Introduction:

LEA: Surprise Valley Joint Unified School District   **Contact (Name, Title, Email, Phone Number):** Janelle Anderson, Superintendent, janderson@svjusd.org, 530-279-6161 ext. 22
LCAP Year: 2015-2016

Local Control and Accountability Plan and Annual Update Template

The Surprise Valley Joint Unified School District's mission statement is: In partnership with families and communities is committed to: Embracing diversity and value of our small community; Nurturing a safe, healthy school environment; Cultivating self-directed, respectful, confident, productive students; Fostering creative expression, critical thinking, meaningful collaboration, effective communication, and technological literacy; Implementing rigorous standards of teaching and learning; Providing opportunities for well-rounded learning in the classroom and community; Promoting a college-going culture with families and students; and Preparing students who will make successful transition to the next level of achievement in a global society.

The Surprise Valley Joint Unified School District serves students from the communities of Cedarville, Eagleville, Lake City and Fort Bidwell. The district enrollment is approximately 115 students and the number of students that qualify for free and reduced meals is over 70%. With this percentage so high, much of what we do is based on the needs of our low performing students but because of our small size all of our students benefit. In addition, some of the LCAP metrics do not apply because of size. These include the English learner reclassification rate and programs and services developed and provided to unduplicated pupils and students with exceptional needs. Also, because the API has been suspended for the 2014-2015 school year Metric B., Academic Performance Index will also be eliminated.

Our district has two sites, Surprise Valley Elementary School and Surprise Valley High School. Surprise Valley Elementary School serves students in grades K-8 and the high school, grades 9-12. Our special education students are supported by Modoc County Office of Education. At the present time, due to declining enrollment and other factors of financial uncertainty, Surprise Valley Joint Unified School District does not offer alternative education opportunities.

Surprise Valley Joint Unified School district excels in the area of appropriate teacher assignment. We currently have 90% of all staff members meeting Highly Qualified status. Our students have consistently had access to standards-aligned instructional materials. We are continuing to transition to Common Core State Standards and are awaiting the Language Arts adoption.   Our stakeholder group felt that our facilities were in good repair and the campuses were clean and well maintained.

Because of our small size, 115 students district wide, we held one meeting that included parents, community members, teachers, a union representative, and other classified staff. There was a total of 16 people at our meeting. This meeting served as an advisory group for the input process. In addition input was given by the school board in a board study session. Due to changes in district leadership and because of the valuable input provided by stakeholders through the consultation process there will be many changes to goals, annual measurable outcome and actions and services.

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process	Impact on LCAP
1. February 26, 2015- Strategic Plan/ LCAP stakeholder meeting	1. Our LCAP process began with the establishment of the LCAP committee. Because of our size and the history of participation we held one meeting that included stakeholders from the following groups: parents, teachers, administration,union representative, and community. The discussion began with conversations about what was unique about our school district and what we wanted it to stand for. The outcome of this part of the conversation was the creation of a new mission and vision for the district.

	Then 24 school objectives were established and discussed. Stakeholders prioritized the objectives in order of what they believed to be most important to the least important. This meeting was approximately six hours in length.
2. February 27, 2015- LCAP Board Study Session	2. The new mission and vision that was created on 2-26 was presented to the board for their input and Goals were finalized. The same individual facilitated the meeting with the board.
3. March 24 & 25, 2015- Establishing action items for goals Administration and the union representative came together to develop action steps for each objective based on goals for the schools, the district, and input from stakeholders	3. With the consultant we worked on the action items for the document. This process gave us the opportunity to discuss what actions needed to be taken to ensure goals were met.
4. April 21, 2015- Evaluation of actions	4. Taking this a step further we created and evaluation portion. This part tells what will be reported to the board and how administration would know if progress on the goals and actions were being met. The board and superintendent feel very strongly that the progress on the goals be closely monitored.
District administrators met to assign evaluation criteria to each action item on the Strategic Plan and complete the document.	5. After goals and actions were created site counsel was asked for feedback. Although a few clarifying questions were asked. No additions or deletions were necessary.
5. May 4, 2015 - Feedback and approval of LCAP draft by Site Counsel including pupils, parents, and staff.	6. Again, no additions or deletions were necessary.
6. May 19, 2015 - Certificated staff members and the board looked at the revised document and were asked for feedback.	7. Students felt strongly about maintaining focus on AVID and continued technology implementation.
7. March 10, 2014- Students were involved in goal review.	8. No questions or comments were made.
8. June 9, 2015- LCAP public hearing	9. No questions or comments were made.
9. June 30, 2015- Board meeting to approve the LCAP	
10. August 11, 2015 - Board Meeting amended the GAP percentage in the MPP calculation	10. Board approved correction to LCAP and final document
Annual Update: Board Meeting 8-14-14	**Annual Update:** Discussion was held on how the new phone system supports school safety,

Report to board on completion of the new phone system as part of our LACP goal 3. Report to the board on the AVID summer training as part of LCAP goal 1. Report to the board on roll out of iPads grades 4-12 as part of LCAP goal 2.	cost of AVID and how staff will be trained on iPad use.
Board Meeting 10-9-15 Report on student council efforts to improve school culture as part of our LCAP goal 4.	Board commented that they were glad to see shifts being made.
Board Meeting 12-9-15 Community Liaison reported on efforts for the district to become part of the Youth for Understanding program. She will begin recruiting families for foreign exchange students for the 15-16 school year as part of LCAP goal 4. Report on Christmas Carnival as part of LCAP goal 4. Update on professional development as part of LCAP goal 1.	Board gave feedback that they were excited to see the foreign exchange program back and the opportunities for our students. No comment was given on the carnival and members inquired about number of staff members that attended.
Board Meeting 2-10-15 Community Liaison reported that she has three families committed to hosting foreign exchange students as part of LCAP goal 4.	Board members asked for information on where students are from and who is hosting.
Stakeholder meeting 2-25-15	Presented current status of the district which let to 24 district objectives being identified and resulted in the three LCAP goals.
Student Meeting 3-10-15 Student input in goal review.	Goals were discussed with students. Their main concern was continuing the AVID program and the technology implementation.

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

Instructions:

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

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

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

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

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

Goal: Describe the goal:

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

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

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

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

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

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

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

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

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

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

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

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

Guiding Questions:

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

GOAL 1:	Surprise Valley School District will continuously design, develop, implement, evaluate, and improve performance in all core curriculum areas.	Related State and/or Local Priorities: 1 X 2 X 3 _ 4 X 5 X 6 _ 7 X 8 X COE only: 9 _ 10 _ Local : Specify

Identified Need :	Need: Implementation of all California State Standards as indicated by increase in student SBAC scores, number of students passing the CAHSEE, improvement on benchmark tests, CELDT scores, number of appropriately assigned and fully credentialed teachers, intervention implementation, increase in CTE courses being taken, implementation of AVID strategies, meeting Williams Act requirements and graduation rate.
Goal Applies to:	Schools: All
	Applicable Pupil Subgroups: All

LCAP Year 1: 2015-2016

Expected Annual Measurable Outcomes:	State Metrics: *Show increase in percent of students in grades 3-8 & 11 scoring Advanced and Proficient on the 2016 SBAC ELA, Math, PE, and Science tests. *Show increase in percent of students passing the CAHSEE. *Student benchmark testing in ELA and math shows improvement each trimester at the elementary school and each semester at the high school. *All ELs will increase CELDT scores by one level. *100% of ELs with CELDT scores of 3 reclassify. * 90% of teachers are appropriately assigned and fully credentialed in the subject areas in which they are teaching. * 100% of students have access to standards-aligned materials. *Continue to provide sufficient materials according the Williams Act for all students. *Ensure students taking Advanced Placement Exams score a 3 or higher. *Maintain 100% graduation rate. *Show increase in the number of students participating in CTE courses shown by site data. *Increased percentage of students who demonstrate college preparedness as determined by the Early Assessment Program. *Fully implement the K-12 ELA/ ELD and Math standards to enable all students including EL students to access the CCSS and ELD standards as demonstrated by observations from the Superintendent and HS Principal. *Fully implement the AVID strategies to support all students including ELs as demonstrated by observations from the Superintendent and HS Principal. Local Metrics: *Develop and fully implement intervention opportunities that focus on academic improvement for students below benchmark on site assessments or who are scoring below advanced and proficient or students failing courses as demonstrated by observations from the Superintendent and HS Principal. *Develop goals for AVID strategies that will be implemented in grades 4-12. *Verified use of WICOR strategies as observed in walk through.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
a. Provide professional development including but not limited to AVID, SAMR for technology, and RTI, focused on full implementation of California standards.	LEA-Wide	X All – – – – – – – – – – OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent	AVID Annual Membership 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 3,585 AVID Summer Institute 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 8,700

