schools Pilot K-12 ELA/ELD curriculum to implement adoption in 2016-17 Pilot Accelerated Language ELD curriculum in ELD classes</p> <p>We will be following the CDE guidelines for instructional materials adoptions and have modified the CDE toolkit as a tool for analyzing the curriculum to ensure all elements of CCSS are included.</p> <p>A representative group from each site will be included in any pilots we do. Time will be taken to share all materials and outcomes with faculty along the way.</p>	
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		<p>A component of training and on-going coaching will be included in the adoption of new materials and our plan would be to include our CCSS Leads in this coaching piece, continuing to build the instructional capacity of our teachers.</p> <p>All material adoptions go through out CAC which meets monthly and is being re-established now that their are new materials to adopt.</p>	
<p>Scope of Service LEA Wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA WIDE</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Establish a system of assessment that regularly informs instruction and provides timely student support. This system will include use of common assessments (including performance tasks, SBAC/CAASP assessments, other formative assessments and district benchmark tests), collaborative analysis of data and student work, collaborative reflection of changes in classroom teaching and learning and timely student support.</p>	<p>District Benchmark assessments (including performance tasks, STAR E, writing and others) will be used to assess student growth regularly throughout the year. A schedule and process will be established for teams to give benchmark assessments, enter data in Illuminate and collaboratively discuss the results.</p> <p>An assessment schedule will be established for regularly reviewing student achievement data at the grade level/department, site and district levels. This will include use of common assessments including</p>	<p>District Benchmarks were established and a calendar included Benchmark administration, scores entered in Illuminate, and Cycle of Inquiries held at grade level and department meetings as necessary. These benchmarks included STAR E, Writing Benchmarks, Performance Tasks and Reading fluency all being given 3 times per year. We have not had math assessments for two years due to the shift in mathematical practices. We wanted our teachers to focus on the practices while transitioning to the CCSS content standards. Now that we have seen the SBAC interim and practice</p>	<p>Assessment Coordinator salary / After school meetings and forums to discuss assessment, etc. 1000-1999: Certificated Personnel Salaries Base 45,091</p>

	<p>but not limited to district benchmarks. Other assessments may include performance tasks, common unit assessments or common formative assessments.</p> <p>Teachers and administrators will be trained to use Illuminate (data system) and will enter information for common assessments.</p> <p>Smarter Balanced (SBAC)/California Assessment of Student Performance and Progress (CAASPP) formative and interim assessments will be piloted in English language arts and mathematics.</p> <p>Common formative assessments will be identified and piloted including Smarter Balanced (SBAC) in each grade level or department.</p> <p>Research and identify common continuous improvement processes for using data, looking at student work, reflecting on teaching and providing timely student support for grade level/department meetings.</p> <p>Research and determine needed changes to update K-5 report cards to align to common core and new assessments. Evaluate samples from other districts and recommend and updated report card for use in 2015-16 Base 43,200</p>	<p>assessments, we will be implementing Math benchmarks at all schools next year.</p> <p>All our schools have Early Release on Wednesdays to allow for grade level collaboration and department collaboration 3 weeks per month. During these meetings CCSS practices and student work analysis takes place. One meeting per month is used for district wide grade level department collaboration. A few of our elementary schools have implemented PLC's with release time for teachers to analyze data and discuss student work in addition to the grade level meeting times.</p> <p>Teachers and administrators have been trained by our Assessment Coordinator to use Illuminate. In addition, our Academic Coordinators and EL Managers have been trained extensively and provide data for administration and teachers at each site. AC's and EL managers receive monthly training and collaboration with the Assessment Coordinator.</p> <p>We piloted the SBAC interim assessments in Math and English Language Arts this year in the following grade levels: ELA-8th at AHMS and 3rd at Flowery Math - all 6th, 7th, and 8th and 11th / 4th and 5th at Flowery</p> <p>Some sites and grade levels use common formative assessments within their site.</p>	
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		<p>Researching and identifying common continuous improvement processes for using data, looking at student work, reflecting on teaching and providing timely student support was not formally addressed this year. Some site do this during their collaboration time each month. We discovered that many of our common assessments were not aligned to CCSS and there were many inconsistencies in the protocol and procedures. The district started to get some of the assessment aligned and this work will need to continue next year.</p> <p>The district updated and revised the Elementary Report Card to align to common core. Our report card is a standards based report card which is a big shift from our previous one. We evaluated samples from other districts and involved the CCSS elementary Literacy and Math leads in this process. Administrators, Leads and the Assessment Coordinator facilitated meetings throughout the year with all teachers. A final report card was adopted and will be put into Illuminate for teachers to use in 2015-16. PD and support in the fall will be provided to all teachers prior to giving the report cards to parents. Parents will also be shown the new report card in the fall at PTO, ELAC, and DELAC meetings as well as the fall parent/teacher conferences.</p>																					
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<p>_ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p>_ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<p>Provide increased time and opportunities for professional learning and collaboration focused on new state standards (Common Core, English Language Development and Next Generation Science): Provide teachers with ongoing professional development and collaboration time focused on instructional shifts required by new state standards.</p>	<p>Have teacher leads work with coaches (internal and external) and principals to co-lead professional learning /development at grade level meetings, staff meetings and professional development days.</p> <p>A professional development plan will outline all activities provided to SVUSD educators throughout the year. Existing meeting or collaboration times will be used primarily for professional learning and collaboration. Surveys will be given to assess quality and use of meeting or collaboration times.</p> <p>Cost: Work to be done through existing professional learning days. No additional cost anticipated.</p>	<p>The SVUSD held five PD days for all teachers with the focus on CCSS content and practice standards. These days were led by our CCSS coaches and leads, with additional outside consultants involved. In addition, our Special Education Director and Pre-School Principal led professional development with Special Education teachers and Pre-School teachers during monthly collaboration meetings and PD days.</p> <p>Our PD plan included the following: 5 PD days for all teachers 4 CCSS Lead Release Days for over 50 Leads 5 After School CCSS Lead Meetings for over 50 Leads 8 Grade Level/Dept Collaboration for all teachers 5 Elementary Literacy After School Workshops 5 Elementary Math After School Workshops</p> <p>Surveys were conducted after each of the five PD days and over 86% of the teachers rated the trainings effective or very effective. Each of the consecutive PD days were aligned and planned using the feedback from our teachers.</p>	<p>1000-1999: Certificated Personnel Salaries Base 496,165</p> <p>1000-1999: Certificated Personnel Salaries Common Core Standards Implementation Funds 308,000</p>
<p>Scope of Service LEA Wide</p>		<p>Scope of Service LEA Wide</p>	

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<p>Low Income Students: Low Income students will be given priority for instructional support programs, including before and after school support programs.</p>	<p>Low Income students will be provided with effective classroom instruction in the core curriculum by highly qualified teachers.</p> <p>Low income students will also be given priority for all instructional support programs, including before and after school support programs, summer programs and blended services.</p> <hr/> <p>Supplemental Concentration 430,000</p>	<p>Low Income students were provided effective classroom instruction in the core curriculum by highly qualified teachers. Low Income students were given priority for all instructional support programs, including before and after school, summer and blended service programs. The programs in SVUSD for 2014-15 included: After School Intervention and HW support at the two middle schools, After school Reading Intervention and HW support at all elementary schools, Before School Algebra Support for Freshman, Summer School 2014 Reading and Writing Academy 1st-3rd grades, Summer School Accelerated Language Academy 4th-7th grades, Summer School Bridge to Algebra for 8th grade, Summer School Credit Recovery 9-12th grades. All of these programs will be offered in Summer 2015. Priority will be given to low income students.</p>	<p>Summer School, After school intervention, etc 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 300,000</p>
<p>Scope of Service LEA-wide ----- _ All OR: <input checked="" type="checkbox"/> Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English</p>		<p>Scope of Service LEA Wide ----- _ All OR: <input checked="" type="checkbox"/> Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient</p>	

