

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

Introduction:

LEA: Sonoma Valley Unified

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LCAP Year: 2014

Local Control and Accountability Plan and Annual Update Template

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

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

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

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

The LCAP is intended to be a comprehensive planning tool. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may

be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

Instructions: Describe the process used to engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA’s goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

Guiding Questions:

- 1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents,

education rights holders and other foster youth stakeholders, English learner parents, community organizations representing English learners, and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?

- 2) How have stakeholders been included in the LEA’s process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA’s engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representative parents of pupils identified in Education Code section 42238.01?
- 6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

Section I: Stakeholder Engagement

Sonoma Valley Unified School District (SVUSD) is dedicated to ensuring that the school community is aware of and involved in the educational processes and decisions that will affect overall student academic, physical and emotional growth. To that end, the District has taken proactive steps to provide staff, parents and community members with opportunities to be engaged in the development of the Local Control and Accountability Plan (LCAP) as well as in the recent update of the SVUSD Strategic Plan.

Involvement Process	Impact on LCAP
<p>SVUSD Strategic Planning Process: In February 2012, a Strategic Planning Steering Committee (SPSC) was formed. The 17 member committee met periodically throughout the last year to evaluate and analyze findings and to determine appropriate next steps. Early in the process we launched three separate surveys among current parents, educators and community members. The surveys were administered in English and Spanish, and we had a total of approximately 1,000 responses. These surveys provided us with quantitative data, which we then explored more deeply in 22 focus groups which were held last spring, also in English and Spanish. In June 2012, the SPSC reviewed and evaluated information from the surveys and the focus groups, as well as from various important readings that were relevant to the key, emergent issues. The SPSC then formed a set of 15 draft recommendations which were vetted during the fall and winter of 2012, first with school leaders and later with any other educators who wished to comment. In March 2013, the District leaders, principals and the SPSC continued to narrow the list of recommendations to a set of clear, manageable, measurable priorities that will guide the District’s work over the next 3 years. All district educators were then offered an additional opportunity to provide feedback on the priorities. Our SVUSD Strategic Plan is the result of that work.</p>	<p>Major district goals and key strategies are included in LCAP.</p> <p>Three year (2013-2016) Strategic Plan called, <i>“Teaching, Learning and Partnering for Excellence”</i> has been incorporated into the LCAP priority areas. As noted, data from close to 1000 surveys and 22 focus groups was incorporated into the Strategic Plan.</p>

<p>Monthly updates to school board, beginning August 2013</p> <p>All constituent LCAP Committee Formed, January, 2014 (Parents, students, principals, teachers, district personnel, community members, EL students, EL parents, SED student, SED parents, union representatives, foster parent)</p> <ul style="list-style-type: none"> • LCAP Committee Meeting #1, 2/3/2014 • LCAP Committee Meeting #2, 3/7/2014 • LCAP Committee Meeting #3, 4/20/2014 • LCAP Committee Meeting #4, 5/20/2014 	<p>Inform board of process. Two Trustees have become members of the LCAP Team and have attended meetings throughout the process, bringing the perspective of Board members to the development of the LCAP.</p> <p>After reviewing the LCAP process, input on state priorities developed the foundation of the LCAP document. Key questions were developed for constituent groups.</p> <p>Input for Graduate Profile, Review District Leadership Strategies, Introduce LCAP EL Strategies</p> <p>Priorities were adjusted and comments about being inclusive of all students were added to the LCAP. Teacher input on action steps prompted further conversations about priorities and time needed to accomplish action steps. See Appendix 3</p> <p>Parents/community members continued to encourage more “user-friendly” language in the LCAP. Educators focused on Action Steps with special attention to how much annual progress is possible in some areas. There were comments from Parents about providing EL instruction for Parents, and comment from teachers about providing more Spanish instruction for them. We were not able to include these priorities In this LCAP but will</p>
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<p>Superintendent Site Meetings with certificated and classified staff:</p> <ul style="list-style-type: none"> • 3/4/2014 (Adele-Harrison Middle School) • 3/25/2014 (Sassarini Elementary School) • 3/31/2014 (Dunbar Elementary School) • 4/4/2014 (Altimira Elementary School) • 4/3/2014 (El Verano Elementary School) • 4/16/2014 (Creekside High School) • 4/28/2014 (Flowery Elementary School) • 4/23/2014 (Sonoma Valley High School) <p>Site Input Meetings</p> <ul style="list-style-type: none"> • El Verano Elementary School Town Hall Meetings (parents and community members): 2/6/2014, 4/26/2014, 5/14/2014 • Prestwood Elementary School Town Hall Meeting (parents and community members): 4/10/2014 • Dunbar Elementary School constituent Meetings: PTO: 2/28/2014, 3/13/2014. 4/25/2014. ELAC: 3/28/2014, 4/25/2014. School Site Council: 4/25/2014 • Flowery Elementary School ELAC and PTO Meetings: 3/19/2014 • Sonoma Valley High School Constituent Meetings: 2/2014. Discussed with ELAC, Boosters and SSC • Altimira Middle School Meetings, ELAC, PTO, SSC: 1/13/2014. Discussed with ELAC and PTO • Adele Harrison Middle School constituent meeting: PTO and ELAC: 5/5/2014 	<p>consider them in the future.</p> <p>After meeting with staff members from all school sites the following actions and steps are now addressed in the LCAP: Effective Interventions and moving these interventions to other sites (Hornet’s Nest); Supporting students not only at school but also before and after school; Socio-emotional support for students at the elementary level; support in developing parent involvement activities; coaching support in classrooms for Common Core State Standards implementation; site physical needs including furniture; support for young learners who have chronic absenteeism challenges; WASC accreditation needed at Creekside High School.</p> <p>After receiving feedback from site meetings the following action steps are now addressed in the LCAP: Developing a district wide plan for moving ELLs to proficiency; engaging parents in ways that allow them to specifically help their children be successful in school; having our schools safe and clean and a welcoming place for students to learn; addressing student success not just in high school but at the elementary and middle school levels; helping students and teachers better understand how to successfully use technology both at school and at home; the importance of having all communications going home in a bilingual format; addressing the needs of students who are disengaged in school; helping teachers and school staff better communicate with parents regarding</p>
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<p>DELAC/ ELL Parent Group Meetings (Spanish/English): 2/3/2014, 5/5/2014</p> <p>CCSS public meetings (3) for parents and community: 10/24/2013, 11/21/2013,</p> <p>Parent Group Meetings: 3/3/2014 , 5/12/2014</p> <p>Board meeting date for public hearing for LCAP and Budget: 6/10/2014 Board meeting date for approval for LCAP and Budget: 6/26/2014</p>	<p>Common Core State Standards;</p> <p>See Superintendent’s responses to comments in Appendix 1</p> <p>Communicate/answer questions about CCSS and LCAP</p> <p>Changed language to be more user friendly for parents and community members. Reordered priorities. See Appendix 2</p> <p>No comments were made during the public hearing.</p>
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Section 2: Goals and Progress Indicators

*For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, for **each** state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.*

Instructions: Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart below to align with the term of the charter school’s budget that is submitted to the school’s authorizer pursuant to Education Code section 47604.33. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. To facilitate alignment

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

Guiding Questions:

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
- 3) What are the LEA's goal(s) to address state priorities related to "Engagement" (e.g., pupil and parent)?
- 4) What are the LEA's goal(s) to address locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific predicted outcomes/metrics/noticeable changes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority and/or to review progress toward goals in the annual update?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

Section II: Goals and Progress Indicators

In developing the overall District and student goals, several documents were utilized. The Sonoma Valley Unified School District’s Board adopted Strategic Plan was used to help establish broad District-wide goals. District priorities, as identified in the Strategic Plan, were incorporated into the LCAP. The Single Plan for Student Achievement from each of the District’s schools was reviewed to ensure that site level priorities and student needs were being addressed. Additionally, the recent WASC review and report (March 2014) from SVHS was utilized and fully considered in the development of the LCAP.

