Introduction:

LEA: Silver Valley Unified School District **Contact (Name, Title, Email, Phone Number):** Jesse M. Najera, Deputy Superintendent, jnajera@svusdk12.net, 760-254-2916 **LCAP Year:** 2015-2016

Local Control and Accountability Plan and Annual Update Template

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process	**Impact on LCAP**
Silver Valley Unified School District has actively engaged in a Strategic Planning process since 2007. That process includes: Biannual Stakeholder Meetings known as District Strategic Planning Team, held in the fall and in spring of each year. These meetings are an opportunity for certificated and classified staff, Administrators, Board Members, Parents, Students and Community members to collaborate in the development, monitoring, and celebration of district efforts to improve student outcomes, both academic and social/emotional. Each meeting provides an overview of accomplishments, including student	The district Strategic Plan is built on four overarching strategies which will continue for the 2014-2017 LCAP : 1. Balanced Curriculum and Accountability (State Priority: 2, 4, 7, 8) 2. Technology for Learning (State Priority: 1) 3. Student Support (State Priority: 6,5,3) 4. District Stability (State Priority: 1)

achievement data, survey results, student presentations, program presentations, and significant opportunities for stakeholders to discuss and recommend actions to strengthen or revise the district plan. This process has become ingrained in the district culture and will continue as a part of the development, monitoring and revision of the district's LCAP. On April 23, 2014 the District Strategic Planning Committee which is compiled of teachers, classified staff, parent representatives of Low Income, Foster Youth, and English Language Learners convened and made revisions to the LCAP prior to submission to the hearings at the Board of Trustees meetings.	The four strategies are reviewed twice annually along with achievement/implementation data by the District Strategic Planning Team. Once each year the strategies are part of the Site Strategic Planning Meeting process where participants provide input and feedback from the site perspective to make annual adjustments to the district LCAP
In the fall of 2013, Silver Valley Unified School District set out to update the 5 Goals listed in the Local Education Agency Plan. Three different advisory groups consisting of Administrators, Teachers, Parents and Students were tasked with reviewing the current LEA Plan goals and providing input to update the goals with needed improvements and current practices. The advisory groups used the 8 State Priorities to update the following goals: 1. All students attaining proficiency in Reading and Mathematics (State Priority: 1, 2, 4, 7, 8) 2. All English Learners will become proficient in English and attain proficiency in Reading and Mathematics (State Priority: 1, 2, 4, 7, 8) 3. All students will be taught by highly qualified, highly trained teachers (State Priority: 1, 2, 4, 8) 4. All students will be educated in a safe and positive environment, conducive to learning (State Priority: 1, 3, 4, 5, 6, 8) 5. All students will graduate from high school as college and career ready, productive and responsible, and engaged global citizens (State Priority: 2, 4, 5, 7, 8)	The results of this review and revision process has been used to update the District Strategic Plan and are foundational to the LCAP considerations. Some of the specific recommendations were: 1. Provide high quality professional development for classroom teachers, principals, administrators an other community based personnel that increases the ability to meet the differing needs of English Learners in the regular classroom curriculum increasing their access to a well balanced curriculum. 2. Professional development for CCSS. state assessments and curricula/programs tied to the state standards. 3. Professional development and training to integrate technology into the curricula and instruction to improve teaching, learning and technology literacy. 4. Training to enable teachers to address the needs of students with different learning styles, particularly students with disabilities, special learning needs (GATE) & (ELD)
In the fall of 2013, Silver Valley Unified School District developed surveys for staff, community members and students (elementary, middle and high school).	Results of the staff, student and community surveys were used to inform the updates to the Local Education Agency Plan Goals and in the development of