proficient _ Other Subgroups: (Specify)		_ Other Subgroups: (Specify)	
<p>Low Income Students: Have in place effective intervention systems for High School SLCs (freshman teams and Linked Learning Pathways) that ensure students are receiving timely support and are on track to meet A-G graduation requirement upon entering 10th grade.</p>	<p>Continue to develop intervention systems for High School SLCs (freshman teams and Linked Learning Pathways) to ensure students are receiving timely support and are on track to meet A-G graduation requirement upon entering 10th grade.</p> <p>Continue with the development of Linked Learning Pathways at the high school level. Plan and pilot 2nd Linked Learning Pathway.</p> <p>Identify common assessments and rubrics to use across all freshman teams aligned to CCSS.</p> <p>Determine method for reporting students who are on track to complete A-G requirements to create a baseline for future measurements.</p> <p>Develop plan for use of academic achievement data to improve student learning and student academic support. Supplemental Concentration 545,000</p>	<p>Analyze data to determine efficacy of interventions – Data provided by John Kelly has been presented to staff, community organizations and to the School Board to highlight effective programs, including Freshmen Teams and provide data on a-g completion and academic progress. Continued work in this area is expected and welcomed.</p> <p>Counselors monitor student progress each semester in grades 9-12 and advise students about the course work that needs to be completed to stay on the a-g track. Options including repeating a semester, summer course work and online credit recovery are offered to students with parent advising included. Freshmen parent conference nights and information night engage parents and inform them about their students' progress a-g requirements. "0" period Algebra support was implement and offered to assist struggling student in mathematics. A counselor is dedicated to freshmen team and meets regularly with teachers during freshmen team collaboration time for informal student study teams, complete parent outreach, establish parent communication and to monitor social/emotional support. Freshmen Seminar time during the school day focuses on individual student academic needs.</p> <p>Identify common assessments and rubrics to utilize all freshmen teams – Common benchmarks are utilized in</p> <p>The 2014-2015 school year was a planning year for the Sustainable</p>	<p>This allocation was indicated in Goal 1 with the same actions and expenditures.</p>

		<p>Agriculture Academy. Teacher leaders attended several conferences and spent time out of class planning the course articulation and working with the National Academy Foundation (NAF) representatives as well as connecting with the North Coast Career Pathways Alliance (NCCPA). A work-based learning coordinator was hired in January 2015 to assist and implement externships for academy teachers and organize field trips, lunch time speaker series and internships to assist our student in becoming NAF track certified. Freshmen Team Fuji helped promote and recruit the agriculture academy students for grade 10 for 2015-2016. Rising sophomore nights served as a platform to inform the students and families of this option as well as outreach at community events such as Rotary and Kiwanis.</p> <p>English with Star E administered twice yearly. English teachers meet across teams to align and grade writing assessments. Mathematics teachers are working on calibrating formal assessments to identify students in need of Algebra support. Focus has been on continued implementation of Common Core Mathematics standards and mathematical practices. Team Olympus utilizes the Senior Project rubric for oral presentations and teams will be developing and utilizing this process for teams next year.</p>	
<p>Scope of Service SVHS</p> <hr/> <p><input type="checkbox"/> All <input checked="" type="checkbox"/> OR: <input checked="" type="checkbox"/> Low Income pupils</p>		<p>Scope of Service SVHS</p> <hr/> <p><input type="checkbox"/> All <input checked="" type="checkbox"/> OR: <input checked="" type="checkbox"/> Low Income pupils</p>	

_ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
<p>English Language Learners: English Language Learners (ELL) students will be provided with daily instruction by teachers certified in ELD and direct instruction strategies. English Learning students will be given priority for instructional support programs, including before and after school support programs.</p> <p>Develop a K-12 English Language Development plan that ensures English Language Learners are redesignated within 6 years of entering SVUSD</p>	<p>ELL students will be provided with effective classroom instruction by highly qualified CLAD or BCLAD teachers. ELL students will also be given priority for all instructional support programs, including before and after school support programs and blended services.</p> <p>ELL students will receive a high quality ELD program with a focus on ELL students becoming English Proficient after the 6th year in district: A team of educators will meet to develop an ELD Master Plan focused on student achievement. Master plan implementation will begin in February 2015.</p> <p>Research and develop a plan to provide intensive intervention focused on students who remain Intermediate or below on the CELDT at the end of third grade.</p> <p>SVHS will continue to offer college and career preparedness information forums in English and Spanish. Outreach to parents of ELL, SED, and SWD students will be made.</p> <p>All written parent communications will be translated into Spanish. Spanish translation will be offered at all parent meetings.</p> <p>SVUSD will work with community parents in the continuation of English classes for parents and will</p>	<p>ELL students were provided with effective classroom instruction by highly qualified teachers who all have their CLAD or BCLAD certifications. ELL students were given priority for all instructional support programs, including before and after school support programs and blended services. The programs in SVUSD for 2014-15 included:</p> <p>After School Intervention and HW support at the two middle schools, After school Reading Intervention and HW support at all elementary schools, Before School Algebra Support for Freshman, Summer School 2014 Reading and Writing Academy 1st-3rd grades, Summer School Accelerated Language Academy 4th-7th grades, Summer School Bridge to Algebra for 8th grade, Summer School Credit Recovery 9-12th grades. All of these programs will be offered in Summer 2015. Priority will be given to English Language Learners.</p> <p>The EL Leadership Team met to develop a plan for ELD instruction for 2015-16. The Master Plan focus was begun, however, it was not completed and will need to be revised in 2015-16. Implementation of ELD Designated Instruction will begin in 2015-16 at all grade levels, including homogeneous grouping, teacher training, and on-going coaching. The EL Leadership Team devised a plan was developed to</p>	<p>This allocation was indicated in Goal 1 with the same actions and expenditures.</p>

	<p>research opportunities for Spanish classes for teachers.</p> <p>Research bilingual support system for each site to ensure effective communication. Supplemental</p> <p>Concentration 175,000</p>	<p>provide intensive intervention focused on students who remain Intermediate or below on the CELDT at the end of third grade. Beginning in 4th grade all EL's with IEP's will be assessed and a determination will be made for redesignation due to the student's disability being the determining factor for reclassification. All 4th and 5th graders will receive Accelerated Language ELD for a minimum of 30 minutes per day focusing on Grammar, Vocabulary, Writing, Reading.</p> <p>SVHS offers college and career preparedness information forums in English and Spanish. Outreach to all parents was made. With a College & Career Center that is staffed full-time, students and families continue to be able to avail themselves of services and before school, throughout the day and after school. Family information nights and weekend workshops provide information about the college application process, financial aid and scholarships and opportunities after high school. College visitation and presentations, as well as workshops are offered to students during the school day. College test preparation support and application support is available. Service learning opportunities and information about options after high school is available. Work permits and work experience are also offered through the Center which works closely with counseling and outside college support agencies.</p> <p>All written parent communication is</p>	
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		translated into Spanish and all parent meeting have translation available.					
<table border="1"> <tr> <td data-bbox="92 224 243 302">Scope of Service</td> <td data-bbox="243 224 569 302">LEA Wide</td> </tr> </table> <p> <input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </p>	Scope of Service	LEA Wide		<table border="1"> <tr> <td data-bbox="1031 224 1182 302">Scope of Service</td> <td data-bbox="1182 224 1514 302">LEA Wide</td> </tr> </table> <p> <input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </p>	Scope of Service	LEA Wide	
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<p>English Language Learners: Provide district wide researched-based intervention plans that ensure students receive effective and timely academic support: All schools will identify and implement a model of tiered interventions that support struggling students.</p>	<p>Research and pilot a select number of research-based interventions.</p> <p>District will use data from these interventions to determine most successful intervention programs.</p> <p>RTI and Tiered Systems of Supports (WestEd) and similar programs will be examined to determine possible programs to pilot. Supplemental Concentration 425,000</p>	<p>All schools have been working on research-based intervention plans that ensure students receive highly effective and timely academic support. The district will establish Screening Assessments to be given district wide three times per year. Sites will establish Diagnostic Assessments to be used for response to intervention. Progress Monitoring will be done at the site to ensure effectiveness of the intervention. Mid-year Writing and Math assessments will be given district wide. Continued work and development in this area will happen in 2015-16. Elementary sites will group students according to ability level during the day 30 minutes a day, middle schools and the high school will differentiate with the classes and provide before and/or after school intervention and support, as well as HW assistance and support.</p> <p>Tiered Systems of Supports will be examined in 2015-16 to determine possible pilot programs using RTI</p>	<p>EL Coordinator Salary 1000-1999: Certificated Personnel Salaries Base 47,765</p>				