Existing achievement data, including standards-based assessments, various benchmark assessments and teacher developed assessments were utilized to assist in the development of student achievement goals. Data from close to 1000 surveys was also reviewed in developing general LCAP goals.

In order to address the needs of specific student subgroups, disaggregated achievement data and the CELDT data was carefully reviewed. Areas of need were identified and used to help guide the development of LCAP goals.

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update	What will be different /improved for students? (based on identified metric)			Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroup(s)	School(s) Affected		Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>1. Students need access to a full range of courses in order to be college and career ready.</p> <p>Metrics: % of students entering kindergarten with a full year of pre-school (54% come with pre-school, 49% without TK included).</p>	<p>Goal: All students will graduate ready for college and career.</p> <p><i>All students will have at least one full year of pre-school before kindergarten. (1A)</i></p> <p><i>Develop K-12 English Language Development plan that ensures English Language</i></p>	All	Pre-school SVHS	<p>60% of students will enter kindergarten having one full year of pre-school.</p> <p>10% increase in the number of students completing A-G requirements in mathematics and English language arts.</p>	<p>70% of students will enter kindergarten having one full year of pre-school.</p> <p>10% increase in the number of students completing A-G requirements in mathematics and English language arts.</p>	<p>85% of students will enter kindergarten having one full year of pre-school.</p> <p>10% increase in the number of students completing A-G requirements in mathematics and English language arts.</p>	<p>State Priorities: Course Access, Student Achievement</p> <p>SVUSD Strategic Plan Goal: Students Achievement</p>	

<p>Enrollment and passing rate (AP Exam) in AP classes for all subgroups. Enrollment total 45%, RFEP 33%. 58% of students passing AP exams with a 3 or better.</p> <p>Counselors report of number of students who are on track to complete A-G requirements Math and English at the end of 10 and 11. Metrics not yet available.</p> <p>Percentage of students completing A-G requirements upon graduation (38% of graduating seniors/ 30% of Latino graduates 2012/13)</p> <p>API= 2012 Base 723/2013 Growth 712</p> <p>100% of students have access to a full range of courses: English, math, social studies, science, visual and performing arts, health, library and PE (Grades 1-6) and English, math, social studies, science, visual and</p>	<p><i>Learners are redesignated within 6 years of entering SVUSD.(1B)</i></p> <p><i>Increase access for students with disabilities (SWD) to general education classes.</i></p> <p><i>Develop exit standards and grade level integrated benchmark projects (Grades 5, 8 and 9) aligned to SVUSD Strategic Plan goals and graduate profile. (1C)</i></p> <p><i>Freshman teams implement interventions to ensure student are receiving timely support and are on track to meet A-G graduation requirements upon entering 10th grade. (1D)</i></p> <p><i>Support student enrollment and success in Advanced Placement (AP) courses. (1E)</i></p> <p><i>Develop a graduate profile that articulates skills, knowledge and dispositions students have upon graduation. (1F)</i></p> <p><i>Students will have access to a wide variety of courses in grades 6-12. (1G)</i></p>				<p>10% increase in SWD students enrolled or participating in general education classes K-12</p> <p>5% increase in AP enrollment. Maintain or improve passing rate for all subgroups.</p> <p>Establish Baseline for students who are on track to complete A-G requirements by the end of 10th and 11th grade.</p> <p>10% increase in the percentage of students completing A-G requirements upon graduation.</p> <p>Maintain access to all courses for all students; maintain CTE 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</p>	<p>10% increase in SWD students enrolled or participating in general education classes K-12</p> <p>5% increase in AP enrollment. Maintain or improve passing rate for all subgroups.</p> <p>10% increase in students who are on track to complete A-G requirements by the end of 10th and 11th grade.</p> <p>10% increase in the percentage of students completing A-G requirements upon graduation.</p> <p>Maintain access to all courses for all students; maintain CTE 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</p>	<p>10% increase in SWD students enrolled or participating in general education classes K-12</p> <p>5% increase in AP enrollment. Maintain or improve passing rate for all subgroups.</p> <p>10% increase in students who are on track to complete A-G requirements by the end of 10th and 11th grade.</p> <p>10% increase in the percentage of students completing A-G requirements upon graduation.</p> <p>Maintain access to all courses for all students; maintain CTE 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</p>	
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<p>performing arts, applied art, career technical education, health and PE (Grades 7-12)</p> <p>Students with diverse backgrounds are given equal access to educational opportunities at SVHS. Teachers: 89% agree, Students: 76% agree (HS Perception Survey)</p> <p>CTE Course Sections: 35/18 ROP funded.</p> <p>District-wide graduation rate: 87.6% (SVHS 94.7%)</p> <p>% of EL redesignated by end of 5th grade 49%</p> <p>% of EL redesignated by end of 8th grade: 65%</p> <p>% EL met AMAO 1 CELDT: 58%</p> <p>% Attaining English proficiency level after 5 years: 48.9%</p>					<p>English proficiency level after 5 years.</p>	<p>English proficiency level after 5 years.</p>	<p>English proficiency level after 5 years.</p>	
<p>2. Parent Involvement: Students need parents and the community engaged as partners in their education to ensure</p>	<p>Goal: Parents and the broader community will be engaged as partners supporting student success. (2A,B,C)</p>	<p>All</p>	<p>All</p>		<p>Establish baseline.</p>	<p>Students and parents will report increased levels of parental involvement on survey.</p>	<p>Students and parents will report increased levels of parental involvement on survey.</p>	<p>State Priority Parent Involvement SVUSD Strategic Plan</p>

