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ker Valley Unified School District **Contact (Name, Title, Email, Phone Number):Bryan Verley, Business Manage**
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Local Control and Accountability Plan and Annual Update Template

cal Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational es' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 5 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

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

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

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

AP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should lly consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities ference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, act penditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans ing 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 nt in this document.

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

State Priorities

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

ditions of Learning:

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

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

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

***ed pupils (for county offices of education only):** coordination of instruction of expelled pupils pursuant to Education Code section 489 y 9)*

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

il Outcomes:

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

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

agement:

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

ngagement: *school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high schoo*
tions rates. (Priority 5)

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

1: Stakeholder Engagement

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

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

g Questions:

How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils ident in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; co office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; comm organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?

How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the

What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state prioritie used by the LEA to inform the LCAP goal setting process? How was the information made available?

What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the through any of the LEA's engagement processes?

What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code section 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education section 42238.01?

What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?

How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported imp outcomes for pupils, including unduplicated pupils, related to the state priorities?

ment Process	**Impact on LCAP**
alley Unified School District (BVUSD) used multiple sources to update, educate, solicit, engage and gather input from all of our stakeholders. lder groups included parents, teaching staff, faculty, students, bargaining d the community.	Full involvement and representation was an opportur for BVUSD stakeholders to blend the values of the community with the State priorities.
ney for **2015-16** began in July, we identified all new positions to be filled an the process – this entailed the collaboration between the tendent and the Business Office.	It was important for the Superintendent and the Busi Office to review the plan in relation to the most curre data then to begin the work of implementation.
ge stakeholders in this year's revision we needed to share the progress on en goals and the accompanying actions and services.	The data consisted of quantitative data such as; Graduation rate by district and school, GPA reports, English learner reclassification rate, Teacher sub line r
chool Site Council (SSC) meetings, starting in December, information from	District benchmarks, Attendance rate, suspensions ar expulsion rate, CST science scores, CELDT scores, CAS

was presented to the parents, including parents of English learners, and
ome children, teaching staff, bargaining units, faculty, students and
ELAC members-which included parents of low income children and English
.

erintendent and the Business Office met with the community at a local
ınt to conduct a consultation on the progress of LCAP.

erintendent met with the community on a monthly basis as "Refreshments
Superintendent" at a local restaurant that is often frequented by the
nity members in order to insure their involvement and gain their input.

nd of each meeting, the stakeholders were asked to prioritize their
ions by severity of need.

uary 11, 2015; the teaching staff, the Superintendent, the Business Office,
community, and local bargaining units were in attendance at a Common
orkshop that presented a PowerPoint for the community to be consulted on
cess of transitioning into Common Core State Standards.

ual updated LCAP for the year of 2015-2016 was presented to SSC, ELAC,
n June 11, 2015 with no objections.
11, 2015, the Annual Updated LCAP was presented to the community
lders (parents, students, faculty, ELAC, DELAC) as well as the BVUSD Board.

rd approved Baker Valley Unified School District's Annual Updated LCAP on
2015.

eeting dates:	"**Refreshments with the Superintendent"**
'14 (included ELAC/DELAC)	- 9/3/14
'14 " "	- 12/18/15
4 " "	- 2/5/15
'15 " "	

scores.

Survey results highlighted agreement with goals as nc
below:
Goal 1 (Student Achievement)
Goal 5 (Renovate classrooms)
Goal 7 (Eat School Food)
Goal 9 (Provide Clean and Safe School)

We reviewed our eleven goals.
A team of cross-section of representatives addressed
goal. We held meetings to discuss prioritization and t
agenda of when and how to meet the requirements c
goals.

The SSC meetings were very informative to the stakeholders of BVUSD. Through these meetings the stakeholders were able to consult each other and glin into their concerns and/or comments. Surveys were g before the meetings that allowed the stakeholders to collaborate on our core mission—student achieveme

"Refreshments with the Superintendent" was a big collaboration on both sides, for the parents and Scho staff. Through the Superintendent and the Business C meetings with the community we were able to consu the LCAP goals that were put forth by the community was informative, and collaborative, for all stakeholde the effect of keeping the consistency of the message, student achievement is our focus.

Select staff, bargaining unit members, and the Busine Office also collaborated on a Common Core Worksho

'15 " "	- 2/9/15	that was presented at the elementary school, and off to all stakeholders. Babysitting was provided for pare so they could participate in groups and exchange idea The bargaining units input is very specific to the need their members, which might otherwise be missed. Advisory councils advised and focused on the interest their particular subgroup.
Update: an public forums to inform and to seek input by examining the data of the s to determine if we should decrease or increase service. We held 5 School ncil meetings, 3 "Refreshments with the Superintendent" meetings and nmon Core meeting. Meetings were held in the mornings and evenings to e availability and participation of the various stakeholders. During all s LCAP goals were discussed and solicitation was made for suggestions and nts. **mber** SSC committee was established and was comprised of: Student ntatives, Administration, Parents, Teaching Staff, Business Office Personal presentative and Faculty. They were fully informed on LCAP progress, and y are impacted, and were given an opportunity for input. onth of **March** data from the surveys given on school safety (goal 9) were d for participants to make an informed decision. Feedback from all sources; school sites, staff and parents were gathered together. Collaboration n all stakeholders was occurred with Q & A and suggestions. Comments, the m the surveys and the progress made so far were all aligned into selected eholders reflected on current goals and actions began to suggest new s, tasks or refine the old actions/services. All suggestions were around the ate priorities. We focused mainly on our goals 1 (student achievement), 2	**Annual Update:** Upon review it was determined that all goals will rem the same for 2015-2016, but some of the actions hav changed. We achieved baselines for: After School program, A-G courses, Online Learning software, field trips, achievement assemblies, salad bar for the cafet and a student to technology ratio. As part of our annu stakeholder evaluation of progress in meeting the goa and effectiveness of the actions and services, additio changes were made and are listed after each goal in t annual update section of the LCAP.

ility of technology), 3 (literacy skills), 8 (educational achievement), 9 (school ment), and 10 (student engagement). tendent consulted with the community about their concerns and LCAP goals he "Refreshments with Superintendent." The community reviewed goal 7 ool food). **ary** a Common Core workshop for all stakeholders was presented; Parents, g staff, bargaining units, administration, and the business office were for consultation of the transition to Common Core state standards. LCAP ere reviewed, discussed and suggestions were made pertaining to goal 11 ientation of state standards)	

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

:tions:

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

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

ool districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, rter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each up 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 a will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual u ude a review of progress towards the goals and describe any changes to the goals.

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

:he following instructions and guiding questions, complete a goal table (see below) for each of the LEA's goals. Duplicate and expa lds as necessary.

Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pup 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.

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

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

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

able Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate ɔupils.

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

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 objecti for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LE 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).

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

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

to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope
. 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 Educatio Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code sectic 52052.

ted Expenditures: For each action/service, list and describe budgeted expenditures for each school year to implement these actions
ng where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expendit
ditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and
5.

g Questions:

What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?

What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?

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)?

What are the LEA's goal(s) to address any locally-identified priorities?

How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or indiv 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.)?

What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in sec 52052 that are different from the LEA's goals for all pupils?

What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?

What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state local priority?

What information was considered/reviewed for individual schoolsites?

) What information was considered/reviewed for subgroups identified in Education Code section 52052?

) 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?

) How do these actions/services link to identified goals and expected measurable outcomes?

) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found LEA's budget?

Support and enhance student achievement and educational opportunities for all udents, including ELs	Related State and/or Loca 1_X 2_X 3__ 4_X_ 5__ 6_ COE only: 9__ 1(Local : Specify _____

eed :	A review of prior years CST, CELDT, local benchmark assessments, and end of unit assessment scores that students have consistently performed below grade level. Therefore the need to raise overall acader achievement of all students has been identified.
s to:	Schools: ALL
	Applicable Pupil Subgroups: ALL

LCAP Year 1: 2015-16

nnual able es:	At least 50% of our student population will achieve a 5 point or more gain in 1 assessed areas on the C State Metric - Performance on standardized tests. GPA will improve in year 1 for 60% of student population. State Metric: Other indicators of student performance in required areas of study. CELDT - 50% of EL students attending US school 5 years or more will achieve level 3 (intermediate) o CELDT overall. State Metric: Share of ELs that become English proficient. EL Reclassification Rate will increase. State Metric: EL Reclassification Rate Pending legislation may suspend CAHSEE administration. However, if CAHSEE continues, average o increase in Math and 3% in ELA. State Metric: Other indicators of student performance in required areas of study. Local Metric: District benchmark assessments 100% of district students grades 1-5 will receive a course of study inclusive of the following areas: Eng

mathematics, social sciences, science, visual arts, physical education, and other studies as prescribed governing board
State Metric: Student access and enrollment in all required areas of study

100% of district students grades 6-12 will receive a course of study inclusive of the following areas: En mathematics, social sciences, science, visual arts, physical education, and other studies as prescribed governing board
State Metric: Student access and enrollment in all required areas of study

Refine and expand after school program according to student needs by 5%. Continue to expand and r summer course offerings and align to changing state standards.
State Metric: Implementation of CCSS for all students

100% of our teachers will meet the California High Objective Uniform State Standards of Evaluation
State Metric: Teacher misassignment

A review of previous API data on a 3 year average reflects the need to continue to focus on the achiev of all schools. 3 year average API – Baker Valley Elementary:737, Baker Valley Jr High:675, Baker Va School:722.
Currently API scores are suspended, pending new assessment system. Once the Academic Performa becomes available again, data will be collected and goals will be set. However, pending similar scoring goals will be : 740 for Elementary, 680 for Junior High, and 727 for High School.
State Metric: Score on Academic Performance Index

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Bud Exper
ıgle grade classes established in CAP (2014-15)	Baker Valley Elementary School	_X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$133,175 maintain additional As shown budgeted expenditu 1100 ($1

			3000 ($26 object co approxim $9000 inc 14-15.
explore online options of courses r visual arts, performing arts, or nical opportunities	Baker Valley High School Baker Valley Jr. High School	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Retain vis teacher. A by $49,63 and $13,0 object co approxim $5000 inc
expand after school program o student needs by 5%. expand and refine summer course ning to changing state standards. expand our CTE programs of study state standards.	All	__ALL OR: _X_Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Object 11 $10,000, 3000's $2 object 43 Funding s LCFF

LCAP Year 2: 2016-17

Annual able es:	An increase in academic performance as measured by the CAASHP, GPA reports, CELDT, CAHSEE benchmark. Benchmark data will improve 5% from beginning of baseline benchmark. State Metric: Other indicators of student performance in required areas of study. Local Metric: District benchmark assessments Refine and expand after school program according to student needs by 5%. Continue to expand and r summer course offerings aligned to changing state standards. CELDT - 2% of EL students attending E 5 years or more will reclassify. State Metric: Share of ELs that become English proficient. 100% of district students grades 1-5 will receive a course of study inclusive of the following areas: Eng

mathematics, social sciences, science, visual arts, physical education, and other studies as prescribed governing board
State Metric: Student access and enrollment in all required areas of study
Local Metric: District benchmark assessments

100% of district students grades 6-12 will receive a course of study inclusive of the following areas: En mathematics, social sciences, science, visual arts, physical education, and other studies as prescribed governing board
State Metric: Student access and enrollment in all required areas of study

100% of our teachers will meet the California High Objective Uniform State Standards of Evaluation
State Metric: Teacher missassignment

A review of previous API data on a 3 year average reflects the need to continue to focus on the achiev of all schools. 3 year average API – Baker Valley Elementary:737, Baker Valley Jr High:675, Baker Va School:722.
Currently API scores are suspended, pending new assessment system. However, pending similar sco goals will be : 740 for Elementary, 680 for Junior High, and 727 for High School.
State Metric: Score on Academic Performance Index

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Bud Expe
ıgle grade classes	Baker Valley Elementary School	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$139,675 maintain additional As shown budgeted expenditu 1100 ($1 3000 ($2 object co
explore options of online courses r visual arts, performing arts, or nical opportunities	Baker Valley High School	__ALL OR: _X_Low Income pupils X__English Learners __Foster Youth __Redesignated fluent English	Retain vis teacher. A by $49,63

	Baker Valley Jr. High School	proficient __Other Subgroups:(Specify)_____	and $13,(object co
expand after school program student needs by 5%. expand and refine summer course ning to changing state standards expand our CTE programs of study state standards.	Baker Valley Elementary School	__ALL OR: _X_Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Object 11 $10,000, 3000's $2 object 43 Funding s LCFF