		English proficient _ Other Subgroups: (Specify)	AVID Leadership Conference 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 6,000
			SAMR - CUE Conference Tech Support 5000-5999: Services And Other Operating Expenditures Base 1,500
			SAMR 5000-5999: Services And Other Operating Expenditures Title II 4,000
			RTI - Minimum Day Inservice 0
b. Develop, revise, and implement District benchmark tests.	LEA-Wide	X All ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Purchase Program 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 2,000
c. Recruit and retain highly qualified staff.	LEA-Wide	X All ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	BTSA 5000-5999: Services And Other Operating Expenditures Title II 3,200
			Workshop/Conferences 5000-5999: Services And Other Operating Expenditures Title II 4,800
d. Plan and implement intervention strategies that focus on academic improvement for students scoring below benchmark including access to after-school tutoring K-12.	LEA-Wide	X All ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Tutoring 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $12,700
			Instructional Materials 4000-4999: Books And Supplies Supplemental and Concentration 700
			Odysseyware 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 3,000
			Ren Learning 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 4,000
			Summer School 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 7,600
			Summer School 2000-2999: Classified Personnel Salaries Supplemental and Concentration 1,782

			Summer School 3000-3999: Employee Benefits Supplemental and Concentration 1,807
e. Maintain or increase the number of HS students participating in career and technical education (CTE) courses.	LEA-Wide	X All ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Salaries + Benefits 2000-2999: Classified Personnel Salaries Base 27,400
			AG Summer Stipend 1000-1999: Certificated Personnel Salaries Base 6,500
			AG Grant Match 7000-7439: Other Outgo Base 9,800
f. Ensure access to digital learning.	LEA-Wide	X All ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Computer Upgrades/Replacement 6000-6999: Capital Outlay Supplemental and Concentration 30,000
g. Retain at least two paraprofessionals at the elementary site.	LEA-Wide	X All ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Paraprofessionals 2000-2999: Classified Personnel Salaries Supplemental and Concentration $27,000
h. Develop a plan for incorporating the appropriate standards for science in grades K-8, and high school science.	LEA-Wide	X All ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Workshops/Conference 5000-5999: Services And Other Operating Expenditures Title II 4,800
			Curriculum 4000-4999: Books And Supplies Base 500

i. Create a staff evaluation schedule.	LEA-Wide	X All _____ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Through Staff Meetings
j. Investigate the possibility of offering World Language to the elementary level students, providing Dual Language Certification, and incorporating Native American Language opportunities in our schools.	LEA-Wide	X All _____ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	World Language On-line Classes 5000-5999: Services And Other Operating Expenditures Base 3500 Native American Language Opportunities
k. Adopt/purchase/pilot curriculum or materials necessary for standards alignment.	LEA-Wide	X All _____ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Math 4000-4999: Books And Supplies Other 15,000 Math 4000-4999: Books And Supplies Lottery 6,000
l. Analyze Advance Placement exam results and Early Assessment Program assessment results to determine ways to increase scores.	LEA-Wide	X All _____ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Through Staff Meetings

LCAP Year 2: 2016-2017	
Expected Annual Measurable Outcomes:	State Metrics: * Continue to show increase in percent of students in grades 3-8 & 11 scoring Advanced and Proficient on the 2016 SBAC ELA, Math, PE, and Science tests. *Continue to show increase in percent of students passing the CAHSEE. *Student benchmark testing in ELA and math continues to show improvement each trimester at the elementary school and each semester at the high school. *All ELs will increase CELDT scores by one level. *100% of ELs with CELDT scores of 3 reclassify. * 90% of teachers are appropriately assigned and fully credentialed in the subject areas in which they are teaching. * 100% of students have access to standards-aligned materials. *Continue to provide sufficient materials according the Williams Act for all students. *Ensure students taking Advanced Placement Exams score a 3 or higher. *Maintain 100% graduation rate. *Continue to show an increase in the number of students participating in CTE courses shown by site data. *Continue to increased percentage of students who demonstrate college preparedness as determined by the Early Assessment Program. *Fully implement the K-12 ELA/ ELD and Math standards to enable all students including EL students to access the CCSS and ELD standards as demonstrated by observations from the Superintendent and HS Principal. *Fully implement the AVID strategies to support all students including ELs as demonstrated by observations from the Superintendent and HS Principal. Local Metrics: *Develop and fully implement intervention opportunities that focus on academic improvement for students below benchmark on site assessments or who are scoring below advanced and proficient or students failing courses as demonstrated by observations from the Superintendent and HS Principal. *Develop goals for AVID strategies that will be implemented in grades 4-12. *Verified use of WICOR strategies as observed in walk through.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
a. Provide professional development including but not limited to AVID, SAMR for technology, and RTI, focused on full implementation of California standards.	LEA-Wide	X All — — — — — — — — OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	AVID Annual Membership 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 3,600 AVID Summer Institute 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 9,000 SAMR-CUE Conference Tech Support 5000-5999: Services And Other Operating Expenditures Base 1,500 SAMR-CUE Conference 5000-5999: Services And Other

			Operating Expenditures Title II 4,000
			RTI - Minimum Day Inservice
b. Revise and implement District benchmark tests.	LEA-Wide	X All _____ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Purchase Program 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 2,000
c. Continue to recruit and retain highly qualified staff	LEA-Wide	X All _____ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	BTSA 5000-5999: Services And Other Operating Expenditures Title II 3,200 Workshops/Conferences 5000-5999: Services And Other Operating Expenditures Title II 4,800
d. Continue to plan and implement intervention strategies that focus on academic improvement for students scoring below benchmark including access to after-school tutoring K-12	LEA-Wide	X All _____ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Tutoring 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 12,700 Instructional Materials 4000-4999: Books And Supplies Supplemental and Concentration 700 Odysseyware 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 3,000 Ren. Learning 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 4,000 Summer School 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 7,600 Summer School 2000-2999: Classified Personnel Salaries Supplemental and Concentration 1,782 Summer School 3000-3999: Employee Benefits Supplemental and Concentration 1,807
e. Continue to maintain or increase the number of HS Students participating in career and technical education (CTE) courses.	LEA-Wide	X All _____ OR: _ Low Income pupils _ English Learners	Salaries + Related Costs 1000-1999: Certificated Personnel Salaries Base 27,400 AG Summer Stipend 1000-1999: Certificated Personnel Salaries Base 6,500

		_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	AG Grant District Match 7000-7439: Other Outgo Base 9,800
f. Ensure access to digital materials.	LEA-Wide	X All ------------ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Computer Upgrades/Replacement 6000-6999: Capital Outlay Base 30,000
g. Continue to retain at least two paraprofessionals at the elementary site.	LEA-Wide	X All ------------ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Paraprofessionals 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 27,000
h. Review and revise the plan for incorporating the appropriate standards for science in each classroom. Provide professional development for implementation.	LEA-Wide	X All ------------ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Workshops/Conferences 5000-5999: Services And Other Operating Expenditures Title II 4,800 Curriculum 4000-4999: Books And Supplies Base 500
i. Evaluate staff according to schedule. Tweak schedule to include new staff members.	LEA-Wide	X All ------------ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient	Through Staff Meetings