<p><i>they are successful.</i></p> <p>Metrics: Site/District leaders documentation of site level parent engagement. Metrics not yet available.</p>					<p>75% of parents will have at least monthly communication from teachers and/or schools.</p>	<p>85% of parents will have at least monthly communication from teachers and/or schools.</p>	<p>100% of parents will have at least monthly communication from teachers and/or schools.</p>	<p>Goals: Parent Engagement Community Support</p>
<p>3. Student Engagement and School Climate: <i>Students need support beyond academics in order for them to be fully engaged in school.</i></p> <p>Metrics:</p> <p>2012-2013</p> <ul style="list-style-type: none"> • Suspension Rate for the district 2.2% • Expulsion Rate for the district 0.2% • Truancy Rate for the district 6.7% • Attendance ADA 95% • Drop out rate: 3% <p>California Healthy Kids Survey (CHKS)</p> <ul style="list-style-type: none"> • % of students that feel safe at school all or most of the time: 81% 5th Grade • % of students that feel safe or very safe at school • 76% 7th Grade 	<p>Goal: Student’ physical, social and emotional well-being will be addressed and students will have positive relationships with peers and adults. (3A,B, C)</p>	<p>All</p>	<p>All</p>		<p>80% of students will report positive relationships with their teachers, site leaders and peers via CHKS</p> <p>Student suspension, expulsion, and drop-out rates will remain low.</p> <p>Students will continue to feel safe at school.</p> <p>Decrease by 5% students who need improvement on physical fitness test</p>	<p>85% of students will report positive relationships with their teachers, site leaders and peers via CHKS</p> <p>Student suspension, expulsion, and drop-out rates will remain low.</p> <p>Students will continue to feel safe at school.</p> <p>Decrease by 5% students who need improvement on physical fitness test</p>	<p>90% of students will report positive relationships with their teachers, site leaders and peers via CHKS</p> <p>Student suspension, expulsion, and drop-out rates will remain low.</p> <p>Students will continue to feel safe at school.</p> <p>Decrease by 5% students who need improvement on physical fitness test</p>	<p>State Priorities: Student Engagement and School Climate</p> <p>SVUSD Strategic Plan Goal: Student Achievement</p>

<ul style="list-style-type: none"> 65% 9th Grade 64% 11th Grade <p>HS student school perception surveys:</p> <ul style="list-style-type: none"> Teachers at SVHS care about their students: Teachers: 98% agree, Students: 70% agree. Students with diverse backgrounds are given equal access to educational opportunities at SVHS. Teachers: 89% agree, Students: 76% agree. Physical Fitness Test: Grade 5 % needs improvement & health risk (combined) aerobic= 38.6% body composition =40% Grade 9 % of students needs improvement and health risk (combined) aerobic= 32.9% body comp=40% 								
<p>4. Implementation of Common Core State Standards: Teachers need support in</p>	<p>Goal: All educators will be supported in implementing the Common Core State Standards through systemic</p>	<p>All</p>	<p>All</p>		<p>Baseline data on students' experience of classroom CCSS instructional shifts. E.g.</p>	<p>20% increase in CCSS instructional shifts experienced by students.</p>	<p>20% increase in CCSS instructional shifts experienced by students.</p>	<p>State Priority Implementing State Standards SVUSD</p>

<p>implementing new state standards (Common Core State Standards - CCSS, English Language Development - ELD, Next Generation Science Standards - NGSS) in order for students to be successful.</p> <p>Metrics: % of CCSS aligned teaching and learning (teachers and student survey) and documentation. No baseline yet available.</p> <p>86% of teacher feedback on PD days reported Effective or Very Effective.</p>	<p>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.</p>				<p>increased use of informational text, increased request to provide evidence to support arguments and compare multiple sources of evidence.</p> <p>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.</p> <p>Over 86% of teachers will continue to rate PD as Effective or Very Effective.</p>	<p>100% of students will receive timely feedback in mathematics and English language arts classes through formative assessment cycles at least every 8 weeks.</p> <p>Over 86% of teachers will continue to rate PD as Effective or Very Effective.</p>	<p>100% of students will receive timely feedback in mathematics and English language arts through formative assessment cycles at least every 8 weeks.</p> <p>Over 86% of teachers will continue to rate PD as Effective or Very Effective.</p>	<p>Strategic Plan Goals: Principal Leadership Effective Teaching</p>
<p>5. Student Achievement: Students need to receive effective curriculum, instruction and support to master Common Core State Standards.</p> <p>Metrics: STAR E Results include: 39% of 3rd Grade students proficient or above. (394 or above) 45% 7th and 8th grade</p>	<p>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.</p> <p><i>Accelerated learners will be provided with differentiated learning opportunities (5D)</i></p> <p><i>Decisions at all levels will be</i></p>	All	All		<p>Baseline performance on CCSS SBAC assessments</p> <p>10% increase in STAR E.</p> <p>10% increase in 7th and 8th grade students passing all classes with</p>	<p>10% increase in CCSS English language arts and Mathematics SBAC assessments</p> <p>10% increase in STAR E. Baseline for local district CCSS aligned benchmarks.</p> <p>10% increase in 7th and 8th grade students passing all classes with</p>	<p>15% increase in CCSS SBAC English language arts and Mathematics assessments</p> <p>10% increase in STAR E and benchmarks for students reading at grade level</p> <p>10% increase in 7th and 8th grade students passing all classes with</p>	<p>State Priority Student Achievement</p> <p>SVUSD Strategic Plan Goal: Student Achievement</p>

<p>students passing all classes with a C- or better.</p> <p>39% of students ready or conditionally ready on the Early Assessment Program (EAP) in English language arts.</p> <p>55% of students ready or conditionally ready on the Early Assessment Program (EAP) in math.</p>	<p><i>based on data whenever possible (5C,E)</i></p>				<p>a C- or better.</p> <p>10% increase of students ready or conditionally ready on the Early Assessment Program (EAP) in English language arts and math.</p>	<p>a C- or better.</p> <p>10% increase of students ready or conditionally ready on the Early Assessment Program (EAP) in English language arts and math.</p>	<p>a C- or better.</p> <p>10% increase of students ready or conditionally ready on the Early Assessment Program (EAP) in English language arts and math.</p>	
<p>6. Other Student Outcomes: Students need access to technology resources and teachers who effectively integrate technology in the classroom.</p> <p>Metrics:</p> <p>Bright Bytes Data Grades 4-12:</p> <ul style="list-style-type: none"> 37% of students asked to collaborate online with classmates at least monthly 21% of students are asked to write online at least monthly 34% of students are asked to identify and solve problems using 	<p>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)</p>	<p>All</p>	<p>All</p>		<p>10% increase in Bright Bytes Foundational Skills and Digital Citizenship including</p> <ul style="list-style-type: none"> Students collaborating online Writing online Using technology to solve authentic problems, Completing online assessments <p>30% of students will be writing online (monthly)</p> <p>30% of students will complete online assessments (monthly)</p>	<p>10% increase in Bright Bytes Foundational Skills and Digital Citizenship including</p> <ul style="list-style-type: none"> Students collaborating online Writing online Using technology to solve authentic problems, Completing online assessments <p>50% of students will be writing online (monthly)</p> <p>50% of students will complete online assessments (monthly)</p>	<p>10% increase in Bright Bytes Foundational Skills and Digital Citizenship including</p> <ul style="list-style-type: none"> Students collaborating online Writing online Using technology to solve authentic problems, Completing online assessments <p>75% of students will be writing online (monthly)</p> <p>75% of students will complete online assessments (monthly)</p>	<p>State Priority Other Student Outcomes</p> <p>SVUSD Strategic Plan Goal: Student Achievement</p>