LCAP Year 3: 2017-18

Annual able es:	At least 50% of our student population will achieve a 5 point or more gain in 2 or more assessed areas CAASPP. State Metric: Performance on standardized tests GPA will improve in year 1 for 60% or greater of student population. State Metric: Other indicators of student performance in required areas of study CELDT - 50% of EL students attending US school 5 years or more will achieve level 3 (intermediate) o CELDT overall. 5% of EL students attending BVUSD for 5 years or more will reclassify. State Metric: Share of ELs that become English proficient. Pending legislation may suspend CAHSEE administration. However, if CAHSEE continues, Benchmar show an average of 5% increase in math and a 3% increase in ELA scores. State metric: Performance on standardized test Refine and expand after school program according to student needs by 5%. Continue to expand and r summer course offering aligning to changing state standards. State Metric: Implementation of CCSS for all students 100% of district students grades 1-5 will receive a course of study inclusive of the following areas: Eng

	mathematics, social sciences, science, visual arts, physical education, and other studies as prescribed governing board State Metric: Student access and enrollment in all required areas of study, 100% of district students grades 6-12 will receive a course of study inclusive of the following areas: En mathematics, social sciences, science, visual arts, physical education, and other studies as prescribed governing board State Metric: Student access and enrollment in all required areas of study 100% of our teachers will meet the California High Objective Uniform State Standards of Evaluation State Metric: Teacher misassignment A review of previous API data on a 3 year average reflects the need to continue to focus on the achiev of all schools. 3 year average API – Baker Valley Elementary:737, Baker Valley Jr High:675, Baker Va School:722. Currently API scores are suspended, pending new assessment system. However, pending similar sco goals will be : 740 for Elementary, 680 for Junior High, and 727 for High School. State Metric: Score on Academic Performance Index

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Buc Expe
ıgle grade classes	Baker Valley Elementary School	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$146,175 maintain additional As shown budgeted expenditu 1100 ($1 3000 ($3 object co
‹plore options of online courses r visual arts, performing arts, or nical opportunities	Baker Valley High School Baker Valley Jr. High	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:	Retain vis teacher. A by $52,63 and $12,0

	School	(Specify)_____	object co $5000 inc
expand after school program student needs by 5%. expand and refine summer course ning to changing state standards. expand our CTE programs of study state standards		__ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	Object 11 $10,000, 3000's $2 object 43 Funding s LCFF

. Address technology shortfalls and increase availability of technology to support arning through expanded course offerings

Related State and/or Loca

1__ 2__ 3__ 4__ 5__ 6_

COE only: 9__ 1

Local : Specify _____

eed :	In order to increase academic achievement and prepare students for college and career, all students ne access to up to date technology to assist student learning and achievement
s to:	Schools: All
	Applicable Pupil Subgroups: All

LCAP Year 1: 2015-16

Annual able es:	Increased student to technology ratios State Metric: Pupil enrollment in broad course of study Local Metric: Inventory of instructional technological materials

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	E
increase technology available for -2) 3:1 (Ipads); (3-5) 2:1 (laptops); (6- ops); (9-12) 1:1 (laptops) and other items to raise the achievement levels, and attendance of students.	All	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$7 LC co
rse offerings through online programs	All	_X_ALL	$1

ellus, BrainPop, Odysseyware, Khan tc		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	th ob LC

LCAP Year 2: 2016-17

nnual able es:	Increased student to technology ratios State Metric: Pupil enrollment in broad course of study Local Metric: Inventory of instructional technological materials

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	E
assess needs, purchase relevant and maintain as necessary.	All	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$1 th ob LC
d increase new software and online s needed including exploring programs placement courses	All	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$1 th ob LC

LCAP Year 3: 2017-18

nnual able es:	Increased student to technology ratios State Metric: Pupil enrollment in broad course of study Local Metric: Inventory of instructional technological materials

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	E
assess needs and purchase relevant as necessary	All	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$7 LC co

w software and online programs as uding exploring programs for advance courses	All	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$1 th ob LC

Build literacy skills for all students and enhance pupil literacy appreciation	Related State and/or Loca 1__ 2__ 3__ 4__ 5__ 6_ COE only: 9__ 1(Local : Specify _____

eed :	A review of local benchmark data and Reading Inventory data shows literacy skills below expected grad Therefore, a need to increase student appreciation for literacy and high literacy levels has been identifie
s to:	Schools: All
	Applicable Pupil Subgroups: All

LCAP Year 1: 2015-16

nnual able es:	Increase in library utilization by 5%, District Benchmark Assessments will show increase in reading ski State Metric: Other indicators of student performance Local Metric: Benchmark assessments

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	E
d refine Learning Center (library) ontinue to update materials and better suit needs of students and align state standards.	All	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	bu ex of 42 $2 43 co

LCAP Year 2: 2016-17

nnual	Increase in library utilization, Learning Center (library) survey, District Benchmark Assessments

able	State Metric:Other indicators of student performance
es:	Local Metric: Benchmark Assessments, Library Survey

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	E
d refine Learning Center (library) ontinue to update materials and better suit needs of students and align state standards. Including increasing reading materials available.	All	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	bu ex of 42 $2 43 co

LCAP Year 3: 2017-18

Annual able	Increase in library utilization, Learning Center (library) survey, District Benchmark Assessments
	State Metric: Other indicators of student performance
es:	Local Metric: Benchmark Assessments, Library Survey

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	E
d refine Learning Center (library) ontinue to update materials and better suit needs of students and align state standards. Including increasing reading materials available.	All	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	bu ex of 42 $2 43 co

Exposure to broader environments outside of the Baker area	Related State and/or Loca 1__ 2_X_ 3_X_ 4_ 5__ 6 COE only: 9__ 1 Local : Specify _____

eed :	Through a series of community meetings and surveys, stakeholders expressed their concerns regarding

	geographic isolation of our district, and limited outside experiences and exposures our students receive. a need to expose the student population to outside experiences has been identified.
s to:	Schools: All
	Applicable Pupil Subgroups: All

LCAP Year 1: 2015-16

nnual able es:	Number of educational field trips will increase 5% annually. Surveys regarding school connectedness an increase in appreciation. State Metric: Implementation of CCSS, Efforts to seek parent input Local Metric: Parent School Connectedness Survey

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	E
ine exposure available by at least 1 ip over prior year per grade aligned andards (including Common Core and ation Science currently offered) her at least one fully licensed school explore creating substitute bus driver te availability for additional district field tivities.	All	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$2 58 co

LCAP Year 2: 2016-17

nnual able es:	Number of educational field trips will increase 5% annually. Surveys regarding school connectedness an increase in appreciation. State Metric: Implementation of CCSS, Efforts to seek parent input Local Metric: Parent School Connectedness Survey

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	E
ine exposure available by at least 1 ip over prior year per grade aligned andards (including Common Core and ation Science currently offered) ully trained and licensed bus drivers.		_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$2 58 co

LCAP Year 3: 2017-18

Annual able es:	Number of educational field trips will increase 5% annually. Surveys regarding school connectedness an increase in appreciation. State Metric: Implementation of CCSS, Efforts to seek parent input Local Metric: Parent School Connectedness Survey

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	E
ine exposure available by at least 1 rip over prior year per grade aligned tandards (including Common Core and ation Science currently offered) ully trained and licensed bus drivers.	All	X__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$2 58 co

