

§ 15497. Local Control and Accountability Plan and Annual Update Template.**Introduction:**

LEA: San Ramon Valley Unified School District **Contact (Name, Title, Email, Phone Number):** Scott Anderson/Toni Taylor, CBO/Asst. Superintendent of Educational Services, LCAP@srvusd.net, 925-552-2905 **LCAP Year:** 2014-15 (Final)

Local Control and Accountability Plan and Annual Update Template

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process	Impact on LCAP
<p>Central Office Staff Member Input An explanation of the LCFF and the LCAP was presented to all central office staff. Central Office staff, both certificated and classified, provided input on the actual development of the final LCAP presentation and on the needs assessment and resulting preliminary goals and priorities.</p>	<p>The Parent and Community Forum presentation was modified to be more concise and more understandable for our parent and employee community. Our central office staff members provided feedback on the possible LCAP goals and this feedback was taken into consideration when the draft LCAP goals and action plans were created in preparation for the Parent Advisory Committee phase.</p>
<p>Principal and Administrator Consulting An explanation of the new LCFF and the development of the LCAP was presented to principals on two occasions. The principals also provided input on the needs assessment and resulting preliminary goals and priorities.</p>	<p>The Parent and Community Forum presentation was modified to be more concise and more understandable for our parent and employee community. Our Principals provided feedback on the possible LCAP goals and this feedback was taken into consideration when the draft LCAP goals and action plans were created in preparation for the Parent Advisory Committee phase.</p>
<p>Bargaining Unit Consulting The LCAP Parent and Community Forum presentation was presented to representatives from all district bargaining units (SRVEA, SEIU, CSEA).</p>	<p>All comments received during this phase were documented and analyzed by district staff. A comprehensive list of all comments received were categorized and made available to the LCAP writing team which was comprised of parents, a Board member and district staff members. The comments were referred to and used to create district LCAP goals and action plans.</p>
<p>LCAP Parent, Employee and Community Consulting Four community forums were held in the month of February at the four feeder high schools. Feedback was captured and compiled from each of the four forums. Presentations were also made at local community group meetings (Leadership San Ramon, Rotary, PTA and Educational Foundation.)</p>	<p>All comments received during this phase were documented and analyzed by district staff. A comprehensive list of all comments received were categorized and made available to the LCAP writing team which was comprised of parents, a Board member and district staff members. The comments were referred to and used to create district LCAP goals and action plans.</p>
<p>A draft LCAP was presented to the PTA Presidents on April 9, 2014</p>	<p>All comments received during this phase were documented and analyzed by district staff.</p>
<p>A draft LCAP was presented to the Parent Advisory Committee on April 24, 2014</p>	<p>All comments and questions received during this phase were documented, answered and posted on the district's website. The draft LCAP was revised based on feedback from the parent advisory group.</p>
<p>A draft LCAP was presented to the PTA Legislative Committee on April 25, 2014</p>	<p>All comments received during this phase were documented and analyzed by district staff.</p>
<p>A draft LCAP was presented to the English Learner Advisory on May 8, 2014</p>	<p>All comments and questions received during this phase were documented, answered and posted on the district's website. The draft LCAP was revised based on feedback from the English Learner Advisory Committee.</p>
<p>A draft LCAP was presented to the Community Advisory Committee on May 14, 2014</p>	<p>All comments and questions received during this phase were documented, answered and posted on the district's website. The draft LCAP was revised based on feedback from the Community Advisory Committee.</p>
<p>The proposed LCAP was posted on the SRVUSD website on May 22, 2014 for public comment</p>	<p>No public comments were received during the public input period between May 22 and June 17, 2014.</p>
<p>Public Hearing June 10, 2014</p>	<p>No public comments were received.</p>

Section 2: Goals and Progress Indicators

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

Instructions: Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups (e.g., school site councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Guiding Questions:

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

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Currently, the ethnic and racial makeup of the SRVUSD staff, certificated, classified and administrative, is not reflective of the diversity of our student population.	Recruit, hire, retain and develop the best and most highly qualified candidates, including credentialed teachers, classified staff and administrators who are representative of the diversity of our student population.	ALL	ALL	1. Metric: Teacher Misassignments Metric: Percentage of Teachers Fully Credentialed Metric: Demographics of Student Population vs. Staff Population 2. Metric: Teacher Misassignments Metric: Percentage of Teachers Fully Credentialed Metric: Demographics of Student Population vs. Teacher Population 3.	Reduce disparity between student demographics and teacher demographics Maintain 2013-14 level of fully credentialed and properly assigned teachers	Build on progress from prior year	Build on progress from prior year	Fully credentialed teachers (Priority 1)

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
				Metric: Teacher Misassignments Metric: Percentage of Teachers Fully Credentialed Metric: Demographics of Student Population vs. Teacher Population				
The adoption of the Common Core State Standards will require the adoption and purchase of standards aligned instructional materials.	Provide adequate standards-based instructional materials for all students (including, but not limited to, digital resources, technological devices and assistive technology for Special Education students) and high quality professional development for staff to support all students.	ALL	ALL	1. Metric: Annual Instructional Materials Certification/Compliance Metric: Staff Survey Metric: Technology Inventory 2. Metric: Annual Instructional Materials Certification/Compliance Metric: Staff Survey Metric: Technology Inventory 3. Metric: Annual Instructional Materials Certification/Compliance Metric: Staff Survey Metric: Technology Inventory	All students will have access to standards aligned instructional materials, improved access to digital resources and increased access to appropriate technological devices to enhance their learning.	Build on progress from prior year	Build on progress from prior year	Instructional materials Implementation of State Standards (Priority 2)
The maintenance budget was cut in half during the recession years resulting in reduced maintenance services to the school sites.	Restore maintenance support to all school sites.	ALL	ALL	1. Metric: Maintenance FTE's Metric: Unrestricted General Fund Contribution to Routine Restricted Maintenance Program Metric: School Site Satisfaction Survey 2. Metric: Maintenance FTE's Metric: Unrestricted General Fund Contribution to Routine Restricted Maintenance Program	Maintenance staff, supplies and services will be increased and result in improved learning and working conditions for students and staff	Maintenance staff, supplies and services will be increased and result in improved learning and working conditions for students and staff	Build on progress from prior year	Facilities Maintenance (Priority 1)

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
				Metric: School Site Satisfaction Survey 3. Metric: Maintenance FTE's Metric: Unrestricted General Fund Contribution to Routine Restricted Maintenance Program Metric: School Site Satisfaction Survey				
SRVUSD student achievement data indicates that 64% of our students meet the UC/CSU eligibility requirements, 70 % show college readiness in ELA and 85% show college readiness in math.	Increase the percentage of students who demonstrate college, career and community readiness	ALL	High Schools	1. Metric: Early Assessment Program Metric: Percentage of students who meet the A-G requirements Metric: Percentage of students participating in CTE programs 2. Metric: Early Assessment Program Metric: Percentage of students who meet the A-G requirements Metric: Percentage of students participating in CTE programs 3. Metric: Early Assessment Program Metric: Percentage of students who meet the A-G requirements Metric: Percentage of students participating in CTE programs	Increase percentage of students meeting A-G requirements, demonstrating college readiness, and participating in CTE programs	Build on progress from prior year	Build on progress from prior year	Course Access (Priority 7) Pupil Achievement (Priority 4) Pupil Outcomes (Priority 8)
SRVUSD has a disproportionate percentage of suspensions and expulsions among certain subgroups.	Decrease the overall percentage of suspensions and expulsions as well as the disparity among subgroups.	African American, Hispanic, Males	ALL	1. Metric: Suspension Rates Metric: Expulsion Rates	Reduce disproportionate suspension rates among subgroups	Build on progress from prior year	Build on progress from prior year	Pupil Engagement (Priority 5) School Climate (Priority 6)