		_ Other Subgroups: (Specify)	
j. Provide opportunities for World Language to the elementary level students, providing Dual Language Certification, and incorporating Native American Language opportunities in our school if deemed feasible in year one of LCAP (2015-2016).	LEA-Wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	World Language On-Line Classes 5000-5999: Services And Other Operating Expenditures Base 3,500
k. Adopt/purchase/pilot curriculum or materials necessary for standards alignment.	LEA-Wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	ELA 4000-4999: Books And Supplies Base 6,000

LCAP Year 3: 2017-2018

Expected Annual Measurable Outcomes:	State Metrics: * Continue to show increase in percent of students in grades 3-8 & 11 scoring Advanced and Proficient on the 2016 SBAC ELA, Math, PE, and Science tests. *Continue to show increase in percent of students passing the CAHSEE. *Student benchmark testing in ELA and math continues to show improvement each trimester at the elementary school and each semester at the high school. *All ELs will increase CELDT scores by one level. *100% of ELs with CELDT scores of 3 reclassify. * 90% of teachers are appropriately assigned and fully credentialed in the subject areas in which they are teaching. * 100% of students have access to standards-aligned materials. *Continue to provide sufficient materials according the Williams Act for all students. *Ensure students taking Advanced Placement Exams score a 3 or higher. *Maintain 100% graduation rate. *Continue to show an increase in the number of students participating in CTE courses shown by site data. *Continue to increased percentage of students who demonstrate college preparedness as determined by the Early Assessment Program. *Fully implement the K-12 ELA/ ELD and Math standards to enable all students including EL students to access the CCSS and ELD standards as demonstrated by observations from the Superintendent and HS Principal. *Fully implement the AVID strategies to support all students including ELs as demonstrated by observations from the Superintendent and HS Principal. Local Metrics: *Develop and fully implement intervention opportunities that focus on academic improvement for students below benchmark on site assessments or who are scoring below advanced and proficient or students failing courses as demonstrated by observations from the Superintendent and HS Principal. *Develop goals for AVID strategies that will be implemented in grades 4-12. *Verified use of WICOR strategies as observed in walk through.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
a. Provide professional development including but not limited to AVID, SAMR for technology, and RTI, focused on full implementation of California standards.	LEA-Wide	X All - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	AVID Annual Membership 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 3,800 AVID Summer Instutute 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 7,000 CUE Conference Tech Support 5000-5999: Services And Other Operating Expenditures Base 1,500 CUE Conference - Certificated Staff 5000-5999: Services And

			Other Operating Expenditures Title II 4,000
			RTI - Minimum Day Inservice
b. Develop, revise, and implement District benchmark tests.	LEA-Wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Purchase Program 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 2,000
c. Recruit and retain highly qualified staff.	LEA-Wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	BTSA 5000-5999: Services And Other Operating Expenditures Title II 3,200
			Workshops/Conferences 5000-5999: Services And Other Operating Expenditures Title II 4,800
d. Plan and implement intervention strategies that focucs on academic improvement for students scoring below benchmark including access to after-school tutoring K-12.	LEA-Wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Tutoring 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 12,700
			Instructional Materials 4000-4999: Books And Supplies Supplemental and Concentration 700
			Odysseyware 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 3,000
			Ren. Learning 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 4,000
			Summer School 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 7,600
			Summer School 2000-2999: Classified Personnel Salaries Supplemental and Concentration 1,782
			Summer School 3000-3999: Employee Benefits Supplemental and Concentration 1,807
e. Maintain or increase the number of HS students participating in career and technical education (CTE) courses.	LEA-Wide	X All OR: _ Low Income pupils	Salaries + Related Costs 1000-1999: Certificated Personnel Salaries Base 27,400
			Ag Summer STipend 1000-1999: Certificated Personnel

		_ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Salaries Base 6,500
			Ag Grant District Match 7000-7439: Other Outgo Base 9,800
f. Ensure access to digital learning.	LEA-Wide	X All — — — — — — — — — — OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Conputer Upgrades/Replacement 6000-6999: Capital Outlay Base 20,000
g. Retain at least two paraprofessionals at the elementary site.	LEA-Wide	X All — — — — — — — — — — OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Salaries+Benefits 2000-2999: Classified Personnel Salaries Supplemental and Concentration 27,000
h. Fully implement California Science standards K-12.	LEA-Wide	X All — — — — — — — — — — OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Workshops/Conference 5000-5999: Services And Other Operating Expenditures Title II 4,800
			Curriculum 4000-4999: Books And Supplies Base 500
i. Evaluate staff according to schedule. Modify schedule to include new staff members.	LEA-Wide	X All — — — — — — — — — — OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent	Through Staff Meetings

		English proficient _ Other Subgroups: (Specify)	
j. Provide opportunities for World Language to the elementary level students, providing Dual Language Certification, and incorporating Native American Language opportunities in our school if deemed feasible in year one of LCAP (2015-2016).	LEA-Wide	X All ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	One-Line Classes 5000-5999: Services And Other Operating Expenditures Base 3,500
k. Adopt/purchase/pilot curriculum or materials necessary for standards alignment.	LEA-Wide	X All ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Textbooks 4000-4999: Books And Supplies Base 6,000

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

GOAL 2:	Surprise Valley School District will improve school culture, through improved student decision making, and family/community outreach.	Related State and/or Local Priorities: 1 _ 2 _ 3 X 4 _ 5 X 6 X 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Identified Need :	Create a district that cultivates responsible learners and citizens through active student, family, and community engagement. as indicated by increase in attendance rates, decrease in suspensions, one or fewer expulsions, high numbers of students participating in After School Programs, curricular activities, the Child Nutrition program, kindergarten roundup, 8th grade transition activities, increased participation in post-secondary education planning activities, and outcomes of parent and student surveys.	
Goal Applies to:	Schools: All	
	Applicable Pupil Subgroups:	All

LCAP Year 1: 2015-2016	

| Expected Annual Measurable Outcomes: | State Metrics:

*Increase attendance rates from 2014-2015 school year.
*Decrease suspension rates from 2014-2015 school year.
*Maintain one or less expulsions from 2014-2015 school year.
*Decrease absenteeism rates from 2014-2015 school year.
*High school dropout rates from 2014-2015 school year.
*High school graduation rates from 2014-2015 school year.
*Middle school dropout rates from 2014-2015 school year.
*Survey parents and all students including those with exceptional needs regarding access to programs for all unduplicated pupils and get feedback on school culture and safety.
*Before the beginning of the school year, 100% of 9th grade unduplicated, and including exceptional students and parents will have met with guidance counselors to develop their four-year post graduate plans.

Local Metrics:

*Increase number of students participating in SEALS After School Program.
*Increase number of students participating in extra curricular activities.
*Increase number of students participating in the Child Nutrition program.
*70% of incoming kindergarten students and their parents will have participated in Kindergarten Round Up activities.
*95% of students enrolled in grade 7 will participate in high school transition activities.
*Increase the percent of parents and high school students participating in post-secondary education planning activities. |

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
a. Each site will develop a specific list of services, activities, projects, and programs that promote positive student decision-making and impact of said programs.	LEA-Wide	X All - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Speakers/Assemblies 5000-5999: Services And Other Operating Expenditures Base 1,000 Curriculum 4000-4999: Books And Supplies Base 500
b. Create a document to track expulsion and suspensions at each site.	LEA-Wide	X All - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent	Through Powerschool

		English proficient _ Other Subgroups: (Specify)	
c. Train staff on cultural diversity.	LEA-Wide	X All - - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Through Staff Meetings/Minimum Days
d. Staff and students will seek opportunities to attend community meetings to positively represent the District.	LEA-Wide	X All - - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Through Contact with Chamber of Commerce
e. Design a plan to improve high school transition activities for students in grade 7 by soliciting input from staff and current 9th graders regarding their suggestions.	LEA-Wide	X All - - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Through Staff Meetings/Minimum Days
f. Collect and analyze data on the number of students in grades 7-12 participating in sports and other extra curricular activities and determine strategies to increase participation.	LEA-Wide	X All - - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Through Staff Meetings/Minimum Days

g. Review and revise district, school-wide, and classroom management and discipline plans.	LEA-Wide	X All _ _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Through Staff Meetings/Minimum Days
h. Retain a community liaison.	LEA-Wide	X All _ _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	5000-5999: Services And Other Operating Expenditures Base 5,000