<p>technology at least monthly</p> <ul style="list-style-type: none"> 22% of teachers ask their students to complete online assessments at least monthly. 						<p>50% of students will be collaborate online with classmates (monthly)</p>	<p>75% of students will be collaborate online with classmates (monthly)</p> <p>50% of students are asked to identify and solve problems using technology at least monthly</p>	
<p>7. Basic Services: All students need 21st Century learning environments in order to be successful in school.</p> <p><i>Metrics:</i> Number of highly qualified teachers (currently 99%), access to state adopted textbooks and materials (currently 100%), Facilities Inspection Tool (FIT) survey (currently 100% are good or exemplary)</p>	<p>Goal: All learning environments will be safe, up-to-date and facilitate 21st century learning including having:</p> <p>A) credentialed teachers, B) access to Common Core materials and C) complete facilities master planning and begin implementation to address 21st Century learning .</p>	<p>All</p>	<p>All</p>		<p>90% of teachers will be appropriately credentialed for the classes they teach</p> <p>100% of students will have instructional resources they need.</p> <p>100% of facilities will meet FIT survey as “good” or “exemplary”</p>	<p>95% of teachers will be appropriately credentialed for the classes they teach</p> <p>100% of students will have instructional resources they need.</p> <p>100% of facilities will meet FIT survey as “good” or “exemplary”</p>	<p>100% of teachers will be appropriately credentialed for the classes they teach</p> <p>100% of students will have instructional resources they need</p> <p>100% of facilities will meet FIT survey as “good” or “exemplary”</p>	<p>State Priority Basic Service:</p> <p>SVUSD SP Goals: Principal Leadership Effective Teaching Student Achievement</p>

Section 3: Actions, Services, and Expenditures

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.

Instructions: Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA's budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

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

- 6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
- 7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?

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

Section III: Actions, Services, and Expenditures – PART A

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP Year Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
1. All students will graduate ready for college and career.	State Priorities: Course Access, Student Achievement SVUSD Strategic Plan Goal: Student Achievement	1A: Develop K-12 English Language Development plan that ensures English Language Learners are redesignated within 6 years of entering SVUSD.	LEA Wide		See Section III Part B	See Section III Part B	See Section III Part B
	State Priorities: Course Access, Student Achievement SVUSD Strategic Plan Goal:	1B: Develop exit standards and grade level integrated benchmark projects/portfolios (Grades 5, 8 and 9) aligned to SVUSD	LEA Wide		Identify and articulate exit standards. Identify components of integrated benchmark projects to assess exit standards.	Plan and develop integrated projects to assess exit standards at grades 5 & 8.	Pilot integrated project at grades 5 & 8.

	Student Achievement	Strategic Plan goals and graduate profile.			Begin planning and development of 9 th grade integrated project. <i>Cost: Reflected in Goal 4A</i>	Pilot 9 th grade integrated project. <i>Cost: Reflected in Goal 4A</i>	Implement 9 th grade project. <i>Cost: Reflected in Goal 4A</i>
	State Priorities: Course Access, Student Achievement SVUSD Strategic Plan Goal: Student Achievement	1C: Support student enrollment and success in Honors and Advanced Placement (AP) courses.	SVHS		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. <i>Cost: No additional expense anticipated.</i>	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. <i>Cost: No additional expense anticipated.</i>	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. <i>Cost: No additional expense anticipated.</i>
	State Priorities: Course Access, Student Achievement SVUSD Strategic Plan Goal: Student Achievement	1D: Develop graduate profile that articulates skills, knowledge and dispositions students should have upon graduation.	LEA Wide		Articulate graduate profile to identify key benchmarks (knowledge, skills and dispositions) for grades 5, 8, & 9 at grade level or department meetings. Develop District Graduate Profile and adopt after all stakeholders have had input. Review and revise Senior Project to align to Graduate	Develop integrated projects/online portfolios at grades 5,8,9 aligned to Graduate Profile and Senior Project. Develop performance tasks aligned to district graduate profile at all grade levels. Continue to review senior project annually.	Pilot integrated projects/online portfolios at grades 5, 8, & 9 and assess student readiness. Pilot performance tasks at all grade levels. Continue to review senior project

					<p>Profile outcomes and new state standards (CCSS, ELD, NGSS). Identify and articulate exit standards at grades 5 & 8 aligned to graduate profile.</p> <p><i>Cost: \$7,000 LCFF Base</i></p>	<p><i>Cost: Work to be done within existing General Fund budget.</i></p>	<p><i>Cost: Work to be done within existing General Fund budget.</i></p>
	<p>State Priorities: Course Access, Student Achievement</p> <p>SVUSD Strategic Plan Goal: Student Achievement</p>	<p>1E: 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.</p> <p><i>Cost:\$5,000 LCFF Base</i></p>	<p>Form committee of stakeholders and begin to research and analyze 7 period schedules for both middle schools by November, 2015.</p> <p><i>Cost:\$5,000 LCFF Base</i></p>	<p>Act on high schools committee’s recommendations.</p> <p>Continue with committee work for 7 period schedules at both middle schools.</p> <p><i>Cost:\$5,000 LCFF Base</i></p>
<p>2. Parents and the broader community will be engaged as partners supporting student success.</p>	<p>State Priority: Parent Involvement</p> <p>SVUSD Strategic Plan Goals: Parent Engagement Community Support</p>	<p>2A: Beginning in preschool classes and continuing until graduation, each site will have a published bilingual plan to communicate regularly with parents.</p>	<p>LEA Wide</p>		<p>Research best practices for parent engagement.</p> <p>The district and site staff will conduct after school and evening parent engagement and training sessions.</p> <p>Parents of students (K-12) will receive support and training on how to access the PowerSchool information. Computers for</p>	<p>Afterschool and evening parent engagement and training sessions will continue and, based on parent surveys and teacher feedback, programs will be expanded and modified.</p> <p>Parents will receive support and training on how to access the PowerSchool information.</p>	<p>Afterschool and evening parent engagement and training sessions will continue and, based on parent surveys and teacher feedback, programs will be expanded and modified.</p> <p>Parents will receive support and training on how to access the PowerSchool information.</p>