These surveys were developed by WestEd in an effort to, "... provide a means to confidentially obtain staff and community perceptions about learning and teaching conditions for both general and special education, in order to inform decisions about professional development, instruction, the implementation of learning supports, and school reform. Underlying the survey is research and theory supporting the importance of fostering school environments that are academically challenging, caring, participatory, safe, and healthy."	the Local Control Accountability Plan as part of the evidence that was presented at the review/revision meetings at both district and school sites.
Annual Update: Silver Valley Unified School District has actively engaged in a Strategic Planning process since 2007. That process includes: Biannual Stakeholder Meetings known as District Strategic Planning Team, held in the fall and in spring of each year. These meetings are an opportunity for certificated and classified staff, Administrators, Board Members, Parents, Students and Community members to collaborate in the development, monitoring, and celebration of district efforts to improve student outcomes, both academic and social/emotional. Each meeting provides an overview of accomplishments, including student achievement data, survey results, student presentations, program presentations, and significant opportunities for stakeholders to discuss and recommend actions to strengthen or revise the district plan. This process has become ingrained in the district culture and will continue as a part of the development, monitoring and revision of the district's LCAP. On the October 20, 2014, during the District's Fall Strategic Planning meeting, the team discussed and approved the update the District Strategic Plan Goals and adopt the same goals for the District LCAP. On May 4, 2015 the District Strategic Planning Committee, which is comprised of teachers, classified staff, parent representatives of Low Income, Foster Youth, and English Language Learners convened and made revisions to the LCAP prior to submission to the hearings at the Board of Trustees meetings. In the fall of 2013, Silver Valley Unified School District developed surveys for staff, community members and students (elementary, middle and high school).	**Annual Update:** The district Strategic Plan is built on four overarching strategies which will continue for the 2014-2017 LCAP : 1. Balanced Curriculum and Accountability (State Priority: 2, 4, 7, 8) 2. Technology for Learning (State Priority: 1) 3. Student Support (State Priority: 6,5,3) 4. District Stability (State Priority: 1) The four strategies are reviewed twice annually along with achievement/implementation data by the District Strategic Planning Team. Once each year the strategies are part of the Site Strategic Planning Meeting process where participants provide input and feedback from the site perspective to make annual adjustments to the district LCAP. The District's Strategic Plan and LCAP are now seamlessly aligned to assist the district moving forward to implement the Common Core State Standards and promote student success. Results of the staff, student and community surveys were used to inform the updates to the Local Education Agency Plan Goals and in the development of

These surveys were developed by WestEd in an effort to, "... provide a means to confidentially obtain staff and community perceptions about learning and teaching conditions for both general and special education, in order to inform decisions about professional development, instruction, the implementation of learning supports, and school reform. Underlying the survey is research and theory supporting the importance of fostering school environments that are academically challenging, caring, participatory, safe, and healthy." These surveys are updated and given on a yearly basis.	the Local Control Accountability Plan as part of the evidence that was presented at the review/revision meetings at both district and school sites.
Throughout the 2014-15 school year, Silver Valley Unified School District began the strategic planning process at at all its school sites. These meetings were comprised of teachers, parents, community members and students. The site strategic planning teams developed goals that are aligned to the District LCAP. Lewis (1/26/15) TVIS (2/24/15) FIMS (9/29/14) YES (10/30/14) NES (11/13/14) SVHS (3/24/15) AEC (5/13/15)	Information gathered from site strategic planning meetings is used to inform and revise the District LCAP.
On May 11, 2015, SVUSD LCAP was presented and approved by the SVUSD District Advisory Committee (DAC) by unanimous vote. The District Advisory Committee is comprised of parent representatives from all 7 school sites along with site administrators and other district staff. The parents represent students of Low Income, Foster Youth, and English Language Learners. The DAC met 4 times this school year and at each meeting the LCAP was discussed and time given for parents to give input on the plan.	Input from our DAC members helped inform the LCAP for 2015-2016. All parent representatives also serve on their school site councils.