Renovate classrooms to facilitate 21st century learning	Related State and/or Loca 1_X_ 2__ 3__ 4__ 5_X_ 8_X_ COE only: 9__ 1 Local : Specify _____

eed :	Well-maintained and modern classrooms facilitate positive attendance rates. Therefore, a need to maintain/improve the classroom experiences to facilitate student learning has been identified
s to:	Schools: All
	Applicable Pupil Subgroups: All

LCAP Year 1: 2015-16

Annual able es:	Facilities Inspection Tool will show (100%) well maintained school with no extreme deficiencies in any District Benchmark Assessments will increase by 2%. California School Climate Survey baseline will b established. Average Daily Attendance will increase by 1%, chronic absenteeism will not exceed 5%, r school dropout rates will not exceed 2.5%, high school drop out rates will not exceed 10%, high schoo graduation rates will exceed 85 %

	State Metric: Facilities in good repair, School Attendance Rate, Chronic absenteeism rates, Middle sch out rates, high school drop out rates, high school graduation rate Local Metric: Facilities Inspection Tool, District Benchmark Assessments, California School Climate Su

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	E
selection of modern ergonomic tools e conducive to learning as needed. naintenance of vibrant and safe school ts to improve academic performance	All	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$4 LC co ar

LCAP Year 2: 2016-17

Annual able es:	Facilities Inspection Tool will show (100%) well maintained school with no extreme deficiencies in any Average Daily Attendance will increase by 1%, chronic absenteeism will not exceed 5%, middle schoo rates will not exceed 2.5%, high school drop out rates will not exceed 10%, high school graduation rat exceed 85 % State Metric: Facilities in good repair, School Attendance Rate, Chronic absenteeism rates, Middle sch out rates, high school drop out rates, high school graduation rate Local Metric: Facilities Inspection Tool, District Benchmark Assessments, California School Climate Su

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	E
selection of modern ergonomic tools e conducive to learning as needed. naintenance of vibrant and safe school ts to improve academic performance	All	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$4 LC co ar

LCAP Year 3: 2017-18

Annual able es:	Facilities Inspection Tool will show (100%) well maintained school with no extreme deficiencies in any Average Daily Attendance will increase by 1%, chronic absenteeism will not exceed 5%, middle schoo rates will not exceed 2.5%, high school drop out rates will not exceed 10%, high school graduation rat exceed 85 % State Metric: Facilities in good repair, School Attendance Rate, Chronic absenteeism rates, Middle sch

	out rates, high school drop out rates, high school graduation rate Local Metric: Facilities Inspection Tool, District Benchmark Assessments, California School Climate Su

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	E
selection of modern ergonomic tools e conducive to learning as needed. naintenance of vibrant and safe school ts to improve academic performance	All	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$4 LC co ar

Celebrate student achievement and educational progress	Related State and/or Loca 1__ 2__ 3__ 4__ 5_X_ (COE only: 9__ 1(Local : Specify _____

eed :	Celebrating student progress facilitates a positive school climate and higher attendance rates. Therefore increase events and programs that recognize and incentivize student performance has been identified
s to:	Schools: All
	Applicable Pupil Subgroups: All

LCAP Year 1: 2015-16

Annual able es:	Number of events celebrating student achievement will increase by at least 1 additional event per grad year. Average Daily Attendance will increase by 1%, suspension rates decreased by 3%, expulsion rat exceed 2%, Increased participation in incentive programs by 5%. State Metric: Attendance rates, Suspension rate, expulsion rate Local Metric: California School Climate Survey, Incentive Program rates

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	E
ersonal achievement assemblies	All	_X_ALL	$4

in 2014-15 and explore other incentive parent attendance at achievement s and ceremonies		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	58 co

LCAP Year 2: 2016-17

Annual able es:	Number of events celebrating student achievement will increase by at least 1 additional event per grad year. Average Daily Attendance will increase by 2%. Increased participation in incentive programs by 4 Average Daily Attendance will increase by 1%, suspension rates decreased by 2%, expulsion rates wi exceed 2%, Increased participation in incentive programs by 4%. State Metric: Attendance rates, Suspension rate, expulsion rate Local Metric: California School Climate Survey, Incentive Program rates

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	E
ersonal achievement assemblies	All	_X_ALL	$4
in 2014-15 and explore other incentive parent attendance at achievement s and ceremonies		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	58 co

LCAP Year 3: 2017-18

Annual able es:	Number of events celebrating student achievement will increase by at least 1 additional event per grad year. Average Daily Attendance will increase by 1%. Increased participation in incentive programs by 3 Average Daily Attendance will increase by 1%, suspension rates decreased by 1%, expulsion rates wi exceed 2%, Increased participation in incentive programs by 3%. State Metric: Attendance rates, Suspension rate, expulsion rate Local Metric: California School Climate Survey, Incentive Program rates

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	E
ersonal achievement assemblies	All	_X_ALL	$4

in 2014-15 and explore other incentive parent attendance at achievement s and ceremonies		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	58 co

Increase number of students who choose to eat school food and place priority in creasing their knowledge of healthy lifestyles	Related State and/or Loca 1__ 2__ 3__ 4__ 5__ 6 COE only: 9__ 1 Local : Specify _____

eed :	To increase student use of school nutrition programs and knowledge in nutrition and health
s to:	Schools: All
	Applicable Pupil Subgroups: All

LCAP Year 1: 2015-16

Annual able es:	5% increase in number of students choosing to eat a cafeteria meal. Survey on cafeteria options will s improvement of healthier food choices. Local Metric: Other Local Measures - Cafeteria Survey

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	E
eria surveys the options on the menu e. nderstanding of healthy eating choices oits Informational posters displayed in	All	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$1 (c in ob fu

LCAP Year 2: 2016-17

Annual able es:	4% increase in number of students choosing to eat a cafeteria meal. Survey on cafeteria options will s improvement of healthier food choices. Local Metric: Other Local Measures - Cafeteria Survey

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	E

eria surveys the options on the menu e. nderstanding of healthy eating choices oits Informational posters displayed in	All	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$ (c in ob fu

LCAP Year 3: 2017-18

Annual able es:	3% increase in number of students choosing to eat a cafeteria meal. Survey on cafeteria options will s improvement of healthier food choices. Local Metric: Other Local Measures - Cafeteria Survey

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	E
eria surveys the options on the menu e. nderstanding of healthy eating choices oits Informational posters displayed in	All	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$ (c in ob fu