		<p>strategies and interventions. The C&I Director and Assessment Coordinator attended a Title I conference and researched assessments and their purpose. The Assessment Coordinator held a teacher forum regarding types of assessments and their use and purpose. This information will guide our decisions regarding district benchmarks and types of assessments. This information will also be presented to administration and academic coordinators who will then help to take the information regarding assessment back to their sites.</p>	
<p>Scope of Service LEA Wide</p> <hr/> <p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA Wide</p> <hr/> <p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>English Language Learners: Increase Pre-School opportunities by expanding existing program.</p>	<p>Provide high quality professional development for Preschool staff, focusing on the best research based understanding of early childhood learning methods.</p> <p>Continue to offer high-quality pre-school opportunities for socio-economically disadvantaged (SED) and English Learners (ELLs).</p> <p>Investigate challenges to students participating in pre-school. Supplemental Concentration 225,000</p>	<p>High quality professional development for Preschool staff is provided by Susan Langer, focusing on the best research based understanding of early childhood learning methods. We will continue to offer high-quality pre-school opportunities for socio-economically disadvantaged and English Learners.</p> <p>Hand Writing and Math Without Tears has been provided to staff. TALLK provides teachers with training and coaching in specific strategies for interacting with the EL. DRPD and sensory integration have been</p>	<p>Preschool Principal salary for PD 1000-1999: Certificated Personnel Salaries Special Education 12,456</p>

		<p>discussed at collaboration meetings with PreSchool directors and teachers.</p> <p>Research has been done investigating challenges to students participating in pre-school. Location and time appears to be the two most pertinent challenges. A number of charter families indicated they make the choice to stay home with their children.</p> <p>A parent survey indicated that many parents are satisfied with our preschools and feel a four hour preschool could prepare their children for kindergarten.</p> <p>Susan Langer continues to search for grants to increase our preschool offerings.</p>	
<p>Scope of Service PreSchool</p> <hr/> <p><input type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service PreSchool</p> <hr/> <p><input type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Foster Youth: Foster Youth will be given priority for instructional support programs, including before and after school support programs.</p>	<p>Foster Youth will be provided with effective classroom instruction in the core curriculum by highly qualified teachers.</p> <p>Foster Youth will also be given priority for all instructional support programs, including before and after school support programs, summer programs and blended services.</p>	<p>Foster Youth were provided with effective classroom instruction by highly qualified teachers. Foster Youth were given priority for all instructional support programs, including before and after school support programs and blended services. The programs in SVUSD for 2014-15 included: After School Intervention and HW support at the two middle schools, After</p>	<p>Before and After School Intervention personnel 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 10,000</p>

	<p>Cost: No additional cost anticipated</p>	<p>school Reading Intervention and HW support at all elementary schools, Before School Algebra Support for Freshman, Summer School 2014 Reading and Writing Academy 1st-3rd grades, Summer School Accelerated Language Academy 4th-7th grades, Summer School Bridge to Algebra for 8th grade, Summer School Credit Recovery 9-12th grades. All of these programs will be offered in Summer 2015. Priority will be given to Foster Youth</p>	
<p>Scope of Service LEA Wide</p> <hr/> <p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA Wide</p> <hr/> <p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Redesignated fluent English proficient: Redesignated fluent English proficient students will be given priority for instructional support programs, including before and after school support programs.</p>	<p>Redesignated fluent English proficient students will be provided with effective classroom instruction in the core curriculum by highly qualified teachers.</p> <p>Redesignated fluent English proficient students will also be given priority for all instructional support programs, including before and after school support programs, summer programs and blended services.</p> <p>Expand parent education for English Language Learners about redesignation process. Supplemental Concentration 355,000</p>	<p>Re designated fluent English proficient students were provided with effective classroom instruction by highly qualified teachers who all have their CLAD or BCLAD certifications. ELL students were given priority for all instructional support programs, including before and after school support programs and blended services. The programs in SVUSD for 2014-15 included: After School Intervention and HW support at the two middle schools, After school Reading Intervention and HW support at all elementary schools, Before School Algebra Support for Freshman, Summer School 2014 Reading and Writing Academy 1st-3rd</p>	<p>EL Manager Salaries 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 20,000</p>

		<p>grades, Summer School Accelerated Language Academy 4th-7th grades, Summer School Bridge to Algebra for 8th grade, Summer School Credit Recovery 9-12th grades. All of these programs will be offered in Summer 2015. Priority will be given to Re designated fluent English proficient students.</p>	
<p>Scope of Service LEA Wide</p> <hr/> <p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA Wide</p> <hr/> <p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Changes in Actions/Services 2015-16: All educators will be supported in implementing the Common Core State Standards through systematic professional development and professional learning/collaboration opportunities.</p> <p>Summary: We set baseline metrics this year for building instructional capacity in teachers using a teacher training teachers model. We have increased our coaching position in Math and will increase the number of lead teachers trained in Secondary Literacy. We have cancelled the Elementary Literacy committee for 2015-16 due to ELD Designated Instruction focus and ELA/ELD Adoption reviews. Our data from PD days indicated strong effectiveness and we will continue to get feedback from our teachers which will guide our PD.</p> <p>Details:</p> <ul style="list-style-type: none"> • Building instructional leadership capacity in teachers and administration will continue and aligning curriculum and instruction to research based CCSS curriculum will be included in Goal 2. CCSS Teacher Leads will be continuing in Secondary Math and Literacy, Elementary Math. Our Literacy Coach will continue at 100% and our Math Coach will increase to 80% from 60%. Outside consultants will be at a minimum, due to our in house coaches having the capacity to lead our teachers in CCSS. The budget was adjusted accordingly by FTE. Data from Professional Development surveys guided the decision to continue this model of Teachers training Teachers. • Increased professional development time will also be included in Goal 2. We will continue to provide classes taught by our CCSS coaches outside the contract day hours. Teachers will receive extra duty hourly pay for voluntary attendance. We will also continue to offer outside conference and workshops related to CCSS for teachers to attend during contract hours and in the summer. Budget will remain the same. The decision to keep this goal was based on feedback from teachers. Next year more of the teacher leads will be leading the trainings with the coaches. • Again, providing Foster Youth, EL, RFEP, and low income students with priority in our before and after school 		

	<p>intervention and summer school will continue and be included in Goal 5. This was addressed in Goal 1 update.</p> <ul style="list-style-type: none">• Increase in pre school for all and our EL students will be included in Goal 6. This was addressed in Goal 1 update.• System of Assessment to inform instruction will be included in Goal 2. This goal was not addressed formally this year and will be addressed formally next year with PD from our Literacy and Math coaches as well as outside consultants if needed. The budget was update accordingly. An analysis of our use of assessments in the district was done and we will be putting the responsibility on Principals and Department Chairs to develop formative assessments common by grade level to evaluate student progress every 6-8 weeks. <p>Budget expenditures are listed in the new goals.</p>
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Complete a copy of this table for each of the LEA’s goals in the prior year LCAP. Duplicate and expand the fields as necessary.