LCAP Year 2: 2016-2017

Expected Annual Measurable Outcomes:	State Metrics: * Increase attendance rates from 2014-2015 school year. * Decrease suspension rates from 2014-2015 school year. * Maintain one or less expulsions from 2014-2015 school year. * Decrease absenteeism rates from 2014-2015 school year. * High school dropout rates from 2014-2015 school year. * High school graduation rates from 2014-2015 school year. * Middle school dropout rates from 2014-2015 school year. * Annually survey parents and all students including those with exceptional needs regarding access to programs for all unduplicated pupils and get feedback on school culture and safety. * Continue to meet before the beginning of the school year, with 100% of 9th grade unduplicated, and including exceptional students and parents will have met with guidance counselors to develop their four-year post graduate plans. Local Metrics: *Continue to increase or maintain the number of students participating in SEALS After School Program. *Continue to increase or maintain number of students participating in extra curricular activities. *Continue to increase number of students participating in the Child Nutrition program. *75% of incoming kindergarten students and their parents will have participated in Kindergarten Round Up activities. *95% of students enrolled in grade 7 will participate in high school transition activities. *Increase the percent of parents and high school students participating in post-secondary education planning activities.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
a. Each site will implement a specific list of strategies including services, activities, projects, and programs that promote positive student decision-making and will determine the impact of said programs.	LEA-Wide	X All - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Speakers/Assemblies 5000-5999: Services And Other Operating Expenditures Base 1,000 Curriculum 4000-4999: Books And Supplies Base 500
b. Utilize a document to track expulsion and suspensions at each site. Analyze data to make improvements to discipline program.	LEA-Wide	X All - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent	Through Powerschool

		English proficient _ Other Subgroups: (Specify)	
c. Continue to train staff on cultural diversity.	LEA-Wide	X All _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Through Staff Meeting/Minimum Days
d. Staff and students will continue seek new opportunities to attend community meetings to positively represent the District.	LEA-Wide	X All _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Through Contact With Chamber of Commerence
e. Implement a plan to improve high school transition activities for students in grade 7 by soliciting input from staff and current 8th and 9th graders regarding their suggestions.	LEA-Wide	X All _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Through Staff Meetings/Minimum Days
f. Collect and analyze data on the number of students in grades 7-12 participating in sports and other extra curricular activities and determine strategies to increase participation.	LEA-Wide	X All _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Through Staff Meetings/Minimum Days

g. Review and revise district, school-wide, and classroom management and discipline plans.	LEA-Wide	X All _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Through Staff Meeting/Minimum Days
h. Retain a community liaison.	LEA-Wide	X All _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	5000-5999: Services And Other Operating Expenditures Base 5,000

LCAP Year 3: 2017-2018

Expected Annual Measurable Outcomes:	State Metrics: * Increase attendance rates from 2014-2015 school year. * Decrease suspension rates from 2014-2015 school year. * Maintain one or less expulsions from 2014-2015 school year. * Decrease absenteeism rates from 2014-2015 school year. * High school dropout rates from 2014-2015 school year. * High school graduation rates from 2014-2015 school year. * Middle school dropout rates from 2014-2015 school year. * Annually survey parents and all students including those with exceptional needs regarding access to programs for all unduplicated pupils and get feedback on school culture and safety. * Continue to meet before the beginning of the school year, with 100% of 9th grade unduplicated, and including exceptional students and parents will have met with guidance counselors to develop their four-year post graduate plans. Local Metrics: *Continue to increase or maintain the number of students participating in SEALS After School Program. *Continue to increase or maintain number of students participating in extra curricular activities. *Continue to increase number of students participating in the Child Nutrition program. *75% of incoming kindergarten students and their parents will have participated in Kindergarten Round Up activities. *95% of students enrolled in grade 7 will participate in high school transition activities. *Increase the percent of parents and high school students participating in post-secondary education planning activities.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
a. Each site will implement a specific list of strategies including services, activities, projects, and programs that promote positive student decision-making and will determine the impact of said programs.	LEA-Wide	X All - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Speakers/Assemblies 5000-5999: Services And Other Operating Expenditures Base 1,000 Curriculum 4000-4999: Books And Supplies Base 500
b. Utilize a document to track expulsion and suspensions at each site. Analyze data to make improvements to discipline program.	LEA-Wide	X All - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent	Through Powerschool

		English proficient _ Other Subgroups: (Specify)	
c. Continue to train staff on cultural diversity.	LEA-Wide	X All ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Through staff Meetings/Minimum Days
d. Staff and students will seek new opportunities to attend community meetings to positively represent the District.	LEA-Wide	X All ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Through Contact With Chamber of Commerence
e. Implement a plan to improve high school transition activities for students in grade 7 by soliciting input from staff and current 8th and 9th graders regarding their suggestions.	LEA-Wide	X All ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Through Staff Meetings/Minimum Days
f. Collect and analyze data on the number of students in grades 7-12 participating in sports and other extra curricular activities and determine strategies to increase participation.	LEA-Wide	X All ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Through Staff Meetings/Minimum Days

g. Review and revise district, school-wide, and classroom management and discipline plans.	LEA-Wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Through Staff Meetings/Minimum Days
h. Retain a community liaison.	LEA-Wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	5000-5999: Services And Other Operating Expenditures Base 5,000

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

GOAL 3:	Surprise Valley School District will improve basic services district-wide.	Related State and/or Local Priorities: 1 X 2 _ 3 X 4 _ 5 _ 6 X 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify

Identified Need :	Need: Improved fiscal integrity, facilities, equipment, technology, and exploration of alternative education as indicated by Williams Act compliance, suspension and expulsion rates, use of inter-district communications system, implementation of safety plan, building and facilities records, and training on school safety and crisis plans.

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

LCAP Year 1: 2015-2016

Expected Annual Measurable Outcomes:	State Metrics: *Continue to maintain minimal suspension and expulsion rates. *All facilities are rated Exemplary via the Facilities Inspection Tool. Local Metics: *Improve inter-district communications through technology that includes the phone system, parent notification system, and social media notification. *Increase coordination and presence of law enforcement, yearly implementation of additional security recommendations and update the safety plan yearly. *Continue to maintain and upgrade buildings and facilities. *Continue training students and parents on school safety procedures and provide detailed information about school safety and crisis situation plans.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
a. Update the school safety plan and schedule evacuation drills.	LEA-Wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Keenan Resources Through Staff Meeting/Minimum Days

b. Investigate the option of a dependent charter and other educational options.	LEA-Wide	X All ------------ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Superintendent Staff Input Through Staff Meetings
c. Survey staff on the condition of facilities and grounds and create a project plan.	LEA-Wide	X All ------------ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Through Annual Facilities Inspections Through Staff Meetings
d. Develop a timeline and budget to attain the 1:1 student to technology ratio.	LEA-Wide	X All ------------ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Through Tech Plan 6000-6999: Capital Outlay Supplemental and Concentration 30,000 Through Tech Committee
e. Utilize PowerSchool, phone notification system, email, text messages, and social media to communicate with students and families.	LEA-Wide	X All ------------ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	PowerSchool 5000-5999: Services And Other Operating Expenditures Base 4,000 School Messenger 5000-5999: Services And Other Operating Expenditures Base 2700