Enhance student counseling services to promote educational achievement	Related State and/or Loca 1__ 2__ 3__ 4X_ 5__ 6_ COE only: 9__ 1 Local : Specify _____

eed :	A review of transcript data consistently shows that a percentage of students are not prepared for post K- opportunities. Therefore, a need to provide more guidance for post K-12 opportunities including college readiness has been identified	
es to:	Schools:	All

	Applicable Pupil Subgroups: All

LCAP Year 1: 2015-16

Annual able es:	Percentage of high school students completing the UC/CSU A-G required courses will increase to 20% Number of college campus tours will increase by a minimum of 1. 80% of seniors will successfully complete senior portfolios. State Metric: Share of students that are college and career ready Local Metric: Pupil participation in Naviance Program

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	E
pment in the use of the Naviance Software Solution. rough teacher and student survey) of software in continue or select an program	Baker Valley High School	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$2 LC co
ticipation in visits to area college	Baker High School Baker Valley Jr. High	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$2 58 co
nt of a “I Am College Bound” program	Baker Valley Elementary School	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$5 43 co

LCAP Year 2: 2016-17

Annual able es:	Percentage of high school students completing the UC/CSU A-G required courses will increase to 20% Number of college campus tours will increase by a minimum of 1. 80% of seniors will successfully complete senior portfolios. State Metric: Share of students that are college and career ready

	Local Metric: Pupil participation in Naviance Program		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	E
ıpment in the use of the Naviance Software Solution. ırough teacher and student survey) of software in continue or select an ɔrogram	Baker Valley High School	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$1 L(cc
ticipation in visits to area college	Baker Valley High School Baker Valley Jr. High	X__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$2 58 cc
ɔarticipation in the “I Am College gram.	Baker Valley Elementary School	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$5 43 cc

LCAP Year 3: 2017-18

Annual able es:	Percentage of high school students completing the UC/CSU A-G required courses will increase to 20% Number of college campus tours will increase by a minimum of 1. 80% of seniors will successfully complete senior portfolios. State Metric: Share of students that are college and career ready Local Metric: Pupil participation in Naviance Program

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	E
ıpment in the use of the Naviance	Baker	_X_ALL	$1

oftware Solution. rough teacher and student survey) of software in continue or select an rogram	Valley High School	OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	LC co
ticipation in visits to area college	Baker Valley High School Baker Valley Jr. High School	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$2 58 co
articipation in the "I Am College gram	Baker Valley Elementary School	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$5 43 co

Provide a clean, physically functional, appealing, secure and safe school
nvironment /climate.

Related State and/or Loca

1_X_ 2__ 3__ 4__ 5__ 6_

COE only: 9__ 1

Local : Specify _____

eed :	Create a pleasant and safe learning environment to promote academic success
s to:	Schools: All
	Applicable Pupil Subgroups: All

LCAP Year 1: 2015-16

Annual able es:	Facilities Inspection Tool will show well maintained school with no extreme deficiencies in any major a Local Metric: Facilities Inspection Tool, Establish baseline with California School Climate Survey

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	E
lementary shade structure for a safe vities area. :ient sidewalks bringing up to ADA . d maintain other major facilities assessing facilities needs and s required including safety of all ıd grounds.	All	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$9 LC co
dents and staff for crisis emergencies	All	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$1 ob 52 58
ıg PBIS and utilization of SWIS Data ystem	All	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$1 ob 52 58

LCAP Year 2: 2016-17

Annual able es:	Facilities Inspection Tool will show well maintained school with no extreme deficiencies in any major a Community and staff survey will show increased appeal and safety to school climate/environment by 7 respondants. State Metric: California School Climate Survey Local Metric: Facilities Inspection Tool

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	E

d maintain other major facilities assessing facilities needs and s required including safety of all ıd grounds.	All	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$1 LC co
practice and prepare students and is emergencies	All	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$1 ob 52 58
PBIS and utilization of SWIS Data ystem	All	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$1 ob 52 58

LCAP Year 3: 2017-18

Annual able es:	Facilities Inspection Tool will show well maintained school with no extreme deficiencies in any major a Community and staff survey will show increased appeal and safety to school climate/environment by 7 respondents. State Metric: California School Climate Survey Local Metric: Facilities Inspection Tool

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	E
d maintain other major facilities assessing facilities needs and s required including safety of all ıd grounds.	All	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$1 LC co
practice and prepare students and	All	_X_ALL	$1

is emergencies		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	ob 52 58
implement PBIS and purchase of collection system	All	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$2 LC ob 58

). Increase district wide activities for student engagement	Related State and/or Loca 1__ 2__ 3__ 4__ 5_ 6_ COE only: 9__ 1 Local : Specify _____

eed :	Through a series of community meetings and surveys, stakeholders expressed their concerns regarding student participation in additional activities such as clubs, sports, etc.
s to:	Schools: All
	Applicable Pupil Subgroups: All

LCAP Year 1: 2015-16

Annual able es:	Student attendance in activities will increase by 5%. Local Metric: Student Interest Survey

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	E
student participation in offered extra ctivities by 5% student interest survey to identify most vities ents and staff to assist with activities	Baker Valley High School	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$1 11 co

ıts			

LCAP Year 2: 2016-17

Annual able es:	Student attendance in activities will increase by 5%. Local Metric: Student Interest Survey

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	E
student participation in offered extra ctivities by 5% student interest survey to identify most vities ents and staff to assist with activities ıts	Baker Valley High School	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$1 1 co

LCAP Year 3: 2017-18

Annual able es:	Student attendance in activities will increase by 5%. Local Metric: Student Interest Survey

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	E
student participation in offered extra ctivities by 5% student interest survey to identify most vities ents and staff to assist with activities ıts	Baker Valley High School	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$1 1 co

. Successful implementation of Common Core State Standards	Related State and/or Loca

	1_X 2_X_ 3_X 4__ 5__ 6 COE only: 9__ 1 Local : Specify _____
eed :	In of 2012 the state of California began the implementation of Common Core State Standards. Therefor our teachers up to date with techniques for implementing Common Core State Standards a need for cor development in CCSS was identified, and a need to supply the students with tools and materials was ide
s to:	Schools: All Applicable Pupil Subgroups: All

LCAP Year 1: 2015-16

Annual able es:	Minimum of 3 professional development opportunities in the implementation of the state standards for students, including EL, will be offered to all staff with a minimum of 70% will attend at least 2 days. Mir parent workshops of state standards will be offered. 100% of students grades k-12 will have access to access relevant technology and access to standards-aligned instructional materials that offers core an programs and services. State Metric: Student access to standards-aligned instructional materials, Implementation of CCSS for students, Promotion of parent participation, Efforts to seek parent input Local Metric: Sign in sheet for parent workshop, workshop evaluations completed by parent