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

Instructions:

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

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

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

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

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

Goal: Describe the goal:

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

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

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

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

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

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

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

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

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

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

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

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

Guiding Questions:

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

GOAL 1:	All students will achieve proficiency or better in ELA and Mathematics while receiving appropriate academic supports and a well balanced course of study, including Career Technical Education.	Related State and/or Local Priorities: 1 _ 2 X 3 _ 4 X 5 _ 6 _ 7 X 8 X COE only: 9 _ 10 _ Local : Specify

Identified Need :	SVUSD STRATEGIC PLAN STRATEGY 1 The transition from previous state standards to Common Core State Standards (CCSS) has begun, but, according to teacher survey results, needs to be fully developed with appropriate resources including materials, training and support. 71% of teachers surveyed agreed or strongly agreed that SVUSD has provided high quality CCSS professional development. 65% of teachers surveyed believe SVUSD is implementing CCSS effectively. There is a need to improve in these areas. Analysis of current student achievement data indicates that on average the annual rate of proficiency is 62% for ELA and 61% for Mathematics District wide. There is a need to improve student achievement. Career/ Technical Education integration was identified as a need for SVUSD to effectively implement the Common Core. In 2014-2015, SVUSD students completed 88 more CTE courses than the previous year. There is a need to both infuse CTE and to expand opportunities for CTE experiences to more grade levels. CTE course pathways with ROP integration are needed.	
Goal Applies to:	Schools:	ALL CTE: SVHS, AEC
	Applicable Pupil Subgroups:	ALL Subgroups: LI ELD SPED

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	Improved results from staff survey (CCSS implementation and professional develop.) Measured By: Local Metric: % of teachers who believe SVUSD is providing high quality CCSS professional development will increase to 75% Local Metric: % of teachers who believe SVUSD is effectively implementing CCSS will increase to 70% State Metric: % of EL students that are Reclassified State Metric: % of EL students that are reclassified will increase to 18% State Metric: EL proficiency on CELDT (AMAO 2) will increase to 37% State Metric: % of students making annual progress on CELDT (AMAO 1) will increase to 63% State Metric: Student performance on standardized assessments State Metric: % of students passing AP Exams will increase to 60% State Metric: % of students passing EAP (ELA) will increase to 15% State Metric: % of students passing EAP (Math) will increase to 25% State Metric: % of high school students completing UC/CSU A-G required courses will increase to 30% State Metric: % of 10th grade students passing Math CAHSEE will increase to 86% State Metric: % of 10th grade students passing ELA CAHSEE will increase to 90% Effective academic Interventions are in place at all 7 sites. Local Metric: 75% of students receiving RTI will make 1 years growth or more in reading and math lexile score Student products show evidence of integration of Common Core ELA and Mathematics standards in other curricular areas based on staff analysis and observational data. Local Metric: Increased amount of CTE Courses for SVHS and AEC students

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Implement Common Core State Standards that improve student achievement by providing high quality professional development for classroom teachers, principals, administrators, and other school and community based personnel. 4 Cs (Collaboration, Critical Thinking, Communication and Creativity/innovation) is embedded in all training focusing on lesson planning and effective classroom practices to promote those skills.	All Schools	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1100: Certificated Teachers' Salaries Base 42,500 3000-3999: Employee Benefits Base 7,500 5800: Professional/Consulting Services And Operating Expenditures Base 350,000

Substitute costs for Teachers and staff to attend trainings. Associated Health & Welfare Benefits. District approved consultants to plan, deliver and evaluate professional development and changes in teacher instructional practice.			
Materials to support implementation of training will be purchased from District approved providers. Purchase Instructional Materials and Curriculum for CCSS.	All Schools	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	4300: Materials and Supplies Base 60,000
Pacing Guides and Common Assessments will be developed and regularly revised to be foundational to inform the selection of professional development offerings and formative assessments. Release time and additional assignment stipends for teacher participation in the review and revision of pacing guides and common assessments. Associated Health & Welfare Benefits. District approved Consultants will facilitate the review and revision of pacing guides and common assessments.	All Schools	_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	1100: Certificated Teachers' Salaries Supplemental 85,000 3000-3999: Employee Benefits Supplemental 15,000 5800: Professional/Consulting Services And Operating Expenditures Supplemental 15,000
Implement a Response to Intervention reading program at every site. Pay for RTI Certificated salaries (5 FTE). Associated Health & Welfare Benefits. Purchase instructional materials for RTI programs.	All Schools	_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups:	1100: Certificated Teachers' Salaries Supplemental 415,000 3000-3999: Employee Benefits Supplemental 75,000 4300: Materials and Supplies Supplemental 10,000