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
				2. Metric: Suspension Rates Metric: Expulsion Rates 3. Metric: Suspension Rates Metric: Expulsion Rates				
SRVUSD Healthy Kids Survey data indicates that 91% of students feel connected to school and 87% feel safe.	Increase the percentage of students who feel connected to and safe at school	ALL	ALL	1. Metric: Healthy Kids Survey, Bullying Survey Metric: Truancy Rates Metric: Chronic Absenteeism Rates 2. Metric: Healthy Kids Survey, Bullying Survey Metric: Truancy Rates Metric: Chronic Absenteeism Rates 3. Metric: Healthy Kids Survey, Bullying Survey Metric: Truancy Rates Metric: Chronic Absenteeism Rates	The percentage of students who feel connected and safe at school will increase over time. The percentage of chronic absenteeism and truancy will decrease over time.	Build on progress from prior year	Build on progress from prior year	Pupil Engagement (Priority 5) School Climate (Priority 6)
District funds are needed to support individual school site goal implementation and general operation	Allocate funding to school sites to support implementation of school site plan goals and other necessary expenses	ALL	All	1. Metric: School Site Plans 2. Metric: School Site Plans 3. Metric: School Site Plans	School sites will use allocated funding to support LCAP goals and the general operations of the school.	Build on progress from prior year	Build on progress from prior year	Priorities 1-8
SRVUSD community desires a more varied and wider range of course offerings for students K-12.	Expand course offerings to increase opportunities for all students.	ALL	ALL	1. Metric: Number of New Course Offerings Metric: Parent Survey Metric: Counselor Survey 2. Metric: Number of New Course Offerings Metric: Parent Survey Metric: Counselor Survey 3.	Evaluate and recommend new course offerings and programs for the 15-16 school year	Build on progress from prior year	Build on progress from prior year	Pupil Engagement (Priority 5) School Climate (Priority 6) Pupil Outcomes (Priority 8) Implementation of State Standards (Priority 2)

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
				Metric: Number of New Course Offerings Metric: Parent Survey Metric: Counselor Survey				
SRVUSD Student achievement data indicates that certain subgroups are not making adequate yearly progress toward proficiency in ELA and mathematics.	Narrow the achievement gap among all subgroups in the areas of ELA and mathematics.	ALL	ALL	1. Metric: English Learner Proficiency Metric: English Learner Reclassification Rate Metric: CAASSP Metric: CAHSEE Metric: Subgroup Progress measured by district benchmarks and assessments 2. Metric: English Learner Proficiency Metric: English Learner Reclassification Rate Metric: CAASSP Metric: CAHSEE Metric: Subgroup Progress measured by district benchmarks and assessments 3. Metric: English Learner Proficiency Metric: English Learner Reclassification Rate Metric: CAASSP Metric: CAHSEE Metric: Subgroup Progress measured by district benchmarks and assessments	All students will have the necessary supports and interventions to enable them to achieve at their highest levels. Percentage of students who show growth and improvement on all standardized measurements will increase.	Build on progress from prior year	Build on progress from prior year	Course Access (Priority 7) Pupil Achievement (Priority 4)
Parents with students in certain subgroups are under represented in parent groups and organizations.	Increase parent involvement among all subgroups.	Socio-economically disadvantaged, Foster youth	ALL	1. Metric: School Site Participation Data Metric: Parent Survey 2. Metric: School Site Participation Data Metric: Parent Survey 3.	Increase parent involvement from established baseline	Build on progress from prior year	Build on progress from prior year	Parent Involvement (Priority 3)

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
				Metric: School Site Participation Data Metric: Parent Survey				

Section 3: Actions, Services, and Expenditures

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

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

Guiding Questions:

- 1) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
 - 2) How do these actions/services link to identified goals and performance indicators?
 - 3) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?
 - 4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
 - 5) In the annual update, how have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
 - 6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
 - 7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?
- A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA's budget.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Recruit, hire, retain and develop the best and most highly qualified candidates, including credentialed teachers, classified staff and administrators who are representative of the diversity of our student population.	Fully credentialed teachers (Priority 1)	Continue and increase recruitment efforts and expand avenues to acquire a diverse applicant pool	LEA-wide		Human Resources (HR) Department supplies, travel expenses, job fair registrations, advertisements. Increase of \$10,000 to HR recruiting budget over prior year (Cost Center 2753). LCFF Base 50,000 total	Continue actions and services from 2014-2015	Continue actions and services from 2015-2016
		Continue providing beginning teacher support for new teachers	LEA-wide		BTSA TSAs, Mentor Stipends, extra pay, sub costs, training materials. (Resource 0212). LCFF Base 312,180 total Title II 254,792 total	Continue actions and services from 2014-2015	Continue actions and services from 2015-2016
		Provide high quality professional development	LEA-wide		Continue Administrator LEAD Program, sub costs, hourly pay Title II 51,420 total Classified professional development. Increase of \$5,000 over prior year (Cost Center 2713). LCFF Base 5,000 total	Continue actions and services from 2014-2015	Continue actions and services from 2015-2016
		Offer a competitive total compensation package for all staff. Includes full cost of Jan 1, 2014 salary increase, step and column, anticipated cost increases for employee benefits and growth positions.	LEA-wide		Certificated Salaries (increase of \$7.1M over prior year). All 128,651,845 total Classified Salaries (increase of \$3.0M over prior year), 41,904,029 total Employee Benefits (increase of \$6.3M over prior year). 58,613,983 total	Continue actions and services from 2014-2015	Continue actions and services from 2015-2016
		Design and implement a comprehensive evaluation system that focuses on professional growth.	LEA-wide		Supported within existing Human Resources budget (Cost Center 2753).	Continue actions and services from 2014-2015	Continue actions and services from 2015-2016
		Continue reducing TK-3 class size toward 24:1 school site average	Elementary Schools		Certificated staff (12.0 FTE), increase of \$896,472 over prior year. Class size average in 2013-14 is 24.4. (Function 1000) LCFF Base 896,472 increase	Continue reducing class size toward 24:1 school site average target LCFF Base 373,530 increase	Continue reducing class size toward 24:1 school site average target LCFF Base 373,530 increase
		Increase Special Education staffing to support increasing enrollment and to serve additional students with moderate to intensive needs	LEA-wide		Certificated and Classified staff, supplies and services (8.1 FTE certificated 8.0 FTE classified). Increase of \$962,472 over prior year (Resource 6500), LCFF Base 962,472 increase	Continue increasing Special Education support LCFF Base 229,412 increase	Continue increasing Special Education support LCFF Base 229,412 increase
Provide adequate standards-based instructional materials for all students (including, but not limited to, digital resources, technological devices and assistive technology for Special Education students) and high quality professional development for staff to support all students.	Instructional materials Implementation of State Standards (Priority 2)	Offer on-going professional development to support Common Core Standards, Next Generation Science Standards and integration of technology into instructional practices	LEA-wide		Instructional coaches, hourly pay, sub costs, training materials. Restricted common core one-time funding (Resource 7405). State-restricted 2,400,000 total	Continue actions and services from 2014-15 LCFF Base 500,000 increase	Continue actions and services from 2015-2016
		Create and support an inclusive digital learning environment that is device agnostic	LEA-wide		Continue and increase school site technology support personnel. Increase by \$287,915 over prior year. (Function 2422) LCFF Base 733,056 total	Continue and increase school site technology support personnel (increase by \$280,046 over prior year) LCFF Base 1,013,102 total 50/50 Site/District Match for Technology. Replace/purchase end user computing devices (district share) 250,000 increase	Continue actions and services from 2015-2016 Continue actions and services from 2015-2016
		Provide Common Core Standards aligned instructional materials	LEA-wide		Evaluate and provide supplemental materials. Restricted common core one-time funding (Resource 7405). State-restricted 750,000 total	Continue actions and services from 2014-15 LCFF Base 2,000,000 increase	Continue actions and services from 2015-2016 LCFF Base 2,000,000 total
		Develop and maintain a comprehensive inventory for all instructional materials	LEA-wide		Renew Destiny licenses for all school sites. Increase of \$12,000 over prior year (Cost Center 2713). LCFF Base 56,000 total	Continue actions and services from 2014-15.	Continue actions and services from 2015-2016