					<p>parents use will be made available at all school sites and the district office.</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>Principals will assess current parent engagement/support at site level and include changes/improvement in site plans.</p> <p>Seek funds to hire a parent engagement coordinator to help sites develop programs, consistent with District standards.</p> <p>Each site will develop and begin to implement a parent communication plan that ensures at least monthly communication with all parents.</p>	<p>Computers for parents use will be made available at all school sites and the district office.</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>Principals will assess current parent engagement/support at site level and include changes/improvement in site plans.</p> <p>Based on funding, a parent engagement coordinator to help sites develop programs, consistent with District standards.</p> <p>Review and revise parent communication plan.</p>	<p>Computers for parents use will be made available at all school sites and the district office.</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>Principals will assess current parent engagement/support at site level and include changes/improvement in site plans.</p> <p>Seek funds to hire a parent engagement coordinator to help sites develop programs, consistent with District standards.</p> <p>Review and revise parent communication plan.</p>
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					Cost: \$15,000 <i>LCFF Base</i>	Cost: TBD	Cost: TBD
	<p>State Priority: Parent Involvement</p> <p>SVUSD Strategic Plan Goals: Parent Engagement Community Support</p>	<p>2B: School and district advisory councils will continue to provide input into education issues and fiscal oversight.</p>	<p>LEA Wide</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 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><i>Cost: Work to be done through existing committees and budgets. No new expense anticipated.</i></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 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><i>Cost: Work to be done through existing committees and budgets. No new expense anticipated.</i></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 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><i>Cost: Work to be done through existing committees and budgets. No new expense anticipated.</i></p>
	<p>State Priority: Parent Involvement</p>	<p>2C: Parents and community members will be welcomed and</p>	<p>LEA Wide</p>		<p>SVUSD will work with SVEF to prepare and publish a grade-by-grade “strategies</p>	<p>A grade-by-grade “strategies for school success” will be</p>	<p>A grade-by-grade “strategies for school success” will be</p>

	SVUSD Strategic Plan Goals: Parent Engagement Community Support	engaged in the education of the students in SVUSD.			<p>for school success” for parents.</p> <p>SVUSD 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 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><i>Cost: No additional expense anticipated. Any new expenses would be community funded.</i></p>	<p>distributed to parents.</p> <p>Review results from prior year survey and develop strategy to increase parent involvement.</p> <p><i>Cost: No additional expense anticipated. Any new expenses would be community funded.</i></p>	<p>reviewed and updated and then distributed to parents.</p> <p>Review results from prior year survey and develop strategy to increase parent involvement.</p> <p><i>Cost: No additional expense anticipated. Any new expenses would be community funded.</i></p>
3. Student’ physical, social	State Priorities: Student	3A: Assess current student support services	LEA Wide		Inventory current student support services; identify	Research and pilot programs to address	Implement programs for student support and

<p>and emotional well-being will be addressed and students will have positive relationships with peers and adults.</p>	<p>Engagement and School Climate SVUSD Strategic Plan Goal: Student Achievement</p>	<p>and determine how to improve or expand. Continue to offer high quality Special Education services. Increase the continuum of Special Education options within SVUSD.</p>			<p>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. Maintain high quality of student/teacher relationships: Continue to monitor student satisfaction with adult and student relationships. 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. <i>Cost: \$8,250,582 LCFF Base</i></p>	<p>gaps in student support services. Continue to offer high quality Special Education services. Identify other county classes/programs serving SVUSD students that may be more optimally provided by SVUSD. Apply for Program Transfers through the SELPA. Maintain high quality of student/teacher relationships: Continue to monitor student satisfaction with adult and student relationships. Measure student participation in extracurricular clubs and activities. <i>Cost: \$8,374,840 LCFF Base</i></p>	<p>assess impacts on students. Continue to offer high quality Special Education services. Take back at least one program/class from the county. Maintain high quality of student/teacher relationships: Continue to monitor student satisfaction with adult and student relationships. Continue to measure student participation in extracurricular clubs and activities. <i>Cost: \$8,499,955 LCFF Base</i></p>
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	<p>State Priorities: Student Engagement and School Climate</p> <p>SVUSD Strategic Plan Goal: Student Achievement</p>	<p>3B: Identify and implement targeted-intervention programs focused maintaining high attendance rates, increased graduation rates and decreased discipline rates.</p>	<p>LEA Wide</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 interventions /student support to</p>	<p>Data from Year 1 will be analyzed at both district and site level. Analysis and recommendations will be made regarding reasons for students dropping-out and effectiveness of existing interventions.</p> <p>Review data on parent contacts for chronically absent students.</p> <p>Review tracking of students in Power School and impact of updated truancy policy.</p> <p>Consider piloting or expanding existing programs based on previous year’s research and recommendations.</p> <p>Review data quarterly on interventions and student support</p>	<p>Data from Year 1 and 2 will be analyzed at district and site level and sites and district will make needed changes.</p> <p>Review data every 6-8 weeks at the site and district level.</p> <p>Track calls made and contacts. Analyze impact of calls on student absences. Ensure bilingual support provided at each school site.</p> <p>Consider expanding pilot and continue to evaluate existing programs for impacts on students.</p> <p>Review data quarterly on interventions and student support</p>

					<p>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.</p> <p><i>Cost: \$65,000 LCFF Base</i></p>	<p>programs and make needed changes.</p> <p>Track calls made and contacts. Analyze impact of calls on student absences. Ensure bilingual support provided at each school site.</p> <p>Review data every 6-8 weeks at the site and district level.</p> <p>Assess preparedness of office managers for recording information and continue providing training and support.</p> <p><i>Cost: \$30,000 LCFF Base</i></p>	<p>programs and make needed changes.</p> <p>Track calls made and contacts. Analyze impact of calls on student absences. Ensure bilingual support provided at each school site.</p> <p>Review data every 6-8 weeks at the site and district level.</p> <p>Assess preparedness of office managers for recording information and continue providing training and support.</p> <p><i>Cost: \$30,000 LCFF Base</i></p>
	<p>State Priorities: Student Engagement and School Climate</p> <p>SVUSD Strategic Plan Goal: Student Achievement</p>	<p>3C: Continue to strengthen relationships with community partners (non-profit organizations) to develop a system of student supports. (SVEF, BGC, SAY, ASES, Teen Services, Mentoring, LaLuz, United Way,</p>	<p>LEA Wide</p>	<p>Work with community partners to identify needs and gaps to improve student support.</p> <p>Identify processes to assess current programs and supports.</p> <p><i>Cost: No cost anticipated</i></p>	<p>Work with community partners to meet needs and gaps identified in year 1.</p> <p>Assess current programs and supports.</p> <p><i>Cost: No cost</i></p>	<p>Assess current programs and supports</p> <p><i>Cost: No cost</i></p>	

		Schools of Hope, etc...)				<i>anticipated</i>	<i>anticipated</i>
<p>4. 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</p>	<p>State Priority: Implement State Standards</p> <p>SVUSD Strategic Plan Goals: Principal Leadership Effective Teaching</p>	<p>4A: Build instructional leadership capacity of teachers and administrators.</p>	<p>LEA Wide</p>	<p>Continue four Common Core Leadership Committees (secondary literacy and math, Elementary literacy and math</p> <p>Develop and implement district professional development plan for Common Core implementation through the CCSS Leads Committees.</p> <p>Train teachers and administrators to 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>Continue four Common Core Leadership Committees.</p> <p>Implement and revise the district professional development plan through the CCSS Leads Committees.</p> <p>Train teachers and administrators to 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, and professional development days to ensure they are primarily focused on improving teaching and student learning.</p>	<p>Continue four Common Core Leadership Committees.</p> <p>Implement and revise the district professional development plan through the CCSS Leads Committees.</p> <p>Train teachers and administrators to serve as coaches or facilitators of professional learning in grade levels, departments and at their sites. Utilize external coaches to build capacity.</p> <p>Provide opportunities at meetings, collaboration times; after school workshops and professional development days for lead teachers and administrators to offer trainings for staff and to provide instructional</p>	