LCAP Year 2: 2016-2017	
Expected Annual Measurable Outcomes:	State Metrics: *Continue to maintain minimal suspension and expulsion rates. *All facilities are rated Exemplary via the Facilities Inspection Tool. Local Metics: *Continue to improve inter-district communications through technology that includes the phone system, parent notification system, and social media notification. *Continue to increase coordination and presence of law enforcement, yearly implementation of additional security recommendations and update the safety plan yearly. *Continue to maintain and upgrade buildings and facilities. *Continue training students and parents on school safety procedures and provide detailed information about school safety and crisis situation plans.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
a. Update the school safety plan and schedule evacuation drills.	LEA-Wide	X All — — — — — — — — — — OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Keenan Resources Through Staff Meetings/Minimum Days
b. With a team of stakeholders, determine the feasibility of a dependent charter and other educational options based on prior research.	LEA-Wide	X All — — — — — — — — — — OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Superintenent Staff Input Through Staff Meetings
c. Utilize the previously created project plan to maintain or improve the condition of facilities and grounds.	LEA-Wide	X All — — — — — — — — — — OR: _ Low Income pupils _ English Learners	Maintenance/Custodial Salareie + Related Costs 2000-2999: Classified Personnel Salaries Base 126,500 Maintenance/Custodial Supplies 4000-4999: Books And Supplies Base 20,000

		_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Projects 5000-5999: Services And Other Operating Expenditures Base 20,000
d. Revise the timeline and budget to attain the 1:1 student to technology ratio.	LEA-Wide	X All _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Technology 6000-6999: Capital Outlay Supplemental and Concentration 20,000 Tech Committee
e. Utilize PowerSchool, phone notification system, email, text messages, and social media to communicate with students and families.	LEA-Wide	X All _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	PowerSchool 5000-5999: Services And Other Operating Expenditures Base 4,000 School Messenger (3 Year Contract)

LCAP Year 3: 2017-2018

Expected Annual Measurable Outcomes:	State Metrics: *Continue to maintain minimal suspension and expulsion rates. *All facilities are rated Exemplary via the Facilities Inspection Tool. Local Metics: *Improve inter-district communications through technology that includes the phone system, parent notification system, and social media notification. *Increase coordination and presence of law enforcement, yearly implementation of additional security recommendations and update the safety plan yearly. *Continue to maintain and upgrade buildings and facilities. *Continue training students and parents on school safety procedures and provide detailed information about school safety and crisis situation plans.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
a. Update the school safety plan and schedule evacuation drills.	LEA-Wide	X All – – – – – – – – – – OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Keenan Resources Through Staff Meetings
b. With a team of stakeholders, determine the feasibility of a dependent charter and other educational options based on prior research.	LEA-Wide	X All – – – – – – – – – – OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Superintendent Through Staff Meetings
c. Utilize the previously created project plan to maintain or improve the condition of facilities and grounds.	LEA-Wide	X All – – – – – – – – – – OR: _ Low Income pupils _ English Learners	Maintenance/Custodial Salaries + Related Costs 2000-2999: Classified Personnel Salaries Base 128,000 Maintenance/Custodial Supplies 4000-4999: Books And Supplies Base 20,000

		_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
d. Revise the timeline and budget to attain the 1:1 student to technology ratio.	LEA-Wide	X All - - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Technology Needs 6000-6999: Capital Outlay Supplemental and Concentration 20,000 Through Tech Committee
e. Utilize PowerSchool, phone notification system, email, text messages, and social media to communicate with students and families.	LEA-Wide	X All - - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	PowerSchool 5000-5999: Services And Other Operating Expenditures Base 4,000 School Messenger (3 Year Contract)

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

Annual Update

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

Guiding Questions:

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

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

Original GOAL 1 from prior year LCAP:	Students at SVJUSD will increase their proficiency in the core content areas.	Related State and/or Local Priorities: 1 X 2 X 3 X 4 X 5 X 6 X 7 X 8 X COE only: 9 _ 10 _ Local : Specify

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

Expected Annual Measurable Outcomes:	A. Professional development modeling coach to support the shifts in instructions necessary for the increased implementation of Common Core for all administrators and teachers. B. Every student will have a student achievement plan (SAP) based on test scores, teacher assessment, parent in-put and student need. This includes a college and career readiness piece for high school students. C. Needs of students will be addressed during individual instructional time. D. Continue to employ and retain appropriately assigned and credentialed teachers. E. Establish a baseline for API scores. F. Revise and target Student Achievement Plans (SAP) based on CAASPP scores. G. Academic advisor will review each EAP score with student. H. Establish a base-line for A-G completion rates. I. Continue to offer subsidized AP courses. Academic Advisor will identify and meet with potential candidates.	Actual Annual Measurable Outcomes:	Outcomes A-D do not belong in this section and will be moved to the action and services section. See A below. E. The API scores were suspended for the 13-14 school year because of the change in tests. No baseline was established. F & G do not belong in this section and will be moved to the action and services section. No scores were given to schools from the CAASPP in order to form a baseline. EAP scores are were reviewed with each high school student. H. A baseline of two students was established for our A-G components and we are satisfied with what we have in place. I. This does not belong in this section and will be moved to the action and services section. Subsidized AP courses were offered.

LCAP Year: 2014-15			
Planned Actions/Services		**Actual Actions/Services**	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
a. Professional development.	AVID yearly membership 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $3,400	The district offered many professional development opportunities for staff in the areas of Common Core, AVID, NGSS, and targeted Kindergarten through third grade collaboration. There was also one-to-one coaching opportunities that teachers took advantage of. Our K-2 teacher participated in county-wide collaboration days throughout the year.	AVID Membership 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 3,485 AVID Leadership Training 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 5,711 AVID Summer Institute 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 8,837
Scope of Service ┆ LEA-Wide X All - - - - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service ┆ LEA-Wide X All - - - - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
b. Authentic and timely assessment	AVID Summer Institute 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $8,500	Benchmark testing using the STAR reading and math tests take place K-8 four times a year. In addition, K-6 is assessed using Results testing also four times a year. The high school uses Star reading tests for students 9-12 and assesses at the start of each semester. In addition they use Star math however this has not been on a consistent basis.	Moved to a. Professional Development
Scope of Service ┆ LEA-Wide X All		Scope of Service ┆ LEA-Wide X All	

OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
c. Recruit and retain highly qualified staff	BTSA 5000-5999: Services And Other Operating Expenditures Title II $7,600	SVJUSD uses the local paper, EDJoin, and contacts through Chico State University as well as Simpson University to recruit highly qualified teachers. No teachers were required to receive BTSA training this year. There was one high school teacher who was not highly qualified. She will not be returning next year.	No Participating Teachers 0
Scope of Service ⋮ LEA-Wide X All ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service ⋮ LEA-Wide X All ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
d. Communication of CCSS.	Assessment tools 4000-4999: Books And Supplies Supplemental and Concentration $1,000	SV elementary has communicated information on CCSS through letters home and parent teacher conferences. High school has not communicated.	There was no associated costs 0
Scope of Service ⋮ LEA-Wide X All ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English		Scope of Service ⋮ LEA-Wide X All ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient	

proficient _ Other Subgroups: (Specify)		_ Other Subgroups: (Specify)	
e. Provide college and career and technical education (CTE) courses.	In-service/Workshops 5000-5999: Services And Other Operating Expenditures Title II $5,000 Newsletters/Open House 4000-4999: Books And Supplies Base $2,000	Courses in this area include welding, ornamental horticulture/ floral, ag mechanics, auto, engineering, culinary arts, and technology. *	AVID Membership 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 3,485 CTE Classes 1000-1999: Certificated Personnel Salaries Base 40,624 AG Grant Match 7000-7439: Other Outgo Base 9,208
Scope of Service LEA-Wide X All – – – – – – – – – – OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service LEA-Wide X All – – – – – – – – – – OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
f. Ensure access to digital materials.	Computer upgrades/Replacement 6000-6999: Capital Outlay Base $20,000	Students grades 4-12 had access to one-to -one devices. This is an increase of 88% of our classrooms over last year. Students K-3 have access to the computer lab throughout the week and have scheduled times to use it.	iPads 6000-6999: Capital Outlay Base 21,430
Scope of Service LEA-Wide X All – – – – – – – – – – OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service LEA-Wide X All – – – – – – – – – – OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