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
					Extra pay for site personnel Destiny training. Increase of \$2,500 over prior year (Cost Center 2713). LCFF Base 2,500 total	Hire a district textbook clerk. Increase of \$70,000 over prior year (Cost Center 2713) LCFF Base 70,000 increase Equipment for textbook clerk. Increase of \$5,000 over prior year (Cost Center 2713). LCFF Base 5,000 increase	Continue actions and services from 2015-2016
Restore maintenance support to all school sites.	Facilities Maintenance (Priority 1)	Continue restoring maintenance staff and resources	LEA-wide		Hire additional maintenance staff, increase supplies and services expenditures, fully implement new work order system. Increase of \$1.5M over prior year (Resource 8150). LCFF Base 6,104,697 total	Hire additional maintenance staff, increase supplies and services expenditures, fully implement new work order system. Increase of \$1.5M over prior year (Routine Restricted Maintenance Budget) LCFF Base 7,604,697 total	Continue actions and services from 2015-2016
		Continue restoring school site custodial staff	LEA-wide		Hire additional custodial staff (3.0 FTE). Increase of \$190,920 over prior year (Function 8220). LCFF Base 11,351,653 total	Hire additional custodial staff (3.0 FTE). Increase of \$190,920 over prior year (Function 8220). LCFF Base 11,769,606 total	Hire additional custodial staff (3.0 FTE). Increase of \$190,920 over prior year (Function 8220). LCFF Base 12,195,918 total
Increase the percentage of students who demonstrate college, career and community readiness	Course Access (Priority 7) Pupil Achievement (Priority 4) Pupil Outcomes (Priority 8)	Explore the revision of graduation requirements to better prepare students for college and career.	LEA-wide		Supported within existing Educational Services budget.	Continue actions and services from 2014-2015	Continue actions and services from 2015-2016
		Increase access to AP courses for all students	High Schools		Supported within existing Educational Services budget.	Continue actions and services from 2014-2015	Continue actions and services from 2015-2016
		Continue Career Technical Education programs	High Schools		Staff, course supplies, training, equipment. County office pass-through funding and SRVUSD contribution. Increase of \$69,516 over prior year. (Resource 9025) Other 1,355,142 total LCFF Base 69,516 total	Continue increasing support as COE pass-through funds are reduced. Increase of \$378,813. (Resource 9025) Other 1,019,069 total LCFF Base 448,329 total	Continue increasing support as COE pass-through funds are reduced. Increase of \$433,473. (Resource 9025) Other 629,618 total LCFF Base 881,802 total
		Continue and Expand AVID program at middle and high schools	High Schools		AVID membership fees, hourly pay, sub pay, training materials, summer institute. Increase of \$24,575 over prior year (Cost Center 2706). LCFF Base 50,965 total	Continue actions and services from 2014-2015	Continue actions and services from 2015-2016
		Continue Workability Program to support students with special needs and their transition to the workplace	High Schools		Certificated and Classified staffing, supplies and services (Grant funded, Resource 6520). State-restricted 163,000 total	Continue actions and services from 2014-2015	Continue actions and services from 2015-2016
		Continue Special Education Extended School Year	LEA-wide		Certificated and Classified Employee Salaries and Benefits, Supplies and Services. Increase of \$115,697 over prior year (Resource 6500). LCFF Base 456,157 total	Continue actions and services from 2014-2015	Continue actions and services from 2015-2016
Decrease the overall percentage of suspensions and expulsions as well as the disparity among subgroups.	Pupil Engagement (Priority 5) School Climate (Priority 6)	Increase number of schools participating in Culturally Responsive Teaching and Learning Strategies- Included in LCAP Goal #1 in Section 3B)	LEA-wide		Supported within existing Educational Services budget.	Continue actions and services from 2014-2015	Continue actions and services from 2015-2016
		Continue to support Character Education programs at all school sites - Included in LCAP Goal #7	LEA-wide		Supported within existing Educational Services budget.	Continue actions and services from 2014-2015	Continue actions and services from 2015-2016