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	E
staff development in implementing ore in the classroom to help parents better understand the Common Core	All	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$1 LC cc
and integrating new curriculum, ew books, classroom materials and	Baker Valley Elementary School	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$1 LC cc 42 41

LCAP Year 2: 2016-17

Annual able es:	Minimum of 3 professional development opportunities will be offered to all staff with a minimum of 70% at least 2 days. Minimum of 2 parent workshops of state standards will be offered. 100% of students, grades k-12 will have access to a device to access relevant technology and access standards-aligned instructional materials that offers core and ELD programs and services. State Metric: Student access to standards-aligned instructional materials, Implementation of CCSS for students, Promotion of parent participation, Efforts to seek parent input Local Metric: Sign in sheet for parent workshop, workshop evaluations completed by parent

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	E
staff development in implementing ore in the classroom to help parents better understand the Common Core	All	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$1 LC cc
and integrating new curriculum, ew books, classroom materials and	Baker Valley Elementary School	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$1 LC cc 42 41

LCAP Year 3: 2017-18

Annual able es:	Minimum of 3 professional development opportunities will be offered to all staff with a minimum of 70% at least 2 days. Minimum of 2 parent workshops of state standards will be offered. 100% of students grades k-12 will have access to a device to access relevant technology and access standards-aligned instructional materials that offers core and ELD programs and services. State Metric: Student access to standards-aligned instructional materials, Implementation of CCSS for students, Promotion of parent participation, Efforts to seek parent input Local Metric: Sign in sheet for parent workshop, workshop evaluations completed by parent

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	E
staff development in implementing	All	_X_ALL	$1

ore in the classroom to help parents better understand the Common Core		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	L c
and integrating new curriculum, ew books, classroom materials and	Baker Valley Elementary School	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$ L c 4 4

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

Annual Update

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

g Questions:

How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcc

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 in the desired outcomes?

How have the actions/services addressed the identified needs and goals of specific schoolsites and were these actions/services eff in achieving the desired outcomes?

What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual up

What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and serv making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a resu the review of progress and assessment of the effectiveness of the actions and services?

What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons fo differences?

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

n	1.Support and Enhance Student Achievement and Educational Opportunities	Related State and/or Loc 1_x_ 2__ 3__ 4__ 5__ 8_x_ COE only: 9__ Local : Specify _____
s to:	Schools: All Applicable Pupil Subgroups: All	

	Establish baseline of Common Core district benchmark assessments Provide standards aligned materials Hire one additional teacher in an area that may include visual art, performing art, or career technical courses	Actual Annual Measurable Outcomes:	Established a district baseline through CAASPP not available at this time) and students reading 10th percentile and 25th percentile were identifi intervention through Renaissance Learning. Using standards aligned material through a vari sources including Engaged New York, Standard Next Generation Science Visual Arts classes now offered district wide

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Ac

			E
ɔination classes in elementary classrooms, ɡle grades by hiring additional teachers ɡ classrooms ɹl teachers ɜrooms to fit needs	1. $100,000-130,000 LCFF As shown by increased budget expenditures in the 1000 and 3000 object codes 2. $10,000 LCFF As shown by increased budget	• Eliminated combination classes in elementary by hiring two more teachers. • Remodeled multiple classes district wide by purchasing new furniture, new carpet, and repainting.	$ 1 Sa Be ad tea Ele Sc Wi ra $8, re ob $7, 43
LEA pupils __English Learners ɳ __Redesignated fluent English proficient oups:(Specify)_____		Scope of service: LEA _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
bject offerings as elective courses in high school itional teacher to teach elective courses nal teacher in an area that may include visual art, or career technical courses	$60,000 LCFF As shown by increased budget expenditures in the 1000 and 3000 object codes	Hired one visual Art teacher.	$5 sal be rea to $6
LEA pupils __English Learners ɳ __Redesignated fluent English proficient oups:(Specify)_____		Scope of service: LEA _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

hool tutoring/support and assistance by highly ıted) individuals or subject matter experts chool program to provide tutoring and support. d aides salaries for administration of after school		$15,000 LCFF As shown by increased budget expenditures in the 1000, 3000, and 4000 object codes.	Beginning mid year - after school tutoring and support program was offered by highly qualified teachers. Lower than expected expenditures due to late start of program- second half of year. Full year program cost would have been close to expected budget, and that is anticipated for next year.	$6, Sa Be
	LEA		Scope of service: LEA	
e pupils _X_English Learners ı _X_Redesignated fluent English proficient oups:(Specify)_____			__ALL OR: _X_Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
educational opportunities for low performing viding a comprehensive summer session er learning session for lower performing rtificated teachers		$15,000 LCFF ($14,200 for salary and benefits $800 supplies and materials) As shown by increased budget expenditures in the 1000, 3000, and 4000 object codes	Comprehensive summer session is being offered to low performing students for summer 2015 beginning June 8, 2015.	$1 cur sur sor exp fall and 15-
	LEA		Scope of service: LEA	
e pupils _X_English Learners ı _X_Redesignated fluent English proficient oups:(Specify)_____			__ALL OR: _X_Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

ges in actions, services, itures will be made as a eviewing past progress changes to goals?	In order to provide more educational opportunities for our low performing students we refine A-G course offerings to offer more appropriate course work that targets these s

n	2. Address technology shortfalls and increase availability of technology to support learning through expanded course offerings	Related State and/or Loc 1_X 2_X 3__ 4_X 5_X 6 COE only: 9__ 1 Local : Specify _____

s to:	Schools:	All
	Applicable Pupil Subgroups:	All

	Increase student to technology ratio 10:1 Increase bandwidth available for school use Increased use and computer literacy by all students resulting in greater achievement levels and motivation to encourage student attendance Expand course offerings through online programs such as Acellus, etc.	Actual Annual Measurable Outcomes:	Increased student technology ratio for grades; ● K-2, 3:1 (ipad) ● 3-5, 2:1 (laptops) ● 6-8, 1:1 (laptops) Increased broadband speed to district from 1.5 Students achieved higher levels of academic le more computer-based activities. This was measured through the Brain Pop ESL well as the Renaissance Learning Assessments and Math. 41 students took courses through th program.