g. Prioritization of fiscal resources.	High School Teachers Salaries 1000-1999: Certificated Personnel Salaries Base $226,425	The district participated in a strategic planning process this year. One area addressed in the plan was creating priorities for spending. It was determined we would need to cut 50,000 to 60,000 out of the budget or increase revenue by that amount over the next five years. This year we will meet this number by not replacing a teacher and eliminating some stipends that are no longer needed because of staffing changes. Ideas for increasing revenue will be explored and include charter school, parcel taxes, and generating money from agriculture projects.	High School Teacher Salaries + Related Costs 1000-1999: Certificated Personnel Salaries Base 316,093
Scope of Service ┆ LEA-Wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service ┆ LEA-Wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
h. Maintain paraprofessionals	2 Paraprofessionals 2000-2999: Classified Personnel Salaries Supplemental and Concentration $25,500	Two of our paraprofessionals retired at the end of the 13-14 school year. Because of budget constraints we chose not to replace one of them and despite efforts to replace the second there was no one who applied. We maintained two at the elementary school and were able to pay teachers to tutor after school to support struggling learners and EL students as needed.	Salaries + Related Costs Paraprofessionals 2000-2999: Classified Personnel Salaries Supplemental and Concentration 24,221
Scope of Service ┆ LEA-Wide X All OR:		Scope of Service ┆ LEA-Wide X All OR:	

_ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
i. Continue implementation of AVID	AVID yearly membership 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $3,400	Implementation of AVID has been successful. More than half the staff attended summer training and one of our high school teachers attended training to become our district director. This is the second year this program has been in place and is implemented grades 4-12. It is becoming part of our school culture and values, there is an increase in the number of seniors applying to college as well as the number of students taking SATs. AVID skills such as binder checks, note taking and AVID strategies are becoming the norm in our classrooms.	AVID Annual Membership 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 3,485
Scope of Service · LEA-Wide X All ------ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service · LEA-Wide X All ------ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
j. Provide after-school tutoring.	tutoring salaries 2000-2999: Classified Personnel Salaries Supplemental and Concentration $10,800	As mentioned above, after school tutoring is provided to students grades K-8 by teachers at the elementary school. Tutoring opportunities were offered at the high school and students did not attend.	Tutoring 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 3,600
Scope of Service · LEA-Wide		Scope of Service · LEA-Wide	

X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
k. Provide intervention opportunities.	Odysseyware 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $3,000 Ren Learning 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $5,600 I Ready 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $3.600	Intervention and credit recovery opportunities are offered district wide. Grades 9-12 do not currently provide intervention opportunities however students who are credit deficient use Odysseyware which enables them to take credit recovery courses. Kindergarten partners with after school program to provide intervention to students. First through third grade have a minimum of 30 minutes a day for intervention and students who are struggling in reading are assigned to 30 minutes of intervention each day.	Odysseyware 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 3,000 Ren. Learning 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 3,898
Scope of Service LEA-Wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service LEA-Wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Items A-G and F are not measurable and will be eliminated. In addition, due to changes in district administration this year and because of the valuable input provided by stakeholders through this year's powerful consultation process, there will be a number of changes to goals, annual measurable outcomes, and actions/services. It is not expected that there will be significant changes in goals and services next year.		

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

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

Original GOAL 2 from prior year LCAP:	Ensure access to and mastery of 21st Century Learning tools, resources and skills for all staff and students.	Related State and/or Local Priorities: 1 X 2 X 3 X 4 X 5 X 6 X 7 X 8 X COE only: 9 _ 10 _ Local : Specify

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

Expected Annual Measurable Outcomes:	A. Develop rubrics to measure 21st Century skills and Common Core proficiencies. B. Professional development to support the shifts in instruction necessary for the implementation of Common Core for all administrators and teachers. C. Use the Student Achievement Plan (SAP) to regularly measure and monitor the impact of intervention and instructional practices on students. D. In school year 2014/2015 all students 7-12 will be provided with and trained on iPads for 1:1 use to enhance e-learning opportunities to address transition to the CCSS. E. Portfolios will be utilized in grades 9-12 to assess mastery of 21st Century Learning skills and college readiness.	Actual Annual Measurable Outcomes:	Outcomes A-E are in the wrong place and will be placed in the Actions and Services section. A. Site rubrics were not developed. Administration did not feel there was sufficient knowledge to create rubrics at the time. B. Professional development opportunities were provided to address shifts in standards. Teachers participated in county-wide trainings as well as trainings out of the area. Teachers felt more supported in this area. C. SAP plans were used in grades K-2 and shared with parents at conferences. Grades 3-12 did not use SAPs because of time constraints in creating them. We will reevaluate if having SAPs will improve student learning or if there are better ideas. We will also address time constraints if necessary. D. Students 4-12 were provided iPads for 1:1 use. Through daily use of iPads, students have been trained an d are able to integrate use of their iPad in their daily work. E. Portfolios were not utilized in grades 9-12 . Grades 9-12 did not develop portfolios because of time constraints in creating them. We will reevaluate if having portfolios will benefit students or if there are better ideas. We will also address time constraints if necessary.

LCAP Year: 2014-15			
Planned Actions/Services		**Actual Actions/Services**	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
a. Instructional technology for project-based learning.	Instructional Materials 4000-4999: Books And Supplies Base $8,000	Students utilize their iPads and various Apps to complete all academic projects including project based learning assignments.	iPads 6000-6999: Capital Outlay Base 21,430
Scope of Service ⦙ LEA-Wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service ⦙ LEA-Wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
b. Provide access to a-g courses, AVID and CTE.	High School Teacher Salaries 1000-1999: Certificated Personnel Salaries Base 226,425	Scheduling was designed to allow all students access to to a-g courses, and CTE offerings. AVID was integrated into the schedule as a year long course available to students through a filtered selection criteria.	High School Teacher Salaries + Related Costs 1000-1999: Certificated Personnel Salaries Base 316,093
Scope of Service ⦙ LEA-Wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service ⦙ LEA-Wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
c. Balance direct instruction with project oriented teaching methods.	Inservice and minimum days 0	PD was provided to staff and a better balance of direct instruction and projects occurred.	Addressed through inservice and minimum day staff development. 0

Scope of Service			Scope of Service	
LEA-Wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)			LEA-Wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
d. Curriculum aligned to the CCSS.	Curriculum 4000-4999: Books And Supplies Base $10,000	Teachers used piloted math curriculum to align with the CCSS in grades K-8. Teachers pulled in resources to bridge the Language Arts curriculum needs. In addition teachers began bridging NGSS standards.	Have not adopted Math Program/Used unrestricted lottery for Language Arts 0	
Scope of Service LEA-Wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)			Scope of Service LEA-Wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
e. Training on responsible digital citizenship and Internet safety.	Training 5000-5999: Services And Other Operating Expenditures Base $1,500	Each class took part in the Common Sense media lessons as required by the state of California. Some teachers offered additional lesson in digital citizenship and internet safety.	Digital Citizenship/Used free on-line material 0	
Scope of Service LEA-Wide X All OR: _ Low Income pupils _ English Learners			Scope of Service LEA-Wide X All OR: _ Low Income pupils _ English Learners	

_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
f. Provide online learning that includes digital resources.	Online Classes 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $4,000 Instructional CoachingProvided by MCOE $20,000	The high school provided electives and credit recovery courses to students that were interested in taking them.	Odysseyware 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 3,000
Scope of Service LEA-Wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service LEA-Wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
g. Maintain paraprofessionals	2 Paraprofessionals 2000-2999: Classified Personnel Salaries Supplemental and Concentration $25,500	See goal 1	Salaries + Related Costs Paraprofessionals 2000-2999: Classified Personnel Salaries Supplemental and Concentration 24,221
Scope of Service LEA-Wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service LEA-Wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

h. Continue implementation of AVID	AVID yearly membership 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $3,400	See Goal 1	AVID Annual Membership 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 3,485
Scope of Service LEA-Wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service LEA-Wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
i. Provide after-school tutoring.	tutoring salaries 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $10,800	After school tutoring was available K-12. Students in grades 9-12 did not chose to participate.	Salaries + Related Costs Tutors 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 24,221
Scope of Service LEA-Wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service LEA-Wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
j. Provide intervention opportunities.	Odysseyware 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $3,000 Ren Learning 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $5,600	See Goal 1	Odysseyware 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 3,000 Ren Learning 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 3,898

	I Ready 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $3.600		I-Ready Did not purchase.
Scope of Service	LEA-Wide	Scope of Service	LEA-Wide	
X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Items A-E are not measurable and will be eliminated. In addition, due to changes in district administration this year and because of the valuable input provided by stakeholders through this year's powerful consultation process, there will be a number of changes to goals, annual measurable outcomes, and actions/services. It is not expected that there will be significant changes in goals and services next year.