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

Original GOAL 5 from prior year LCAP:	Goal: Students will be successful in meeting or exceeding the Common Core State Standards in the areas of English language arts and Mathematics (5A,B) and will have the interventions they need.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify	
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All Students, Low Income, English Learner, Reclassified Fluent English Proficient, Foster Youth.		
Expected Annual Measurable Outcomes:	Baseline performance on CCSS SBAC assessments 10% increase in STAR E. 10% increase in 7th and 8th grade students passing all classes with a C- or better. 10% increase of students ready or conditionally ready on the Early Assessment Program (EAP) in English language arts and math.	Actual Annual Measurable Outcomes: A Baseline performance on CCSS SBAC assessments will be established in August 2015 once results are received. We have reviewed preliminary results in some areas, however, these are not used to establish the baseline. 3% decrease in STAR E 3rd grade scores - 2013-39% STAR E proficient or above/2014 - 36% 12% increase in 7th and 8th grade students passing all classes with a C- or better 16% decrease in student ready or conditionally ready on the EAP Math 6% increase in student ready or conditionally ready on the EAP Language Arts	
LCAP Year: 2014-2015			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>Improve student literacy (reading complex texts, writing, speaking/listening) in all subject areas through implementation of the Common Core aligned curriculum, instruction and assessments.</p> <ul style="list-style-type: none"> All students reading at or above grade level by the end of third grade. All students at grade level in 	<p>Students will be provided with high quality reading instruction aligned to CCSS implementation plan and access to instructional support.</p> <p>Baseline performance indicators on Early STAR and STAR E assessments will be established.</p> <p>Research other assessments to measure "reading at grade level."</p>	<p>All sites have been implementing reading instructional practices aligned to CCSS using their existing curriculum. All elementary sites have implemented 30 minutes of uninterrupted time for reading intervention and have a minimum of 60 additional minutes designated to ELA. Some sites are working in PLC groups to increase instructional support.</p>	<p>Certificated Salaries 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 1,000,000</p> <p>Summer School 2015 0000: Unrestricted Supplemental and Concentration 135,000</p>

<ul style="list-style-type: none"> English language arts by the beginning of sixth grade. English Language Learners (ELLs) will redesignate English Proficient by beginning of sixth grade for students who have been in district at least 5 years. (See Section IIIb) All students will be ready for college prep courses by ninth grade. 	<p>ELL students will receive a high quality ELD program with a focus on ELL students becoming English Proficient after the 6th year in district: A team of educators will meet to develop an ELD Master Plan focused on student achievement. Master plan implementation will begin in February 2015.</p> <p>Cost: Reflected in Goal 4A</p> <p>0000: Unrestricted Supplemental and Concentration 250,000</p>	<p>Baseline performance indicators on Early STAR E and STAR E assessments have been established for each grade level.</p> <p>After researching fluency measures for the elementary sites, it was determined that grades 2-5 would administer the MASI fluency assessment three times per year. Each administration has benchmarks that are to be reached.</p> <p>Throughout the year, some sites researched other diagnostic assessments to use at the site level.</p> <p>During summer school in 2014, 4th-8th grade English Learners received instruction in English using the Accelerated Language program for five weeks. Our two middle school piloted Accelerated Language with five classes in 2014-15. In September 2014 we continued with the EL Leadership Committee meeting monthly designing the district's EL philosophy and beliefs. The new ELD standards were reviewed by Jenn Guerrero (SCOE consultant) with our EL Leadership Committee. Beginning in February 2015 we held three EL Leadership Committee meetings facilitated by Toni Beal and Jenn Guerrero (SCOE Consultants) reaching a shared understanding of Integrated and Designated ELD and selecting curriculum.</p> <p>The committee agreed on the following for the 2015-16 school year: A minimum of 30 minutes Designated instruction would exist daily K-12 - PD and coaching would be provided</p>	
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throughout the year - Consistent use of materials K-5, 6-8, 9-12 would exist - Students will be grouped homogeneously according to language level. ELD would be the primary focus both Designated and Integrated having different degrees of focus depending on need.

A number of members from the EL Leadership Committee attended the ELD/ELA Framework Launch. The committee reviewed the following curriculum utilizing the toolkit to analyze the merit of the curriculum: Treasures, Avenues, EDGE, INSIDE, 3D English, and Accelerated Language. The committee determined that Treasures was not being used on a consistent enough basis to use the ELD portion of the program for Designated Instruction. Avenues is outdated and will be supported next year, INSIDE did not provide the rigor needed for middle school students, EDGE works well for high school with Beginner to Intermediate students.

The middle schools will continue to use the Accelerated Language program At our last meeting we met as a K-5 group and proposed the following: 4th-5th grades use Accelerated Language as an intensive intervention Designated ELD program since the majority of our 4th and 5th graders are not reaching reclassification by the end of their 6th year in our schools. All Elementary schools agreed to this. It was also proposed that K-3 provide Designated ELD instruction using current curriculum and will embed ELD Lesson Design into their lessons with PD from a hired consultant. It was agreed that Karla would meet with elementary principals to determine best how to

		<p>implement Designated ELD instruction at their site. Karla met with the high school staff and principal regarding ELD for grades 9-12. The staff reviewed EDGE, which they are currently using, Accelerated Language, and 3D English. It was determined that they would continue to use EDGE as they didn't see it much different than 3D English. EDGE will be used for Newcomers and EL students at the Beginner, Early Indeterminate and Intermediate levels for 90 minutes per day. This class will take the place of their English class. EL students at the Early Advanced and Advanced levels will receive 45 minutes per day of Designated Instruction using Accelerated Language. PD and coaching will be provided for all teachers in each of the described programs above beginning in August 2015 and continue throughout the year. Due to the extensive process developing our EL Plan, we did not implement the plan in 2014-15, hence the budget discrepancy of \$158,000.00.</p>	
<p>Scope of Service LEA Wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA Wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Improve student achievement in</p>	<p>Mathematics benchmark</p>	<p>Mathematics benchmark assessments</p>	<p>No Cost</p>

<p>mathematics through Common Core aligned curriculum, instruction and assessments.</p>	<p>assessments both formal and informal will be developed. Baseline assessments will be determined based local benchmarks. Baseline performance indicators on the Smarter Balanced interim assessment will be established.</p> <p>Common assessments for mathematics will be identified for use on a regular basis.</p> <p>Assessment data from common assessments/benchmarks will be used collaboratively by teachers and site staff to modify instruction and identify and provide timely specific academic support.</p> <p>Cost: Reflected in Goal 4A</p>	<p>were not developed in 2014-15. Some grade levels administered the interim SBAC assessment and information received from this process will be used to guide benchmark development next year.</p> <p>Baseline performance indicators on the Smarter Balanced assessment will be identified in August 2015 once results have been received.</p> <p>No Common assessments for mathematics were identified for use on a regular basis. These will be developed in 2015-16 at all grade levels. Common assessment in Grade 6 and 8 were used for placement information for the upcoming year. This type of assessment will be researched to see if we want to continue this practice.</p> <p>Assessment data is used by teachers and individual sites to modify instruction and identify and provide timely specific academic support in math.</p>	
<p>Scope of Service LEA Wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA Wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	

<p>Provide differentiated learning opportunities in all classrooms.</p>	<p>Professional development on classroom differentiation strategies will be provided as part of district professional development plan. Professional development should include supporting or expanding existing programs that provide differentiation such as the Grade Level Proficiency Project and Lexia.</p> <p>Cost: Reflected in Goal 4A</p>	<p>Differentiated learning opportunities happens in some classrooms at different levels. Professional development on classroom differentiation strategies was not a focus of our PD this year, however, was incorporated in the Mathematics professional development at times.</p> <p>Professional development was provided to support the GLPP program using Lexia and Dreambox. Two sites use this program and all elementary sites have access to Lexia and Dreambox and use it as they see fit for their site.</p>	<p>GLPP staffing and PD 5000-5999: Services And Other Operating Expenditures Other 152,000</p> <p>GLPP IA's 2000-2999: Classified Personnel Salaries Supplemental and Concentration 56,000</p>
<p>Scope of Service LEA Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Research and implement processes to use data to improve teaching, learning and decision-making. (see previous action)</p>	<p>Provide opportunities for teachers to reflect on their practice and continually refine instruction through Professional Learning Communities (PLCs), instructional rounds, peer coaching, lesson study and other cycles of inquiry or continuous improvement.</p> <p>Review how grade books are set up and grades are entered. Review how to streamline how we collect</p>	<p>Opportunities for PLC's are provided during grade level and department collaboration, however, training is limited and happening at some sites more than others. Two elementary sites have implemented PLC's into their day and are refining the delivery of this. Other sites are interested in this model and are researching it. Instructional rounds and lesson study did not happen on a regular basis, however, was evident at some sites. The CCSS</p>	<p>Certificated Salary for Collaboration time 1000-1999: Certificated Personnel Salaries Base 456,000</p>