<p>data to continuously improve teaching and learning which includes providing timely support; D) providing increased time and opportunities for professional 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.</p> <p><i>Cost:\$355,000 LCFF Base</i></p>	<p>Analyze challenges for increasing instructional leadership capacity.</p> <p>Ensure administrators and teachers have the time and support to serve as effective instructional leaders.</p> <p>Determine if and how to expand program based on pilot results.</p> <p><i>Cost:\$355,000 LCFF Base</i></p>	<p>leadership.</p> <p>Analyze challenges for increasing instructional leadership capacity.</p> <p><i>Cost:\$355,000 LCFF Base</i></p>
	<p>State Priority: Implement State Standards</p> <p>SVUSD Strategic Plan Goals: Principal Leadership Effective Teaching</p>	<p>4B: Align curriculum and instruction to Common Core: <i>District educators will research curriculum and resources and begin alignment.</i></p>	<p>LEA Wide</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 standards.</p> <p><i>Cost:\$36,000 LCFF Base</i></p>	<p>Utilize appropriate district committee 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 standards.</p> <p><i>Cost:\$36,000 LCFF Base</i></p>	<p>Utilize appropriate district committee 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 standards.</p> <p><i>Cost:\$36,000 LCFF Base</i></p>

	<p>State Priority: Implement State Standards</p> <p>SVUSD Strategic Plan Goals: Principal Leadership Effective Teaching</p>	<p>4C: 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>LEA Wide</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 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</p>	<p>Assessment data will continue to be reviewed on an annual and intermittent basis (every 6-8 weeks) throughout the year at grade level/department, site and district levels.</p> <p>Assessment schedule and processes will be reviewed and revised based on feedback and results of year 1. Assessment schedule should include district benchmarks and other common assessments used at grade level, department or course levels. Schedule should include processes and timelines for reviewing data regularly at the grade level /department, site and district levels.</p> <p>Teachers and administrators will be</p>	<p>Assessment data will continue to be reviewed on an annual and intermittent basis (every 6-8 weeks) throughout the year at grade level/department, site and district levels.</p> <p>Continue to provide training and PD for academic coordinators, department chairpersons and administrators on continuous improvement processes and facilitation. Evaluate effectiveness of facilitation.</p> <p>Teachers and administrators will be</p>

				<p>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>trained to use Illuminate (data system) and will enter information for common assessments.</p> <p>Smarter Balanced (SBAC)/ (CAASPP) formative and interim assessments will be used and included in assessment schedules based on results of year 1 pilots. Professional development provided to educators.</p> <p>Common formative assessments will be identified and used regularly (including SBAC) in each grade level or department. These will be included in assessment schedule. Professional development will be provided.</p> <p>Implement common collaborative processes for using data and looking at student work during grade level and department meetings. This should include reflecting on impact of teaching and providing</p>	<p>trained to use Illuminate (data system) and will enter information for common assessments.</p> <p>SBAC/CAASP formative and interim assessments used at least every 8 weeks.</p> <p>Common formative assessments will be identified and used regularly (including SBAC) in each grade level or department. These will be included in assessment schedule. Professional development will be provided.</p> <p>Review use of processes used for collaboratively using data and looking at student work. Make adjustments as needed. Provide professional development.</p>
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					<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</p> <p><i>Cost: \$43,200 LCFF Base</i></p>	<p>timely student support. Provide professional development.</p> <p>Implement new K-5 report card.</p> <p><i>Cost: \$5,000 LCFF Base</i></p>	<p><i>Cost: No additional expense anticipated</i></p>
	<p>State Priority: Implement State Standards</p> <p>SVUSD Strategic Plan Goals: Principal Leadership Effective Teaching</p>	<p>4D: Provide increased time and opportunities for professional learning and collaboration focused on new state standards (Common Core, English Language Development and Next Generation Science): <i>Provide teachers with ongoing professional development and collaboration time focused on instructional shifts required by new state standards.</i></p>	<p>LEA Wide</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</p>	<p>Have teacher leads work with administrators 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. Sign-in sheets will be kept by the C&I Department. Surveys will be given to assess quality.</p>	<p>Have leads work with administrators 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. Sign-in sheets will be kept by the C&I Department. Surveys will be given to assess quality.</p>

					collaboration times. <i>Cost: Work to be done through existing professional learning days. No additional cost anticipated.</i>	<i>Cost: Work to be done through existing professional learning days. No additional cost anticipated.</i>	<i>Cost: Work to be done through existing professional learning days. No additional cost anticipated.</i>
5. 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.	State Priority: Student Achievement SVUSD Strategic Plan Goal: Student Achievement	5A: Improve student literacy (reading complex texts, writing, speaking/listening) in all subject areas through implementation of the Common Core aligned curriculum, instruction and assessments. <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 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 	LEA Wide		Students will be provided with high quality reading instruction aligned to CCSS implementation plan and access to instructional support. Baseline performance indicators on Early STAR and STAR E assessments will be established. Research other assessments to measure “reading at grade level.” ELL students will receive a high quality ELD program with a focus on ELL students becoming English Proficient after the 6 th year in district: A team of educators will meet to develop an ELD Master Plan focused on student achievement. Master plan implementation will begin	Students will continue to be provided with high quality reading instruction aligned to CCSS implementation plan and access to instructional support. Programs will be modified, as needed, based on student outcomes. Decide which other assessments to measures will be used to assess “reading at grade level.” Implement and monitor ELD Master Plan: K-12 Staff (certificated and classified) will be trained on the implementation of a high quality ELD program. Students will be assessed for progress towards	Students will continue to be provided with high quality reading instruction aligned to CCSS implementation plan and access to instructional support. Programs will be modified, as needed, based on student outcomes. Decide which other assessments to measures will be used to assess “reading at grade level.” Based on student success rates, programs will be added and/or revised to better meet student needs.

		prep courses by ninth grade.			in February 2015. <i>Cost: Reflected in Goal 4A</i>	English proficiency. <i>Cost: Reflected in Goal 4A</i>	<i>Cost: Reflected in Goal 4A</i>
	State Priority: Student Achievement SVUSD Strategic Plan Goal: Student Achievement	5B: Improve student achievement in mathematics through Common Core aligned curriculum, instruction and assessments.	LEA Wide		<p>Mathematics benchmark 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><i>Cost: Reflected in Goal 4A</i></p>	<p>Mathematics benchmark assessment data will be reviewed on an annual and intermittent basis throughout the year.</p> <p>Common assessments will be given regularly using common rubrics aligned to CCSS.</p> <p>Assessment data will be used by teachers and site staff to modify instruction and identify and provide timely specific academic support.</p> <p><i>Cost: Reflected in Goal 4A</i></p>	<p>Mathematics benchmark assessment data will continue to be reviewed on an annual and intermittent basis throughout the year.</p> <p>Common assessments will be given regularly using common rubrics aligned to CCSS.</p> <p>Assessment data will be used by teachers and site staff to modify instruction and identify and provide timely specific academic support.</p> <p><i>Cost: Reflected in Goal 4A</i></p>
	State Priority: Student Achievement SVUSD Strategic	5C: Provide differentiated learning opportunities in all classrooms.	LEA Wide		Professional development on classroom differentiation strategies will be provided as part of district professional development	Professional development on classroom differentiation strategies will be	Professional development on classroom differentiation strategies will be