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

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

Original GOAL 3 from prior year LCAP:	District departments and school sites will provide a safe and secure environment for all staff and students.	Related State and/or Local Priorities: 1 X 2 X 3 X 4 X 5 X 6 X 7 X 8 X COE only: 9 _ 10 _ Local : Specify

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

Expected Annual Measurable Outcomes:	A. Begin training students and parents on school safety procedures and provide detailed information about school safety and crisis situation plans. B. Continue to provide sufficient materials according the Williams Act for all students. C. Continue to maintain minimal suspension and expulsion rates. D. Improve inter-district communications through technology that includes a new phone system, parent notification system, and social media notification. E. Increase coordination and presence of law enforcement, yearly implementation of additional security recommendations and update the safety plan yearly. F. Continue to maintain and upgrade buildings and facilities.	Actual Annual Measurable Outcomes:	Outcomes A-B and D-F are not measurable goals and will be placed in the correct place in the action and services section. A. Updated crisis response plan was disseminated to staff. Parents have been trained on locked doors and proper check in and check out procedures. Students have participated in evacuation drills. B. All Williams Act requirements were met. C. As indicated by CALPads data. D. New phone system was installed that includes intercom and currently both sites utilize Facebook. High School clubs utilize Instagram, and Twitter. Staff utilizes Celly for inter-district communication. We are currently in the process of contracting with a parent notification system. E. Local deputy is on both campuses regularly and works with site administration as necessary. The safety plan was updated. F. Buildings and facilities are maintained and review will be ongoing.

LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures

| a. Ensure a safe work and school environment. | Keenan On-line training | All staff has completed required safety training through Keenan as required by the state. Classroom doors are kept locked and staff has had intruder awareness training. | Keenan On-line Training   Free Service   0 |
| | Bullying Awareness training 5000-5999: Services And Other Operating Expenditures Base $1,000 | | Bully Awareness Training for staff through Keenan   0 |

Scope of Service	LEA-Wide		Scope of Service	LEA-Wide	

X All

OR:
_ Low Income pupils
_ English Learners
_ Foster Youth
_ Redesignated fluent English proficient
_ Other Subgroups: (Specify)

X All

OR:
_ Low Income pupils
_ English Learners
_ Foster Youth
_ Redesignated fluent English proficient
_ Other Subgroups: (Specify)

b. Ensure school and district facilities are maintained.	Maintenance/Custodial Salaries 2000-2999: Classified Personnel Salaries Base $75,000	Evaluations of facilities were completed in accordance with the State of California Facility Inspection Tool.	Maintenance/Custodial Salaries + Related Costs 2000-2999: Classified Personnel Salaries Base 138,416
	Maintenance/Custodial supplies 4000-4999: Books And Supplies Base $20,000		Maintenance/Custodial Supplies 4000-4999: Books And Supplies Base 25,000
	Phone System Upgrade 7000-7439: Other Outgo Base $20,000		Phone System Lease Payments 7000-7439: Other Outgo Base 8,700

Scope of Service	LEA-Wide		Scope of Service	LEA-Wide	

X All

OR:
_ Low Income pupils
_ English Learners
_ Foster Youth
_ Redesignated fluent English proficient
_ Other Subgroups: (Specify)

X All

OR:
_ Low Income pupils
_ English Learners
_ Foster Youth
_ Redesignated fluent English proficient
_ Other Subgroups: (Specify)

| c. Identify security needs and implement plans. | Security Needs 5000-5999: Services And Other Operating Expenditures Base $3,000 | Security needs were evaluated at the start of the year. An emergency phone tree was established, a new phone system was installed and a parent | Phone System Lease Payments 7000-7439: Other Outgo Base 7,277.16 |

		notification system is being considered.		
Scope of Service	LEA-Wide		Scope of Service	LEA-Wide
X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)			X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Items A-B and D-F are not measurable and will be eliminated. In addition, due to changes in district administration this year and because of the valuable input provided by stakeholders through this year's powerful consultation process, there will be a number of changes to goals, annual measurable outcomes, and actions/services. It is not expected that there will be significant changes in goals and services next year.

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

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

Original GOAL 4 from prior year LCAP:	Increase positive school culture.	Related State and/or Local Priorities: 1 X 2 X 3 X 4 X 5 X 6 X 7 X 8 X COE only: 9 _ 10 _ Local : Specify

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

Expected Annual Measurable Outcomes:	A. Each school will provide individual parent meetings to assist parents in supporting their child's education. These meetings will include discussion of their student's academic progress, educational and vocational goals. B. Use staff development time to develop shared goals and values at each site and throughout the district. C.Invite community to school events and involve community and businesses with student portfolio plans. D. Maintain high graduation rates. Maintain or decrease drop-out rates (typically very low or non-applicable). Encourage attendance through increased use of Modoc County SARB Board.	Actual Annual Measurable Outcomes:	Outcomes A-C are in the wrong place. They will be put in the right place in the action and service section. A. At the elementary school parent teacher conferences are held twice and year and upon request. SSTs are utilized on both campuses. Educational and vocational goals were addressed in the strategic plan and will be implemented at the start of the school year. B. At the start of the school year staff met and set goals however through the Strategic Plan new goals were identified for the 15-16 school year. C. Parents and community members took place in the Science Night and assemblies at the elementary school. The high school held a career night that included parents and community members and were included in the WASC accreditation process. The Farm to School grant has included community. The strategic planning process included all stakeholders. Many community members served as guest speakers expanding curriculum. D. At this time we expect 100% of our seniors to graduate. Attendance rates were sustained at the elementary school and the SARB process used when necessary. The high school has increased the use of the SARB process.

LCAP Year: 2014-15			
Planned Actions/Services		**Actual Actions/Services**	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
a. Promote ongoing and open communication among all stakeholders.	Newsletter/Open House 0000: Unrestricted Base $2,000	The newsletter went out two times this year to community and parents. An LCAP/Strategic Planning committee was formed that included parents, teachers, and community members to give input on these documents. The superintendent attended community meetings for outreach purposes and a community liaison was contracted with to help with outreach. The Ag advisory board was involved in decisions regarding the high school Ag program. The elementary school held a back to school night and Science Night that included parents and community members.	Newsletters 0 Open House 0
Scope of Service LEA-Wide X All ‑ ‑ ‑ ‑ ‑ ‑ ‑ ‑ ‑ ‑ ‑ ‑ ‑ ‑ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service LEA-Wide X All ‑ ‑ ‑ ‑ ‑ ‑ ‑ ‑ ‑ ‑ ‑ ‑ ‑ ‑ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
b. Identify possible electives and explore scheduling options.	Minimum Days	In addition to electives currently offered at the high school, many online courses are available through Odessyware. Administration has been exploring the use of other online vendors and student surveys are scheduled to be given before the end of the school year to guide scheduling for next year.	Minimum Days 0
Scope of Service LEA-Wide		Scope of Service LEA-Wide	