	<p>and enter data in Power School and identify consistent policies. Determine how to enter performance task data in Power School.</p> <p>Identify qualitative measures related to intervention programs.</p> <p>Cost: Work will be done through existing structures. No additional expense anticipated.</p>	<p>Leads participated in Instructional Rounds and pee coaching.</p> <p>Review on how grade books are set up and grades are entered did not happen. Some work was done on entering data in Power School with consistent policies. Performance Task data will not be entered into Power School. It will be entered in Illuminate along with all other benchmark and academic data.</p> <p>Qualitative measures related to intervention programs were established and measured at sites regarding their intervention programs.</p>	
<p>Scope of Service LEA Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Low Income Students: Low Income students will be given priority for instructional support programs, including before and after school support programs.</p>	<p>Low Income students will be provided with effective classroom instruction in the core curriculum by highly qualified teachers.</p> <p>Low income students will also be given priority for all instructional support programs, including before and after school support programs, summer programs and blended services.</p>	<p>Low Income students were provided effective classroom instruction in the core curriculum by highly qualified teachers. Low Income students were given priority for all instructional support programs, including before and after school, summer and blended service programs. The programs in SVUSD for 2014-15 included: After School Intervention and HW support at the two middle schools, After school Reading Intervention and HW</p>	<p>Certificated salaries summer school and before and after school intervention programs. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 271,409</p>

	<p>Supplemental Concentration 430,000</p>	<p>support at all elementary schools, Before School Algebra Support for Freshman, Summer School 2014 Reading and Writing Academy 1st-3rd grades, Summer School Accelerated Language Academy 4th-7th grades, Summer School Bridge to Algebra for 8th grade, Summer School Credit Recovery 9-12th grades. All of these programs will be offered in Summer 2015. Priority will be given to low income students.</p>	
<p>Scope of Service LEA Wide</p> <hr/> <p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA Wide</p> <hr/> <p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Low Income Students: Have in place effective intervention systems for High School SLCs (freshman teams and Linked Learning Pathways) that ensure students are receiving timely support and are on track to meet A-G graduation requirement upon entering 10th grade.</p>	<p>Continue to develop intervention systems for High School SLCs (freshman teams and Linked Learning Pathways) to ensure students are receiving timely support and are on track to meet A-G graduation requirement upon entering 10th grade.</p> <p>Continue with the development of Linked Learning Pathways at the high school level. Plan and pilot 2nd Linked Learning Pathway.</p> <p>Identify common assessments and rubrics to use across all freshman teams aligned to CCSS.</p> <p>Determine method for reporting students who are on track to</p>	<p>Analyze data to determine efficacy of interventions – Data provided by John Kelly has been presented to staff, community organizations and to the School Board to highlight effective programs, including Freshmen Teams and provide data on a-g completion and academic progress. Continued work in this area is expected and welcomed.</p> <p>Counselors monitor student progress each semester in grades 9-12 and advise students about the course work that needs to be completed to stay on the a-g track. Options including repeating a semester, summer course work and online credit recovery are offered to students with parent advising</p>	<p>Data Analyst 5000-5999: Services And Other Operating Expenditures Base 100,000</p>

	<p>complete A-G requirements to create a baseline for future measurements.</p> <p>Develop plan for use of academic achievement data to improve student learning and student academic support. Supplemental</p> <p>Concentration 545,000</p>	<p>included. Freshmen parent conference nights and information night engage parents and inform them about their students' progress a-g requirements. "0" period Algebra support was implement and offered to assist struggling student in mathematics. A counselor is dedicated to freshmen team and meets regularly with teachers during freshmen team collaboration time for informal student study teams, complete parent outreach, establish parent communication and to monitor social/emotional support. Freshmen Seminar time during the school day focuses on individual student academic needs.</p> <p>Identify common assessments and rubrics to utilize all freshmen teams – Common benchmarks are utilized in</p> <p>The 2014-2015 school year was a planning year for the Sustainable Agriculture Academy. Teacher leaders attended several conferences and spent time out of class planning the course articulation and working with the National Academy Foundation (NAF) representatives as well as connecting with the North Coast Career Pathways Alliance (NCCPA). A work-based learning coordinator was hired in January 2015 to assist and implement externships for academy teachers and organize field trips, lunch time speaker series and internships to assist our student in becoming NAF track certified. Freshmen Team Fuji helped promote and recruit the agriculture academy students for grade 10 for 2015-2016. Rising sophomore nights served as a platform to inform the students and families of this option as well as outreach at community events</p>	
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		<p>such as Rotary and Kiwanis.</p> <p>English with Star E administered twice yearly. English teachers meet across teams to align and grade writing assessments. Mathematics teachers are working on calibrating formal assessments to identify students in need of Algebra support. Focus has been on continued implementation of Common Core Mathematics standards and mathematical practices. Team Olympus utilizes the Senior Project rubric for oral presentations and teams will be developing and utilizing this process for teams next year.</p>	
<p>Scope of Service SVHS</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service SVHS</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>English Language Learners: English Language Learners (ELL) students will be provided with daily instruction by teachers certified in ELD and direct instruction strategies. English Learning students will be given priority for instructional support programs, including before and after school support programs.</p> <p>Develop a K-12 English Language Development plan that ensures English Language Learners are redesignated within 6 years of</p>	<p>ELL students will be provided with effective classroom instruction by highly qualified CLAD or BCLAD teachers. ELL students will also be given priority for all instructional support programs, including before and after school support programs and blended services.</p> <p>ELL students will receive a high quality ELD program with a focus on ELL students becoming English Proficient after the 6th year in district: A team of educators will meet to develop an ELD Master</p>	<p>ELL students were provided with effective classroom instruction by highly qualified teachers who all have their CLAD or BCLAD certifications. ELL students were given priority for all instructional support programs, including before and after school support programs and blended services. The programs in SVUSD for 2014-15 included:</p> <p>After School Intervention and HW support at the two middle schools, After school Reading Intervention and HW support at all elementary schools,</p>	<p>ELD Certificated Staff salaries 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 423,000</p> <p>EI Manager salaries 1000-1999: Certificated Personnel Salaries Title III 85,000</p> <p>Summer School Salaries 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 123,000</p> <p>summer school program 1000-1999: Certificated Personnel Salaries Other</p>

<p>entering SVUSD</p>	<p>Plan focused on student achievement. Master plan implementation will begin in February 2015.</p> <p>Research and develop a plan to provide intensive intervention focused on students who remain Intermediate or below on the CELDT at the end of third grade.</p> <p>SVHS will continue to offer college and career preparedness information forums in English and Spanish. Outreach to parents of ELL, SED, and SWD students will be made.</p> <p>All written parent communications will be translated into Spanish. Spanish translation will be offered at all parent meetings.</p> <p>SVUSD will work with community parents in the continuation of English classes for parents and will research opportunities for Spanish classes for teachers.</p> <p>Research bilingual support system for each site to ensure effective communication. Supplemental</p> <p>Concentration 175,000</p>	<p>Before School Algebra Support for Freshman, Summer School 2014 Reading and Writing Academy 1st-3rd grades, Summer School Accelerated Language Academy 4th-7th grades, Summer School Bridge to Algebra for 8th grade, Summer School Credit Recovery 9-12th grades. All of these programs will be offered in Summer 2015. Priority will be given to English Language Learners.</p> <p>The EL Leadership Team met to develop a plan for ELD instruction for 2015-16. The Master Plan focus was begun, however, it was not completed and will need to be revised in 2015-16. Implementation of ELD Designated Instruction will begin in 2015-16 at all grade levels, including homogeneous grouping, teacher training, and on-going coaching. The EL Leadership Team devised a plan was developed to provide intensive intervention focused on students who remain Intermediate or below on the CELDT at the end of third grade. Beginning in 4th grade all EL's with IEP's will be assessed and a determination will be made for redesignation due to the student's disability being the determining factor for reclassification. All 4th and 5th graders will receive Accelerated Language ELD for a minimum of 30 minutes per day focusing on Grammar, Vocabulary, Writing, Reading.</p> <p>SVHS offers college and career preparedness information forums in English and Spanish. Outreach to all parents was made. With a College &</p>	<p>190,000</p>
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		<p>Career Center that is staffed full-time, students and families continue to be able to avail themselves of services and before school, throughout the day and after school. Family information nights and weekend workshops provide information about the college application process, financial aid and scholarships and opportunities after high school. College visitation and presentations, as well as workshops are offered to students during the school day. College test preparation support and application support is available. Service learning opportunities and information about options after high school is available. Work permits and work experience are also offered through the Center which works closely with counseling and outside college support agencies.</p> <p>All written parent communication is translated into Spanish and all parent meeting have translation available.</p>	
<p>Scope of Service LEA Wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA Wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>English Language Learners: Provide district wide researched-based intervention plans that ensure students receive effective and timely</p>	<p>Research and pilot a select number of research-based interventions. District will use data from these interventions to determine most</p>	<p>All schools have been working on research-based intervention plans that ensure students receive highly effective and timely academic support. The</p>	<p>PD regarding differentiation / Assessment Coordinator salary 0000: Unrestricted Base 50,000</p>