	Plan Goal: Student Achievement				<p>plan. Professional development should include supporting or expanding existing programs that provide differentiation such as the Grade Level Proficiency Project and Lexia.</p> <p><i>Cost: Reflected in Goal 4A</i></p>	<p>provided as part of district professional development plan.</p> <p><i>Cost: Reflected in Goal 4A</i></p>	<p>provided as part of district professional development plan.</p> <p><i>Cost: Reflected in Goal 4A</i></p>
	<p>State Priority: Student Achievement</p> <p>SVUSD Strategic Plan Goal: Student Achievement</p>	<p>5D: Research and implement processes to use data to improve teaching, learning and decision-making. (see 4c)</p>	<p>LEA Wide</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 and enter data in Power School and identify consistent policies. Determine how to enter performance task data in Power School.</p> <p>Identify qualitative</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>Pilot qualitative measures and tools</p> <p>Identify most effective</p>	<p>Ensure all sites have a clear and effective process in place for ongoing systemic review of data used to improve teaching learning and decision-making.</p> <p>Identify and use qualitative measures and tools.</p> <p>All sites have an established cycle of inquiry or continuous improvement process in place used at least monthly.</p>

					measures related to intervention programs. <i>Cost: Work will be done through existing structures. No additional expense anticipated.</i>	processes and ensure all sites have a clear and effective process in place for systemic review of data used to improve teaching learning and decision-making. <i>Cost: Work will be done through existing structures. No additional expense anticipated.</i>	<i>Cost: Work will be done through existing structures. No additional expense anticipated.</i>
6. 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.	State Priority: Other Student Outcomes SVUSD Strategic Plan Goal: Student Achievement	6A: Refresh and update district technology plan, including curriculum and equipment: <i>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.</i>	LEA Wide		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. <i>Cost: \$80,000 LCFF Base</i>	District tech support positions will be maintained and training will be provided for all support positions. <i>Cost: \$80,000 LCFF Base</i>	District tech support positions will be maintained and training will be provided for all support positions. <i>Cost: \$80,000 LCFF Base</i>

	<p>State Priority: Other Student Outcomes</p> <p>SVUSD Strategic Plan Goal: Student Achievement</p>	<p>6B-C: 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>Ensure adequate access to technology</p>	<p>LEA Wide</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><i>Cost: Undeterminable until needed technology is identified. Existing grants and budgets will be used depending on grade level, school and program.</i></p>	<p>Research and purchase needed technology aligned with technology plan.</p> <p>Provide professional development</p> <p>Review technology integration pilot program and make needed changes.</p> <p>Expand pilots at both elementary and secondary to include at least 40% of teachers.</p> <p><i>Cost: Undeterminable until needed technology is identified. Existing grants and budgets will be used depending on grade level, school and program.</i></p>	<p>Research and purchase needed technology aligned with technology plan.</p> <p>Continue professional development</p> <p>Implement technology integration plan.</p> <p>Expand pilots to include at least 60% of SVUSD teachers.</p> <p><i>Cost: Undeterminable until needed technology is identified. Existing grants and budgets will be used depending on grade level, school and program.</i></p>

<p>7. 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 .</p>	<p>State Priority: Basic Services SVUSD SP Goals: Effective Teaching Student Achievement</p>	<p>7A: Teachers will continue to be highly qualified and appropriately credentialed.</p>	<p>LEA Wide</p>		<p>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. <i>Cost: \$18,478,507 LCFF Base</i></p>	<p>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. <i>Cost: \$18,755,684 LCFF Base</i></p>	<p>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. <i>Cost: \$19,037,019 LCFF Base</i></p>
	<p>State Priority: Basic Services SVUSD SP Goals: Effective Teaching Student Achievement</p>	<p>7B: Students will have access to CCSS instructional resources in core content areas:</p>	<p>LEA Wide</p>		<p>District and sites will research and purchase needed CCSS aligned literacy and mathematics resources. <i>Cost:\$50,000 LCFF Base</i></p>	<p>District and sites will research and purchase needed CCSS aligned literacy, math and NGSS resources. <i>Cost:\$100,000 LCFF Base</i></p>	<p>District and sites will research and purchase needed CCSS aligned literacy, math and NGS resources. <i>Cost:\$150,000 LCFF Base</i></p>
	<p>State Priority: Basic Services</p>	<p>7C: All facilities will be assessed using the Facilities Inspection Tool (FIT) and all will be</p>	<p>LEA Wide</p>		<p>School facilities are inspected and evaluated on an annual basis using the Facilities Inspection</p>	<p>School facilities are inspected and evaluated on an annual basis using the Facilities</p>	<p>School facilities are inspected and evaluated on an annual basis using the Facilities</p>

		<p>maintained in good or excellent condition and support 21st Century learning.</p> <p>Facilities Master Plans are in place for all school sites.</p>		<p>Template (FIT).</p> <p>Projects will be prioritized based on the facilities master plan for each school site.</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><i>Cost: \$2,500,000 Facilities – Deferred Maint.</i></p>	<p>Inspection Template (FIT).</p> <p>Projects will be prioritized based on the facilities master plan for each school site.</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><i>Cost: \$500,000 Facilities – Deferred Maint.</i></p>	<p>Inspection Template (FIT).</p> <p>Projects will be prioritized based on the facilities master plan for each school site.</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><i>Cost: \$500,000 Facilities – Deferred Maint.</i></p>
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Section III: Actions, Services, and Expenditures – PART B

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

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP Year Year 1: 20XX-XX	Year 2: 20XX-XX	Year 3: 20XX-XX
1,4,5	<i>Student Achievement Other student outcomes Course access Implement Common Core State Standards</i>	Low Income Students: Low Income students will be given priority for instructional support programs, including before and after school support programs.	LEA-wide		Year 1: 2014-15 Low Income students will be provided with effective classroom instruction in the core curriculum by highly qualified teachers. 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.	Year 2: 2015-16 Low Income students will be provided with effective classroom instruction in the core curriculum by highly qualified teachers. 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. Based on student success rates, programs	Year 3: 2016-17 Low Income students will be provided with effective classroom instruction in the core curriculum by highly qualified teachers. 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. Based on student success rates, programs

					<i>Cost: \$430,000</i> LCFF Supplemental and Concentration	will be added and/or revised to better meet student needs. <i>Cost: \$430,000</i> LCFF Supplemental and Concentration	will be added and/or revised to better meet student needs. <i>Cost: \$430,000</i> LCFF Supplemental and Concentration
1,4,5	<i>Student Achievement Other student outcomes Course access Implement Common Core State Standards</i>	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 10 th grade.	SVHS		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 10 th grade. Continue with the development of Linked Learning Pathways at the high school level. Plan and pilot 2 nd Linked Learning Pathway. Identify common assessments and rubrics to use across all freshman teams aligned to CCSS. Determine method for reporting students who are on track to complete A-G requirements to	Review results of intervention programs quarterly and revise as needed. Implement 2 nd Linked Learning Pathway at grade 10. Use common assessments and rubrics aligned to CCSS in all freshman team classes regularly. Review data on students who are on track to complete A-G requirements to create	Review results of intervention programs quarterly and revise as needed. Use common assessments and rubrics aligned to CCSS in all freshman team classes regularly. Review data on students who are on track to complete A-G requirements to create