X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
c. Provide staff development time for creation of shared values and common goals.	Staff meetings and minimum days	Staff development time was increase from one minimum day a month to two. The majority of this time was spent on WASC and professional development related to Common Core.	Through Staff Meeting/Minimum Days
Scope of Service LEA-Wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service LEA-Wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
d. Increase parent, business and professional participation within the district.	Chamber of Commerce	The district collaborated with the Education Foundation in creating a data base of community and professional people to support educational enrichment opportunities.	Through Chamber of Commerce
Scope of Service LEA-Wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service LEA-Wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

e. Plan and promote activities and events highlighting student successes.	Awards/Events 0000: Unrestricted Base $1,000	Elementary students are recognized each month at the awards assembly. Parents and community members were given raffle tickets for attending school events. Merit based trips both locally and out of area.	Honor Roll Rafting Trip 5000-5999: Services And Other Operating Expenditures Base 750
Scope of Service: LEA-Wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA-Wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
f. Plan and promote establishment of parent organizations that support the goals and values established by the district.	Increased notification of events	Participation in Site Council has increased. The high school booster organization has increased their support in high school athletics and other school sponsored activities. Parent Action club also supported activities at the elementary site.	Through increased notification of events.
Scope of Service: LEA-Wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA-Wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
g. Participate with the Surprise Valley Education Foundation.	Superintendent action	The superintendent and several teachers worked with the Education Foundation. The superintendent attended several meetings and three	Through superintendent action no district cost.

		teachers submitted requests for donations from the foundation. Contributions were awarded to the HS technology class to purchase robot building kits, the 6th grade class to support there science trip to the coast and to the 4th and 5th grade class to support their trip to Sacramento.	
Scope of Service ⦙ LEA-Wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service ⦙ LEA-Wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
h. Employ parent/community liaison.	Liaison stipend 5000-5999: Services And Other Operating Expenditures Base $5,000	The district contracted with a community member to assist with community liaison projects including recruiting parents that would host foreign exchange students, contacting families in our community that do not choose to send their children to our schools to find out why, and arrange meetings between some of these families and the superintendent. She also initiated between local farmers, the school food program and worked with the school and grower representatives to apply for a Farm to School planning grant.	Community Liasion 5000-5999: Services And Other Operating Expenditures Base 3500
Scope of Service ⦙ LEA-Wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth		Scope of Service ⦙ LEA-Wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth	

_ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Items A-C are not measurable and will be eliminated. In addition, due to changes in district administration this year and because of the valuable input provided by stakeholders through this year's powerful consultation process, there will be a number of changes to goals, annual measurable outcomes, and actions/services. It is not expected that there will be significant changes in goals and services next year.

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

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	$119,977

The district's unduplicated population represents over 70% of students. The district plans to use the supplemental/ concentration funds generated by these students as outlined in Section 2. All services are planned to be implemented district/school-wide because of the high percentage of targeted students. The primary benefit is for the targeted students, but all students will benefit from the plan. The district believes these are the most effective uses of the additional funds to improve the educational program for the targeted students. Additionally, the planned services will avoid the potential negative stigma from a traditional targeted or pull out program and will allow students to maintain access to all other services available to students without interruption. Funds will be used primarily to support maintaining lower class sizes and to provide instructional aides as a support to the educational program. The district also plans to offer a tutoring program and summer school primarily targeting the unduplicated pupils but offered to all low performing students. AVID has been implanted to target unduplicated pupils, but all students will benefit. Also, the district will use funds to purchase classroom computers and additional educational software. Benchmark assessments and Renaissance Learning will be used targeting the unduplicated pupils but offer to all low performing students to determine strategies need to improve student learning, along with on-line resources for credit recovery.

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

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

8.85	%

These services will be provided districtwide because of the high concentration of unduplicated students. While all students will benefit, the strategies were developed to principally focus on providing improved services for the unduplicated students. When compared to the LCFF base, these planned expenditures will meet the MPP.

Section 4: Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
All Funding Sources	747,457.20	1,030,068.16	239,074.00	372,189.00	341,889.00	953,152.00
Base	621,350.00	908,521.16	62,400.00	262,200.00	233,700.00	558,300.00
Lottery	0.00	0.00	6,000.00	0.00	0.00	6,000.00
Other	0.00	0.00	15,000.00	0.00	0.00	15,000.00
Supplemental and Concentration	113,507.20	121,547.00	138,874.00	93,189.00	91,389.00	323,452.00
Title II	12,600.00	0.00	16,800.00	16,800.00	16,800.00	50,400.00

Total Expenditures by Object Type						
Object Type	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
All Expenditure Types	747,457.20	1,030,068.16	239,074.00	372,189.00	341,889.00	953,152.00
0000: Unrestricted	3,000.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	463,650.00	700,631.00	26,800.00	81,200.00	54,200.00	162,200.00
2000-2999: Classified Personnel Salaries	136,800.00	186,858.00	56,182.00	128,282.00	156,782.00	341,246.00
3000-3999: Employee Benefits	0.00	0.00	1,807.00	1,807.00	1,807.00	5,421.00
4000-4999: Books And Supplies	41,000.00	25,000.00	22,700.00	27,700.00	27,700.00	78,100.00
5000-5999: Services And Other Operating Expenditures	63,007.20	49,534.00	61,785.00	73,400.00	48,600.00	183,785.00
5800: Professional/Consulting Services And Operating Expenditures	0.00	0.00	0.00	0.00	3,000.00	3,000.00
6000-6999: Capital Outlay	20,000.00	42,860.00	60,000.00	50,000.00	40,000.00	150,000.00
7000-7439: Other Outgo	20,000.00	25,185.16	9,800.00	9,800.00	9,800.00	29,400.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
All Expenditure Types	All Funding Sources	747,457.20	1,030,068.16	239,074.00	372,189.00	341,889.00	953,152.00
0000: Unrestricted	Base	3,000.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Base	452,850.00	672,810.00	6,500.00	33,900.00	33,900.00	74,300.00
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	10,800.00	27,821.00	20,300.00	47,300.00	20,300.00	87,900.00
2000-2999: Classified Personnel Salaries	Base	75,000.00	138,416.00	27,400.00	126,500.00	128,000.00	281,900.00
2000-2999: Classified Personnel Salaries	Supplemental and Concentration	61,800.00	48,442.00	28,782.00	1,782.00	28,782.00	59,346.00
3000-3999: Employee Benefits	Supplemental and Concentration	0.00	0.00	1,807.00	1,807.00	1,807.00	5,421.00

Object Type	Funding Source	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
4000-4999: Books And Supplies	Base	40,000.00	25,000.00	1,000.00	27,000.00	27,000.00	55,000.00
4000-4999: Books And Supplies	Lottery	0.00	0.00	6,000.00	0.00	0.00	6,000.00
4000-4999: Books And Supplies	Other	0.00	0.00	15,000.00	0.00	0.00	15,000.00
4000-4999: Books And Supplies	Supplemental and Concentration	1,000.00	0.00	700.00	700.00	700.00	2,100.00
5000-5999: Services And Other Operating Expenditures	Base	10,500.00	4,250.00	17,700.00	35,000.00	15,000.00	67,700.00
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration	39,907.20	45,284.00	27,285.00	21,600.00	16,800.00	65,685.00
5000-5999: Services And Other Operating Expenditures	Title II	12,600.00	0.00	16,800.00	16,800.00	16,800.00	50,400.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental and Concentration	0.00	0.00	0.00	0.00	3,000.00	3,000.00
6000-6999: Capital Outlay	Base	20,000.00	42,860.00	0.00	30,000.00	20,000.00	50,000.00
6000-6999: Capital Outlay	Supplemental and Concentration	0.00	0.00	60,000.00	20,000.00	20,000.00	100,000.00
7000-7439: Other Outgo	Base	20,000.00	25,185.16	9,800.00	9,800.00	9,800.00	29,400.00

Table title: **Total Expenditures by Object Type and Funding Source**

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

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

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

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

    (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

    (3) Divide (1) by (2).

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

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

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

    (2) The total number of cohort members.

    (3) Divide (1) by (2).

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

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

    (2) The total number of cohort members.

    (3) Divide (1) by (2).

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

    (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

    (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

    (3) Divide (1) by (2).

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

    (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

    (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

    (3) Divide (1) by (2).

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