<p>academic support: All schools will identify and implement a model of tiered interventions that support struggling students.</p>	<p>successful intervention programs. RTI and Tiered Systems of Supports (WestEd) and similar programs will be examined to determine possible programs to pilot. Supplemental Concentration 425,000</p>	<p>district will establish Screening Assessments to be given district wide three times per year. Sites will establish Diagnostic Assessments to be used for response to intervention. Progress Monitoring will be done at the site to ensure effectiveness of the intervention. Mid-year Writing and Math assessments will be given district wide. Continued work and development in this area will happen in 2015-16. Elementary sites will group students according to ability level during the day 30 minutes a day, middle schools and the high school will differentiate with the classes and provide before and/or after school intervention and support, as well as HW assistance and support.</p> <p>Tiered Systems of Supports will be examined in 2015-16 to determine possible pilot programs using RTI strategies and interventions. The C&I Director and Assessment Coordinator attended a Title I conference and researched assessments and their purpose. The Assessment Coordinator held a teacher forum regarding types of assessments and their use and purpose. This information will guide our decisions regarding district benchmarks and types of assessments. This information will also be presented to administration and academic coordinators who will then help to take the information regarding assessment back to their sites.</p>	
<p>Scope of Service LEA Wide</p> <hr/> <p>All</p>		<p>Scope of Service LEA Wide</p> <hr/> <p>All</p>	

<p>OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>English Language Learners: Increase Pre-School opportunities by expanding existing program.</p>	<p>Provide high quality professional development for Preschool staff, focusing on the best research based understanding of early childhood learning methods.</p> <hr/> <p>Continue to offer high-quality pre-school opportunities for socio-economically disadvantaged (SED) and English Learners (ELLs).</p> <hr/> <p>Investigate challenges to students participating in pre-school. Supplemental</p> <hr/> <p>Concentration 225,000</p>	<p>High quality professional development for Preschool staff is provided by Susan Langer, focusing on the best research based understanding of early childhood learning methods. We will continue to offer high-quality pre-school opportunities for socio-economically disadvantaged and English Learners.</p> <p>Hand Writing and Math Without Tears has been provided to staff. TALLK provides teachers with training and coaching in specific strategies for interacting with the EL. DRPD and sensory integration have been discussed at collaboration meetings with PreSchool directors and teachers.</p> <p>Research has been done investigating challenges to students participating in pre-school. Location and time appears to be the two most pertinent challenges. A number of charter families indicated they make the choice to stay home with their children.</p> <p>A parent survey indicated that many parents are satisfied with our preschools and feel a four hour preschool could prepare their children for kindergarten.</p> <p>Susan Langer continues to search for grants to increase our preschool offerings.</p>	<p>Pre school principal salary 1000-1999: Certificated Personnel Salaries Other 100,000</p> <hr/> <p>Conferences and Workshops for Certificated Staff 5000-5999: Services And Other Operating Expenditures Base 10,000</p>

<p>Scope of Service Preschool</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service Pre School</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Foster Youth: Foster Youth will be given priority for instructional support programs, including before and after school support programs.</p>	<p>Foster Youth will be provided with effective classroom instruction in the core curriculum by highly qualified teachers.</p> <p>Foster Youth will also be given priority for all instructional support programs, including before and after school support programs, summer programs and blended services.</p> <p>Cost: No additional cost anticipated</p>	<p>Foster Youth were provided with effective classroom instruction by highly qualified teachers. Foster Youth were given priority for all instructional support programs, including before and after school support programs and blended services. The programs in SVUSD for 2014-15 included: After School Intervention and HW support at the two middle schools, After school Reading Intervention and HW support at all elementary schools, Before School Algebra Support for Freshman, Summer School 2014 Reading and Writing Academy 1st-3rd grades, Summer School Accelerated Language Academy 4th-7th grades, Summer School Bridge to Algebra for 8th grade, Summer School Credit Recovery 9-12th grades. All of these programs will be offered in Summer 2015. Priority will be given to Foster Youth</p>	<p>Before and After School Programs / Summer School 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 271,406</p>
<p>Scope of Service LEA Wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p>		<p>Scope of Service LEA Wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p>	

<input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
<p>Redesignated fluent English proficient: Redesignated fluent English proficient students will be given priority for instructional support programs, including before and after school support programs.</p>	<p>Redesignated fluent English proficient students will be provided with effective classroom instruction in the core curriculum by highly qualified teachers.</p> <p>Redesignated fluent English proficient students will also be given priority for all instructional support programs, including before and after school support programs, summer programs and blended services.</p> <p>Expand parent education for English Language Learners about redesignation process. Supplemental Concentration 355,000</p>	<p>Re designated fluent English proficient students were provided with effective classroom instruction by highly qualified teachers who all have their CLAD or BCLAD certifications. ELL students were given priority for all instructional support programs, including before and after school support programs and blended services. The programs in SVUSD for 2014-15 included: After School Intervention and HW support at the two middle schools, After school Reading Intervention and HW support at all elementary schools, Before School Algebra Support for Freshman, Summer School 2014 Reading and Writing Academy 1st-3rd grades, Summer School Accelerated Language Academy 4th-7th grades, Summer School Bridge to Algebra for 8th grade, Summer School Credit Recovery 9-12th grades. All of these programs will be offered in Summer 2015. Priority will be given to Re designated fluent English proficient students.</p>	<p>Before and After School programs / Summer School 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 271,409</p>
<p>Scope of Service LEA Wide</p> <hr/> <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<p>Scope of Service LEA Wide</p> <hr/> <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	

<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Changes in Actions/Services for 2015-16: Students will be successful in meeting or exceeding the Common Core State Standards in the areas of English Language Arts and Mathematics and will have interventions they need.</p> <p>Summary: According to our metrics, we did not meet our goals for ELD reclassification and will be implementing Desitnated ELD for all English Learners. According to parent feedback, more differentiation within the classroom is needed and we will be training teachers on this next year. We also will also continuing providing intervention at the high school to better meet the metric for EAP readiness. We did not begin a formal process of analyzing data and this will be completed next year through departments and grade levels.</p> <p>Details:</p> <ul style="list-style-type: none"> • ELD Designated instruction will be implemented in 2015-16 and will be included in Goal 5. • Improving literacy and mathematics student achievement will be continued and included in Goal 5. STAR E results increased 3%, not 10% in 3rd grade. Interventions will continue to be supported using the same budgeted amounts, however, sites will make determinations regarding the type of intervention based on their SPSA program evaluation. • Differentiated Instruction will be provided for all will be included in Goal 5. This was not formally addressed and will be formally included in next year's work with the Literacy and Math Leads. • Low Income, Foster Youth, EL, RFEP given priority to after school interventions and summer school and increased pre school opportunities will be included in Goal 5. • A process to review data and improve teaching an learning will be developed and in place in 2015-16 and will be included in Goal 2. This was done in pockets and will be more formally addressed in 2015-16. The budget allocations are indicated for this to happen. The GATE Advisory Committee will also be reviewing this topic. Enhanced Math classes and compressed math courses were added to the master schedules at the middle schools and high school for next year. Budget adjustments were made. This came about due to changes in the Math standards and framework and parental involvement/consultation. • Continued work in achieving EAP readiness will take place through interventions and CCSS professional development in mathematics and literacy. <p>Budget expenditures updates are included in the new goals.</p>
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Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