					<p>create a baseline for future measurements.</p> <p>Develop plan for use of academic achievement data to improve student learning and student academic support.</p> <p>Cost: \$545,000 LCFF Supplemental and Concentration</p>	<p>a baseline for future measurements and develop action steps to ensure students receive timely support.</p> <p>Cost: \$545,000 LCFF Supplemental and Concentration</p>	<p>a baseline for future measurements and develop action steps to ensure students receive timely support.</p> <p>Cost: \$545,000 LCFF Supplemental and Concentration</p>
1,2,4,5	<p><i>Student Achievement</i> <i>Other student outcomes</i> <i>Course access</i> <i>Parental Involvement</i> <i>Implement Common Core State Standards</i></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 entering SVUSD</p>	LEA-wide		<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</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>Implement and monitor ELD Master Plan: K-12 Staff (certificated and classified) will be trained on the implementation of a high quality ELD program. Students will be assessed for</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>Based on student success rates, programs will be added and/or revised to better meet student needs.</p>

				<p>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</p>	<p>progress towards English proficiency</p> <p>Implement intensive intervention/support for students who remain intermediate or below on 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>Implement bilingual support system for</p>	<p>Evaluate results of intensive intervention program and make needed changes.</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>Implement bilingual support system for</p>
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					ensure effective communication. Cost: \$175,000 LCFF Supplemental and Concentration	each site to ensure effective communication. Cost: \$250,000 LCFF Supplemental and Concentration	each site to ensure effective communication. Cost: \$250,000 LCFF Supplemental and Concentration
1,4,5	<i>Student Achievement Other student outcomes Course access Implement Common Core State Standards</i>	English Language Learners: Provide district wide researched-based intervention plans that ensure students receive effective and timely academic support: <i>All schools will identify and implement a model of tiered interventions that support struggling students.</i>	LEA Wide		Research and pilot a select number of research-based interventions. District will use data from these interventions to determine most successful intervention programs. RTI and Tiered Systems of Supports (WestEd) and similar programs will be examined to determine possible programs to pilot. Cost: \$425,000 LCFF Supplemental and Concentration	A district-wide list of effective interventions will be established and piloted. Data collected and program results analyzed. Cost: \$475,000 LCFF Supplemental and Concentration	Systemic researched based intervention will be implemented at each school site. Programs will be evaluated based on student progress. Programs that do not have data on student impact or that are not effective will no longer be supported. Cost: \$525,000 LCFF Supplemental and Concentration
1,4,5	<i>Student Achievement Other student outcomes Course access Implement Common Core State Standards</i>	English Language Learners: Increase Pre-School opportunities by expanding existing program.	Preschool		Provide high quality professional development for Preschool staff, focusing on the best research based understanding of early childhood learning methods.	Provide high quality professional development for Preschool staff, focusing on the best research based understanding of early childhood learning methods.	Provide additional high-quality pre-school opportunities for socio-economically disadvantaged (SED) and English Learners (ELLs).

					<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.</p> <p>Cost: \$225,000 LCFF Supplemental and Concentration</p>	<p>Continue to offer high-quality pre-school opportunities for socio-economically disadvantaged (SED) and English Learners (ELLs).</p> <p>Address challenges to students participating in pre-school.</p> <p>Cost: \$225,000 LCFF Supplemental and Concentration</p>	<p>Continue to offer high-quality pre-school opportunities for socio-economically disadvantaged (SED) and English Learners (ELLs).</p> <p>Cost: \$225,000 LCFF Supplemental and Concentration</p>
1,4,5	<p><i>Student Achievement</i> <i>Other student outcomes</i> <i>Course access</i> <i>Implement Common Core State Standards</i></p>	<p>Foster Youth: Foster Youth will be given priority for instructional support programs, including before and after school support programs.</p>	LEA-wide		<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 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>Based on student success rates, programs will be added and/or revised to better meet student needs.</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>Based on student success rates, programs will be added and/or revised to better meet student needs.</p>

					<i>Cost: No additional cost anticipated</i>	<i>Cost: No additional cost anticipated</i>	<i>Cost: No additional cost anticipated</i>
1,4,5	<i>Student Achievement Other student outcomes Course access Implement Common Core State Standards</i>	Redesignated fluent English proficient: Redesignated fluent English proficient students will be given priority for instructional support programs, including before and after school support programs.	LEA-wide		Redesignated fluent English proficient students will be provided with effective classroom instruction in the core curriculum by highly qualified teachers. 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. Expand parent education for English Language Learners about redesignation process. <i>Cost: \$355,000</i> LCFF Supplemental and Concentration	Redesignated fluent English proficient students will be provided with effective classroom instruction in the core curriculum by highly qualified teachers. 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. Expand parent education for English Language Learners about redesignation process. <i>Cost: \$355,000</i> LCFF Supplemental and Concentration	Redesignated fluent English proficient students will be provided with effective classroom instruction in the core curriculum by highly qualified teachers. 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. Expand parent education for English Language Learners about redesignation process. <i>Cost: \$355,000</i> LCFF Supplemental and Concentration

Section III: Actions, Services, and Expenditures – PART C

- C. Describe the LEA's increase in funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5). Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496. For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school site in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state priority areas. (See 5 CCR 15496(b) for guidance.)

The Estimated supplemental and Concentration Grant Funding for the 2014-15 school year was calculated using the v15.1 FMAT Calculator as \$2,128,575. As a Locally Funded District, the calculated Concentration Grant is not additional income to the District, but a continuation of funding already in place. Since Sonoma Valley Unified School District has a 60% unduplicated count, the services for our unduplicated students are offered on a District-wide basis. These services include the development of new ELD strategies and curriculum district wide, and interventions before, during and after school, as well as summer school services.

Section III: Actions, Services, and Expenditures – PART D

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

The Minimum Proportionality Percentage (MPP) for the 2014-15 school year was calculated using the v15.1 FMAT Calculator as 8.18

The largest efforts around serving Low Income, English Learners and Foster Youth in the coming year will be the development of CCSS aligned curriculum and instructional strategies focused on the needs of these students. All teachers will receive 5 Professional Development days next year to develop curriculum. Of these days, at least one day will be focused exclusively on developing ELD strategies. This professional development will provide an increase and improvement in the level and quality of services for this group of students and represents 20% of the total professional development provided for teachers above what is provided to address the needs of the total school population. Services will include the development of new ELD strategies and curriculum district wide, and interventions before, during and after school, as well as summer school services. Interventions during the summer include 150 hours of instruction delivered to ELD students which is an increase of approximately 17%.

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