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
		Provide professional development in Positive Discipline strategies and alternatives to suspension.	LEA-wide		Hourly Pay, Sub Costs, Training, Materials. Increase of \$5,000 over prior year (Cost Center 2713). LCFF Base 5,000 total	Continue actions and services from 2014-2015	Continue actions and services from 2015-2016
		Explore a Restorative Justice model for discipline issues K-12	LEA-wide		Supported within existing Educational Services budget.	Continue actions and services from 2014-2015	Continue actions and services from 2015-2016
Increase the percentage of students who feel connected to and safe at school	Pupil Engagement (Priority 5) School Climate (Priority 6)	Continue Character Education Programs (Included in LCAP Goal #7)	LEA-wide		Supported within existing Educational Services budget.	Continue actions and services from 2014-2015	Continue actions and services from 2015-2016
		Maintain mental health support for students K-12	LEA-wide		Continue Discovery Center Counseling Interns K-5, Continue secondary mental health counselors (Resource 6512). State-restricted 674,222 total LCFF Base 95,000 total	Increase mental health counseling services at elementary level. Increase of \$150,000 (Base). Continue other actions and services from 2014-15. State-restricted 674,222 total LCFF Base 245,000 total	Continue actions and services from 2015-2016
		Continue safety measures at schools including cyber-safety, facilities, safety supplies and emergency communication and protocols	LEA-wide		Facilities, Training, Materials (Function 8400, Cost Center 2000) LCFF Base 150,000 total	Continue actions and services from 2014-2015	Continue actions and services from 2015-2016
Allocate funding to school sites to support implementation of school site plan goals and other necessary expenses	Priorities 1-8	Allocate unrestricted, flexible funding to school sites based on school type and projected enrollment	LEA-wide		Optional uses may include character education, program supplies, materials, services or personnel expenses in support of established LCAP goals and other necessary expenses. Funded at same level per student as prior year but prior restrictions have been removed (School Site Discretionary Budgets). LCFF Base 3,784,756 total	Continue actions and services from 2014-2015	Continue actions and services from 2015-2016
		Increase support for Special Education continuum at elementary school sites (TSA support)	Elementary Schools		Allocate additional 2.4 FTE TSA support (5.0 total). Increase of \$222,489 (Resource 6500). LCFF Base 462,685 total	Continue actions and services from 2014-2015	Continue actions and services from 2015-2016
Expand course offerings to increase opportunities for all students.	Pupil Engagement (Priority 5) School Climate (Priority 6) Pupil Outcomes (Priority 8) Implementation of State Standards (Priority 2)	Explore expansion of dual immersion, blended learning, PE, visual and performing arts (K-5), electives for non-college bound students, semester long elective courses, opportunities for advanced learners, nutrition education (K-8), dual enrollment for high school students.	LEA-wide		Hourly pay, sub costs, materials, conferences, trainings. Increase of \$5,000 over prior year (Cost Center 2713). LCFF Base 5,000 total		