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Ac E
logy available to students in classrooms ological items for classrooms, to include: desktop	$50,000-100,000 LCFF As shown by increased budget expenditures in	Purchased 51 student laptops, tablets and accessories equating to almost ⅓ of student population	$7 Ob LC

ops, tablets		the 4440 and 4450 object codes			
	LEA		Scope of service:	LEA	
e pupils _X_English Learners n _X_Redesignated fluent English proficient oups:(Specify)_____			_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		

ges in actions, services, itures will be made as a eviewing past progress changes to goals?	Continue to increase technology availability for the students into a 1:1 ratio over a tw span.

n	3. Build literacy skills for all students and enhance pupil literacy appreciation	Related State and/or Loc 1__ 2__ 3__ 4__ 5__ 6_ COE only: 9__ Local : Specify _____

s to: Schools: All

Applicable Pupil Subgroups: All

	MLIS available Text complexity and lexile levels will increase. Amount of books read will increase by 5%. Establish baseline of district benchmark for reading levels	Actual Annual Measurable Outcomes:	As a result of establishing baseline lexil levels, librarian was able to scaffold mo complex reading materials to each stud as the year progressed There was an increase of 7% in the am books read this year National Percentile Levels for each stuc identified and monitored through Renais Learning.

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Ac E
odel existing library into student :h and library center to include new reading search resources for students magazines, reference materials, updated	$20,000-30,000 LCFF As shown by increased budget expenditures in the 4000 object codes	Modernization to existing library (now called Learning Center) is complete. New reading/research materials purchased.	$3 42 Ob $1 44 ob LC
LEA		Scope of service: LEA	
		_X_ALL	
pupils __English Learners n __Redesignated fluent English proficient oups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

ges in actions, services, itures will be made as a eviewing past progress changes to goals?	None

n	4. Exposure to broader environments outside of the Baker area	Related State and/or Loc 1__ 2_X_ 3_X_ 4_X_ 5_ 8__ COE only: 9__ Local : Specify _____

s to: Schools: All

	Applicable Pupil Subgroups:	All	
	Increase access to real world experiences by 1 more field trip aligned with State Standards (including Common Core and Next Generation Science) than currently offered Parent participation encouraged as chaperones Increased outside experiences to increase student achievement in and out of the classroom	Actual Annual Measurable Outcomes:	Field trips were increased to 2 field trips 17 parents participated as chaperons Waiting for CST science results to meas increase in student achievement

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Ac E
cational field trips to expose students to ronments and experiences not available area	$10,000-20,000 LCFF As shown by increased budget expenditures in the 5885 object code	Field trips included Zyzzx Center, Discovery Children's Museum, Mojave River Valley Museum, and the CSI Museum, Camp Highland and other field trips. Training of new bus drivers to increase field trips.	$1 ob LC
LEA		Scope of service: LEA	
e pupils _X_English Learners n _X_Redesignated fluent English proficient oups:(Specify)_____		_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

ges in actions, services, itures will be made as a eviewing past progress changes to goals?	None

n	5. Renovate classrooms to facilitate 21st century learning	Related State and/or Loc 1_X 2__ 3__ 4__ 5_X 6 COE only: 9__ Local : Specify _____

s to:	Schools:	All
	Applicable Pupil Subgroups:	All

	Increased selection of modern ergonomic tools and furniture conducive to learning With a more vibrant classroom experience, students will perform at a higher academic level and feel safe in their environment	Actual Annual Measurable Outcomes:	New teacher and students chairs and d purchased for most classrooms, includi tables for science and HS English. The Learning Center (library) was totall remodeled along with replacement of al shelves, and furniture. New carpet/painting was completed in r School and Elementary School classroo

LCAP Year: 2014-15

Planned Actions/Services			Actual Actions/Services		
		Budgeted Expenditures			Ac E
ts of new furniture and materials available to classroom rniture and materials as needed		$40,000-50,000 LCFF As shown by increased budget expenditures in the 4300 and 4400 object codes and with function 8580	Updated classroom furniture and supplies, including; desks, tables, chairs, carpeting and other items conducive to learning.		$4 ob an LC
	LEA		Scope of service:	LEA	
			_X_ALL		

pupils __English Learners n __Redesignated fluent English proficient oups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

ges in actions, services, itures will be made as a eviewing past progress changes to goals?	We are more than satisfied with the progress made in year one on basic upgrades to furniture and supplies. In year 2015-16, we will be refining our classroom improveme purchasing more specialty items to facilitate 21st Century learning.

n	6. Celebrate student achievement and educational progress	Related State and/or Loc 1__ 2__ 3_X_ 4_X 5_X COE only: 9__ Local : Specify _____

s to:	Schools:	All
	Applicable Pupil Subgroups:	All

Increased participation and motivation by 10% of students Parents are encouraged to assist their students in reaching their goals and participating in achievement celebrations and ceremonies Students are encouraged to attend more regularly and perform higher academically in order to reach goals and gain achievement	Actual Annual Measurable Outcomes:	95% of all students are attending/partici achievement assemblies. 98% of the student population participat year's science fair.

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Ac E
nic and personal achievement assemblies to nt accomplishments	$2,000-4,000 LCFF As shown by increased budget expenditures in	Three award ceremonies were held for elementary; a district wide award assembly was held for science fair, as well as graduation ceremonies for Kinder, 8th and 12th grades.	$2 ob LC

and recognition		the 5885 object code		
	LEA		Scope of service: LEA	
pupils __English Learners __Redesignated fluent English proficient oups:(Specify)_____			_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

ges in actions, services, itures will be made as a eviewing past progress changes to goals?	No significant change is needed. We will continue to refine and enhance student ach awards and recognition.

	7. Increase number of students who choose to eat school food and place priority in increasing their knowledge of healthy lifestyles	Related State and/or Loc 1__ 2__ 3__ 4__ 5__ 6_ COE only: 9__ Local : Specify _____
s to:	Schools: All Applicable Pupil Subgroups: All	

	Based upon newly acquired knowledge, students will make better nutrition choices Students will become involved in their nutrition choices through school based surveys	Actual Annual Measurable Outcomes:	One school cafeteria survey was given. the survey show that there is a widespr deficiency in nutritional awareness.

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Ac E
utrition menu and offerings with student ing the food received	$1,000 LCFF As shown by	Based on cafeteria survey changes/deletions were made to the menu and some new offerings were made.	$8

options provided to students and purchase ms and seek new recipe options t knowledge of nutrition		increased budget expenditures in the 4700 object code in Fund 93	New healthier food options were made that include a permanent salad bar Elementary school participated in the Healthy Choices curriculum provided by the Center for Nutrition in Schools High School students participated in nutrition lessons provided through the Health science class	ob Ch
LEA			Scope of service: LEA	
pupils __English Learners __Redesignated fluent English proficient oups:(Specify)_____			_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

ges in actions, services, itures will be made as a eviewing past progress changes to goals?	Collect more data to find a better menu selection to facilitate healthier appealing opti district and to create more nutritional awareness.