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

Original GOAL 6 from prior year LCAP:	Goal: Students will be technologically literate and use technology in their classes to enhance learning: students will develop the foundational skills and digital citizenship required for success in the 21st Century. (6A, B, C)	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All Students, English Learner.		
Expected Annual Measurable Outcomes:	10% increase in Bright Bytes Foundational Skills and Digital Citizenship including <ul style="list-style-type: none"> • Students collaborating online • Writing online • Using technology to solve authentic problems, • Completing online assessments 30% of students will be writing online (monthly) 30% of students will complete online assessments (monthly)	Actual Annual Measurable Outcomes: Baseline Results from 2014 Spring Administration: 37% Students collaborate online 21% Students asked to write online monthly 34% Students use technology to solve authentic problems 22% Students completing online assessments We do not have our 2015 Spring results at this time	
LCAP Year: 2014-2015			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Refresh and update district technology plan, including curriculum and equipment: Ensure the integration of technology into classroom instruction and assessment. The plan should ensure integration of technology into daily instruction in a way that scaffolds students' technology skills. Students need to be able to apply 21st Century technology skills to solve complex problems and everyday challenges.	The district will continue to support the maintenance of technology through the Information Technology Department. District tech support positions will be maintained and training will be provided for all support positions. District will update technology plan and include stakeholder input. Plan should address technology needs including online curriculum and assessments for Common Core. Base 80,000	The district continues to support the maintenance of technology through the IT department . We have increased support by adding an additional data base administrator support person. The district supports the IT positions with ongoing training. The Technology Development Team is in place and has met 3 times this school year. The Technology Plan is moving forward on the developed timeline.	Tech Plan meetings 1000-1999: Certificated Personnel Salaries Base 25,000 Cathy B position 2000-2999: Classified Personnel Salaries Base 73,456

Scope of Service LEA Wide		Scope of Service LEA Wide	
<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Provide teachers and students with technological devices needed to support 21st Century teaching, learning and assessing. Provide professional learning opportunities to integrate technology into classrooms and projects.</p>	<p>Research and purchase needed technology aligned with technology plan.</p> <p>Provide professional development for integration of technology aligned to BrightBytes survey.</p> <p>Review elementary technology integration pilot programs (Chromebooks, GLPP, Lexia, etc.) and make needed changes including expanding programs as appropriate.</p> <p>Pilot technology integration program (e.g. Google chromebooks) at secondary (1-2 departments per site). Continue pilot program at elementary.</p> <p>Cost: Undeterminable until needed technology is identified. Existing grants and budgets will be used depending on grade level, school and program. Base 100,000</p>	<p>Research takes place on a regular basis by Tracy Dennis the IT Manager related to needed technology aligned to the Tech Plan.</p> <p>Professional development for integration of technology has been provided with use of Chromebooks, Lexia and Dreambox programs and will continue to be aligned to BrightByte survey results. CCSS Secondary Literacy Leads and Coach have also provided professional development to incorporate media literacy into CC lessons.</p> <p>Chromebooks, GLPP, Lexia and Dreambox have been reviewed and the needed changes for expansion are being discussed. Our last meeting is in June with GLPP. Plans for expansion will be discussed and the program will continue at two sites next year. Chromebook trainings will be expanded next year to more teachers as we have provided additional Chromebooks at sites this year.</p> <p>Chromebook Pilot will continue and expand at the elementary level next</p>	<p>Education Technology Leads / PD Media Literacy / Chromebooks 0000: Unrestricted Base 30,000</p> <p>Dreambox, Lexia, 5000-5999: Services And Other Operating Expenditures Base 40,000</p> <p>Additional Expenditures for GLPP 4000-4999: Books And Supplies Base 12,000</p>

		<p>year. Google training and PD have been provided this year to all secondary faculty and will continue next year.</p>	
<p>Scope of Service LEA Wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA Wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Ensure adequate access to technology</p>	<p>Chromebook Purchases for SBAC 4000-4999: Books And Supplies Other 35,000</p>	<p>To ensure adequate access to technology, additional purchases of Chromebook carts used for Smarter Balanced Testing were distributed to five sites for student usage. Our district Tech Plan is working on a three year plan which would ensure a 1:1 ratio of student to computer device.</p>	<p>Chromebook Purchases for SBAC 4000-4999: Books And Supplies Other 35,000</p>
<p>Scope of Service LEA Wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA Wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing</p>	<p>Changes in Actions/Services for 2015-16: Students will be technologically literate and use technology in their classes to enhance learning; students will develop the foundational skills and digital citizenship required for success in the 21st Century. Summary: We did meet our goal of establishing a Tech Committee. Their feedback indicated a need to continue updating the</p>		

<p>past progress and/or changes to goals?</p>	<p>district's technology plan and providing devices for teachers to teach 21st century skills. Baseline metrics were established from the Bright Bytes survey.</p> <p>Details:</p> <ul style="list-style-type: none">• Updating the district technology plan and providing devices for teachers to teach 21st century skills will be continued and included in Goal 7. The tech committee established this year recommended this action be continued.• Baseline metrics were established this year and once we have our results from the Bright Bytes Survey, we will establish growth metrics. <p>Budget Expenditures are indicated in the new goals.</p>
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Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

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

Original GOAL 7 from prior year LCAP:	Goal: All learning environments will be safe, up-to-date and facilitate 21st century learning including having: A) credentialed teachers, B) access to Common Core materials and C) complete facilities master planning and begin implementation to address 21st Century learning .	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All Students, Low Income, English Learner.		
Expected Annual Measurable Outcomes:	90% of teachers will be appropriately credentialed for the classes they teach 100% of students will have instructional resources they need. 100% of facilities will meet FIT survey as "good" or "exemplary"	Actual Annual Measurable Outcomes:	99% of teacher are appropriately credentialed for the classes they teach 100% of students have instructional resources they need 100% of facilities will meet FIT survey as "good" or "exemplary"
LCAP Year: 2014-2015			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Teachers will continue to be highly qualified and appropriately credentialed.	District will hire new teachers with appropriate credentials. New staff will be provided with additional professional development to help them acclimate to the school and teaching and learning expectations. Base 18,478,507	The district hires all new teachers with appropriate credentials. New faculty will be provided with 2 days of additional professional development to help them acclimate to the school and teaching and learning expectations	1000-1999: Certificated Personnel Salaries 13,693,935 3000-3999: Employee Benefits 4,710,947
Scope of Service	LEA Wide	Scope of Service	LEA Wide
<input checked="" type="checkbox"/> All OR: -----		<input checked="" type="checkbox"/> All OR: -----	

<ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 		<ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	
<p>Students will have access to CCSS instructional resources in core content areas:</p>	<p>District and sites will research and purchase needed CCSS aligned literacy and mathematics resources. Base 50,000</p>	<p>The district has begun to research CCSS aligned literacy and mathematics resources. Instructional Material review and pilots, if needed, will take place in 2015-16 with adoption of Mathematics and ELA/ELD materials in 2015-16 with implementation use in 2016-17.</p>	<p>4000-4999: Books And Supplies Base 112,456</p>
<p>Scope of Service LEA Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 		<p>Scope of Service LEA Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	
<p>All facilities will be assessed using the Facilities Inspection Tool (FIT) and all will be maintained in good or excellent condition and support 21st Century learning.</p>	<p>School facilities are inspected and evaluated on an annual basis using the Facilities Inspection Template (FIT).</p> <p>The cost will vary with each project. Priorities will be made for Roofing, Painting, Asphalt, and Interior Flooring. This will be a three year implementation project.</p> <p>Facilities – Deferred 6000-6999: Capital Outlay Locally Defined 500,000</p>	<p>School facilities were inspected and evaluated this year using the FIT template.</p>	<p>deferred maintenance projects 6000-6999: Capital Outlay Locally Defined 2,138,000</p>

<p>Scope of Service LEA Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Facilities Master Plans are in place for all school sites.</p>	<p>Projects will be prioritized based on the facilities master plan for each school site. Other 55,000</p>	<p>Projects are prioritized based on the facilities master plan for each school site. Window Coverings were installed in all district schools this year. Flooring , Roofing, Asphalt and Interior Painting was done at some sites in Summer of 2014 and will also be done at some sites in 2015 Summer.</p>	<p>Final Master Plan Costs 6000-6999: Capital Outlay Other 55,000</p>
<p>Scope of Service LEA Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Changes in Actions/Services 2015-16: All learning environments will be safe, up-to-date and facilitate 21st century learning. Summary: According to our metrics, we were 1% off with having 100% high qualified teachers, however, met the other two goals with 100%. Due to state laws and parent input, we will continue these goals.</p> <p>Details:</p> <ul style="list-style-type: none"> Highly Qualified teachers, students having CC resources and instructional materials, and the master plan and facilities maintained to "good" or "excellent" rating by FIT survey will all be continued and included in Goal 1. These are all basic service metrics and will continue in our LCAP actions and budgeted expenditures. <p>Budget expenditures have been updated in new goals.</p>		