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

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Narrow the achievement gap among all subgroups in the areas of ELA and mathematics.	Course Access (Priority 7) Pupil Achievement (Priority 4)	Establish Intervention teams and hire Special Education inclusion specialists for K-12 intervention support	LEA-wide		Intervention TSAs (approx. 7.0 FTE), hourly pay, sub costs, training, materials. Increase of \$735,515 over prior year (Resource 0787/Resource 3010). LCFF Supplemental 420,294 increase Title I 315,221 increase	Continue actions and services from 2014-15	Continue actions and services from 2015-2016
		Establish a district-wide assessment and monitoring program to support intervention.	LEA-wide		Hourly pay, sub costs, training, materials, software contracts. Increase of \$50,000 over prior year (Resource 0787). LCFF Supplemental 50,000 increase	Continue actions and services from 2014-15	Continue actions and services from 2015-2016
		Continue and expand English Learner support K-12	LEA-wide		English learner magnet program, EL TSA's, elementary support Increase of \$168,696 over prior year (Resource 0787). LCFF Supplemental 611,446 total Title III 292,020 total	Continue actions and services from 2014-15	Continue actions and services from 2015-2016
		Explore blended learning opportunities to support differentiation and interventions K-12.	LEA-wide		Cost included in existing Educational Services budget.	Continue actions and services from 2014-15	Continue actions and services from 2015-2016
		Continue offering professional development in CLR, differentiation and inclusive practices	LEA-wide		Hourly pay, sub costs, training, services, materials. (Resource 0787). LCFF Supplemental 140,000 total	Continue actions and services from 2014-15	Continue actions and services from 2015-2016
		Allocate funds to school sites for targeted support programs for struggling learners	Qualifying Schools		Hourly pay, sub costs, training, services, materials, software contracts (Resource 0787). LCFF Supplemental 267,280 total	Continue actions and services from 2014-15	Continue actions and services from 2015-2016
		Continue remedial secondary summer school and implement remedial elementary summer school (2015-16)	LEA-wide		Certificated and Classified Employee Salaries and Benefits, Supplies and Services. Increase of \$11,380 (Resource 0787). LCFF Supplemental 335,715 total	Certificated and Classified Employee Salaries and Benefits, Supplies and Services (increase by \$228K over prior year) LCFF Base 563,715 total	Continue actions and services from 2015-2016
		Through the work of the foster youth liaison, foster youth will be promptly enrolled in the appropriate school and classes and will be awarded credit for all work completed, including partial credits, in order to ensure the educational outcomes of foster youth mirror that of the general student population and in order to decrease transfer rates of foster youth to continuation and other alternative schools.	LEA-wide		Classified Employee Salaries and Benefits (.10 FTE). (Resource 0787) LCFF Supplemental 16,500 total	Continue actions and services from 2014-15	Continue actions and services from 2015-2016

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
Increase parent involvement among all subgroups.	Parent Involvement (Priority 3)	Provide services and supports for parents to increase participation. Establish, with ongoing support from the district's foster youth liaison, a foster youth parent/guardian committee, in order to increase participation and engagement of parents/guardians of foster youth placed in the San Ramon Valley.	LEA-wide		Provide child care and meals during meeting times, schedule meetings to accommodate a variety of parent schedules, schedule meetings at convenient locations throughout the community. Increase of \$5,000 over prior year (Resource 0787). LCFF Supplemental 5,000 total	Continue actions and services from 2014-2015	Continue actions and services from 2015-2016

- 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.)

San Ramon Valley Unified (SRVUSD) estimates total Supplemental funding in 2014-15 to be \$1,596,155 (an increase of \$1,064,896). SRVUSD has allocated \$1,830,111 in LCFF funds as well as federal Title I and Title III funds to establish intervention teams for K-12 intervention support, implement a district-wide assessment and monitoring program, continue and expand K-12 English Learner support, explore blended learning opportunities, continue Culturally Responsive Teaching and Learning professional development, allocate funds directly to school sites for targeted support of struggling learners, continue and expand remedial summer school, continue Foster Youth liaison support and provide services and support to increase parent involvement (see goals and action plans in Section 3B of the LCAP).

- 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 percentage for which services must be increased or improved as compared to the services provided to all pupils in 2014-15 is estimated at 0.79%. SRVUSD will increase and improve services for unduplicated pupils as compared to the services provided to all pupils by providing supplemental and targeted services to unduplicated pupils as described in Section 3B of the LCAP. SRVUSD will exceed the proportionality percentage of 0.79% by allocating \$1.86 million for these targeted purposes.

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.