	8. Enhance student counseling services to promote educational achievement	Related State and/or Loc 1__ 2__ 3__ 4__ 5__ 6 COE only: 9__ Local : Specify _____
s to:	Schools: All Applicable Pupil Subgroups: All	

	Increased exposure in post-secondary education Attendance, standardized testing scores, and district benchmarks are expected to rise, as students are motivated to try to attend college	Actual Annual Measurable Outcomes:	90% of the high school seniors particip college campus visits. 95% of the 8th grade students participa college campus visit

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Ac E
services to include academic and college ith the Naviance academic software solution ıce, an academic software solution	$25,000 LCFF As shown by increased budget expenditures in the 5241 and 5810 object codes	Naviance academic software purchased. Began offering college awareness field trips.	$2 ob LC
LEA		Scope of service: LEA	
		_X_ALL	
pupils __English Learners ı __Redesignated fluent English proficient oups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

ges in actions, services, itures will be made as a eviewing past progress changes to goals?	Increase staff development training and awareness of Naviance software and feature Continue and increase college field trips to create and motivate post-secondary optic

n	9. Provide a clean, secure and safe school environment/climate	Related State and/or Loc 1_X_ 2__ 3__ 4__ 5__ 6 COE only: 9__ 1 Local : Specify _____
s to:	Schools: All Applicable Pupil Subgroups: All	

	Increase in student activities in a safe and enjoyable manner by 10%	Actual Annual	Established a baseline through the Cali School Climate Survey.

		Measurable Outcomes:	

LCAP Year: xxxx-xx

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Ac E
school environment, to include routine erformed and general school appearance to be ll maintained by purchasing updated equipment ed equipment for school maintenance, safety purposes	20,000-30,000 LCFF As shown by increased budget expenditures in the 4300 object codes	Multiple safety concerns were addressed including replacing and repairing items of concern. Multiple outdated items were replaced, including; outdoor tables and stage curtains. Implementing PBIS district wide.	$4 ob LC
LEA		Scope of service: LEA	
pupils __English Learners __Redesignated fluent English proficient oups:(Specify)_____		_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

ges in actions, services, itures will be made as a eviewing past progress changes to goals?	Reviewing progress and current deficiencies in facilities, areas were found to be lack necessary shade cover for students during extreme heat, sidewalks, and play areas in in need of upgrade.

n	10. Increase district-wide activities for student engagement	Related State and/or Loc 1__ 2__ 3_X_ 4__ 5_X COE only: 9__ Local : Specify _____

s to:	Schools:	All
	Applicable Pupil Subgroups:	All

More student participation in extracurricular activities by at least 5% Parents and families encouraged to assist with activities and attending events With new activities offered for students, higher achievement in and out of the classroom With the incentive of new activities to participate, students are motivated to attend more regularly	Actual Annual Measurable Outcomes:	Increased extracurricular activities with Field Day, and explored options for afte programs * 14 parents assisted/attended the activit events this past year 98% of students reached their achiever for science fair participation Attendance Ratio (ADA/Enrollment) inc .3% to 92.8%

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Ac E
rricular activities such as clubs, athletic pecial interest activities t in specific activities and availability of offered to students and cost of implementation egotiations to increase normal pay to include ıments	1,000 LCFF As shown by increased budget expenditures in the 1130 object code	Interest survey created for student input on activities.	$6 ob LC
LEA		Scope of service: LEA	
		_X_ALL	
		OR:	

pupils __English Learners n __Redesignated fluent English proficient oups:(Specify)_____		__Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

ges in actions, services, itures will be made as a eviewing past progress changes to goals?	Continue to seek parent support and assistance in providing extracurricular activities

n	11. Successful Implementation of State Standards	Related State and/or Loc 1__ 2_X_ 3_X_ 4__ 5__ COE only: 9__ Local : Specify _____

s to:	Schools:	All
	Applicable Pupil Subgroups:	All

Increased participation in level of implementation of State Standards by majority of students Common Core, Next Generation Science, Math attributes emerging in students Parents and families invited to become involved regarding State Standards to better assist their students	Actual Annual Measurable Outcomes:	All core subject teachers have shifted to core standards. CAASPP taken to establish baseline AP Common Core parent workshops held f elementary school parents

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Ac E
and workshops to better prepare teachers, and parents for State Standards s with opportunities to attend trainings through	$10,000-15,000 LCFF As shown by increased budget expenditures in	Teachers attended trainings in implementing CCSS for ELA, Math, and Writing. Purchased newly aligned Standards Plus materials.	$3 ob an LC

e of Education and other sources to increase ss in implementing State Standards (including n the classroom and to share information with		the 5241 object code			
	LEA		Scope of service:	LEA	
pupils __English Learners __Redesignated fluent English proficient oups:(Specify)_____			_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
ges in actions, services, itures will be made as a eviewing past progress changes to goals?	Continue to monitor and address training in curriculum and needs.				

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

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

In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low inc 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 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 schoolv 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.)

nount of Supplemental and Concentration grant funds calculated:	$__257,376_____

stimated supplemental and concentration grant funding is $257,376 for the 2015-16 school year, a $87,152 incre ıe 2014-15 Fiscal Year. As a district with more than 88% of enrollment of low income and English learner pupils milar percentages at all school sites, Baker Valley Unified School District has used these funds in a district-wide er. These and other sources from the district's general fund will be expended to increase or improve services to ıts by doing the following:

district plans to continue and refine an after school program to provide tutoring and support for all under perfor ıts at all school sites which will cost approximately $20,000.

roximately $20,000 will be expended to expand the amount of field trips all students can attend throughout the year to expand global exposure that is not available in the Baker area.

roximately $15,000 will be used to implement a comprehensive summer learning session, which will target prim d LI students that are under performing.

roximately $70,000 will be expended to purchase technological items for classrooms, to include desktop ıters, laptops, and tablets in order to improve the student to technology ratio.

roximately $135,000 will be expended to maintain single grade classes established in year one of LCAP (2014-

ɔnally, all actions and services to be performed listed in Section 2 for the entire student population will also be cally targeted towards EL and LI students. By increasing much of the district's current services provided to the

student population, the actions described in the LCAP would be meeting the goals for low income and English
r pupils as outlined by the state priorities.

In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to
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,
youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding pro
for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage i
using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared
services provided to all pupils.

%

uplicated student count in BVUSD is expected to remain at or near 88% in the 2015-16 school year. The minimum proportionality percentage is

ict will provide a comprehensive summer learning session designed primarily for target students. Offering this summer program will increase serv
rget students by approximately 35%, more than meeting the district's minimum proportionality requirement.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

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

) "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 3(who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schoolc 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 taug 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 June 30).

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

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

"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 numl first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

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

) "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 schoo 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 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).

) “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 June 30).

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

“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 acade year (July 1 – June 30).

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

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

3-15 [California Department of Education]