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

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district’s goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	<u>\$3,554,616</u>
<p>The Estimated supplemental and Concentration Grant Funding for the 2015-16 school year was calculated using the v16.1e FCMAT Calculator as \$3,554,616. As a former Locally Funded District, the calculated Supplemental & Concentration Grant is not additional income to the District, but a continuation of funding already in place. Since Sonoma Valley Unified School District has over 60% unduplicated count, the services for our unduplicated students are offered on a District-wide basis. The following services are intended to be provided to our unduplicated count students - summer school, before and after school interventions, A+ period at SVHS, intervention sections at secondary offered during the school day targeted toward EL learners, SAE/Advisory sections/time @ Adele Harrison Middle School. and all 5 teacher professional development days over their required teaching days will be ELD focused.</p>	

B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

12.1 9	%
<p>The Minimum Proportionality Percentage (MPP) for the 2015-16 school year was calculated using the v16.1e FMAT Calculator as 12.19%. The District is utilizing all of the supplemental and concentration funds via the services outlined in 3A in increased and improved services for our unduplicated students over and above what we spend for all our students. When you compare that amount to the base grant funds we are receiving...we equal our MPP of 12.19%.</p>	

Section 4: Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
All Funding Sources	26,964,707.00	19,439,323.00	36,263,745.00	36,493,200.00	36,473,200.00	109,230,145.00
Foundation Funds	225,000.00	95,269.00	500,000.00	270,000.00	500,000.00	1,270,000.00
After School Education and Safety (ASES)	0.00	428,000.00	428,000.00	428,000.00	428,000.00	1,284,000.00
Base	19,234,707.00	2,220,521.00	27,250,352.00	27,479,997.00	27,459,997.00	82,190,346.00
Common Core Standards Implementation Funds	0.00	325,465.00	30,000.00	30,000.00	30,000.00	90,000.00
Concentration	4,310,000.00	0.00	0.00	230,000.00	0.00	230,000.00
Locally Defined	500,000.00	2,138,000.00	0.00	0.00	0.00	0.00
Locally Defined (Bond Funds)	0.00	0.00	500,000.00	500,000.00	500,000.00	1,500,000.00
Other	90,000.00	916,465.00	160,000.00	515,000.00	515,000.00	1,190,000.00
Special Education	0.00	8,813,006.00	1,542,747.00	1,542,747.00	1,542,747.00	4,628,241.00
Supplemental	0.00	9,500.00	60,000.00	60,000.00	60,000.00	180,000.00
Supplemental and Concentration	2,605,000.00	4,354,097.00	5,440,646.00	5,085,456.00	5,085,456.00	15,611,558.00
Title I	0.00	4,000.00	0.00	0.00	0.00	0.00
Title III	0.00	135,000.00	352,000.00	352,000.00	352,000.00	1,056,000.00

Total Expenditures by Object Type						
Object Type	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
All Expenditure Types	1,112,000.00	11,464,773.00	36,263,745.00	36,493,200.00	36,473,200.00	109,230,145.00
	0.00	800,000.00	0.00	0.00	0.00	0.00
0000: Unrestricted	327,000.00	567,000.00	215,000.00	200,000.00	200,000.00	615,000.00
1000-1999: Certificated Personnel Salaries	250,000.00	6,676,877.00	33,510,745.00	33,855,200.00	33,855,200.00	101,221,145.00
2000-2999: Classified Personnel Salaries	0.00	155,852.00	605,000.00	605,000.00	605,000.00	1,815,000.00
4000-4999: Books And Supplies	35,000.00	159,456.00	555,000.00	580,000.00	555,000.00	1,690,000.00
5000-5999: Services And Other Operating Expenditures	0.00	912,588.00	753,000.00	753,000.00	733,000.00	2,239,000.00
5900: Communications	0.00	0.00	25,000.00	0.00	25,000.00	50,000.00
6000-6999: Capital Outlay	500,000.00	2,193,000.00	600,000.00	500,000.00	500,000.00	1,600,000.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
All Expenditure Types	All Funding Sources	1,112,000.00	11,464,773.00	36,263,745.00	36,493,200.00	36,473,200.00	109,230,145.00
	Special Education	0.00	800,000.00	0.00	0.00	0.00	0.00
0000: Unrestricted	Base	77,000.00	80,000.00	215,000.00	200,000.00	200,000.00	615,000.00
0000: Unrestricted	Other	0.00	352,000.00	0.00	0.00	0.00	0.00
0000: Unrestricted	Supplemental and Concentration	250,000.00	135,000.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Foundation Funds	0.00	90,000.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Base	0.00	1,680,609.00	26,620,352.00	26,964,997.00	26,964,997.00	80,550,346.00
1000-1999: Certificated Personnel Salaries	Common Core Standards Implementation Funds	0.00	325,465.00	30,000.00	30,000.00	30,000.00	90,000.00
1000-1999: Certificated Personnel Salaries	Other	0.00	315,465.00	160,000.00	515,000.00	515,000.00	1,190,000.00
1000-1999: Certificated Personnel Salaries	Special Education	0.00	38,456.00	1,542,747.00	1,542,747.00	1,542,747.00	4,628,241.00
1000-1999: Certificated Personnel Salaries	Supplemental	0.00	9,500.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	250,000.00	4,132,382.00	5,005,646.00	4,650,456.00	4,650,456.00	14,306,558.00
1000-1999: Certificated Personnel Salaries	Title III	0.00	85,000.00	152,000.00	152,000.00	152,000.00	456,000.00
2000-2999: Classified Personnel Salaries	Foundation Funds	0.00	0.00	500,000.00	270,000.00	500,000.00	1,270,000.00
2000-2999: Classified Personnel Salaries	Base	0.00	73,456.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Concentration	0.00	0.00	0.00	230,000.00	0.00	230,000.00
2000-2999: Classified Personnel Salaries	Supplemental	0.00	0.00	60,000.00	60,000.00	60,000.00	180,000.00
2000-2999: Classified Personnel Salaries	Supplemental and Concentration	0.00	82,396.00	45,000.00	45,000.00	45,000.00	135,000.00
4000-4999: Books And Supplies	Base	0.00	124,456.00	205,000.00	230,000.00	205,000.00	640,000.00
4000-4999: Books And Supplies	Other	35,000.00	35,000.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Supplemental and Concentration	0.00	0.00	350,000.00	350,000.00	350,000.00	1,050,000.00
5000-5999: Services And Other Operating Expenditures	Foundation Funds	0.00	5,269.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	After School Education and Safety (ASES)	0.00	428,000.00	428,000.00	428,000.00	428,000.00	1,284,000.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
5000-5999: Services And Other Operating Expenditures	Base	0.00	262,000.00	85,000.00	85,000.00	65,000.00	235,000.00
5000-5999: Services And Other Operating Expenditures	Other	0.00	159,000.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration	0.00	4,319.00	40,000.00	40,000.00	40,000.00	120,000.00
5000-5999: Services And Other Operating Expenditures	Title I	0.00	4,000.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Title III	0.00	50,000.00	200,000.00	200,000.00	200,000.00	600,000.00
5900: Communications	Base	0.00	0.00	25,000.00	0.00	25,000.00	50,000.00
6000-6999: Capital Outlay	Base	0.00	0.00	100,000.00	0.00	0.00	100,000.00
6000-6999: Capital Outlay	Locally Defined	500,000.00	2,138,000.00	0.00	0.00	0.00	0.00
6000-6999: Capital Outlay	Locally Defined (Bond Funds)	0.00	0.00	500,000.00	500,000.00	500,000.00	1,500,000.00
6000-6999: Capital Outlay	Other	0.00	55,000.00	0.00	0.00	0.00	0.00

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

(a) “Chronic absenteeism rate” shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) “Middle School dropout rate” shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

(c) “High school dropout rate” shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(d) “High school graduation rate” shall be calculated as follows:

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).