		(Specify)	
Expand the administration of post graduation, skills and interest inventory (Naviance) to help students plan for College or Career. Purchase Naviance licenses for middle school students.	SVHS, AEC	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	5800: Professional/Consulting Services And Operating Expenditures Base 6,200
Continue to expand CTE courses district-wide. Purchase licenses for online CTE Courses from District approved providers. Staff Development for Online Software Implementation.	SVHS, AEC	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	5800: Professional/Consulting Services And Operating Expenditures Base 50,000 5800: Professional/Consulting Services And Operating Expenditures Base 3,500
Pilot Math 180 Intervention at FIMS and SVHS. Purchase Math 180 Licenses for SVHS and FIMS. Math 180 Consultant to train Math 180 teachers. Release time and related costs for substitute teachers for Math 180 PD.	SVHS, FIMS	_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	5800: Professional/Consulting Services And Operating Expenditures Supplemental 30,000 5800: Professional/Consulting Services And Operating Expenditures Supplemental 8,387 1100: Certificated Teachers' Salaries Supplemental 2,000
Math adoption for Kindergarten through 5th grade aligned to Common Core State Standards. Purchase textbooks and materials for new adoption.	Lewis,TVIS,NES,YES	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	4300: Materials and Supplies Lottery 20,000 4100: Approved Textbooks and Core Curricula Base 240,000

Provide high school summer school program. Certificated Salaries for summer school. Associated Health & Benefits. Materials / Software for summer school program.	SVHS, AEC	_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	1100: Certificated Teachers' Salaries Base 25,000 3000-3999: Employee Benefits Base 5,000 4300: Materials and Supplies Lottery 8,000
Professional development for teachers at NES, LES, and YES that have the highest population of LI students in the district. Provide professional development for teachers at NES, LES, and YES.	NES, LES, YES	_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	5800: Professional/Consulting Services And Operating Expenditures Supplemental 95,000
Expand AVID Program that promotes academic achievement and increases students meeting college readiness requirements for EL, Foster Youth, and SED students. Purchase AVID Curriculum and Instructional Materials. Pay AVID Participation Fee and College Tutors. Staff Development (Summer Institute and other AVID Workshops).	SVHS, FIMS, Yermo	_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	4300: Materials and Supplies Supplemental 42,000 5800: Professional/Consulting Services And Operating Expenditures Supplemental 35,000 5800: Professional/Consulting Services And Operating Expenditures Supplemental 35,000 4300: Materials and Supplies Lottery 8,000
Provide intervention/enrichment opportunities for EL, RFEP, Foster Youth and LI students before and/or after school at all sites. Pay for teachers to provide intervention/enrichment opportunities before and after school. Associated Health & Welfare Benefits. Purchase curriculum and instructional materials for before or after school program.	All schools	_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	1100: Certificated Teachers' Salaries Supplemental 80,000 3000-3999: Employee Benefits Supplemental 16,000 4300: Materials and Supplies Supplemental 4,000

Lower class size for Transitional Kindergarten and Kindergarten classes at Yermo and Newberry Schools (High EL, LI Demographics). Add additional certificated FTE (TK Teacher). Associated Health & Welfare Benefits.	Yermo, NES	_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	1100: Certificated Teachers' Salaries Supplemental 90,000 3000-3999: Employee Benefits Supplemental 20,000

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	Local Metric: % of teachers who believe SVUSD is providing high quality CCSS professional development will increase from 80% Local Metric: % of teachers who believe SVUSD is effectively implementing CCSS will increase to 75% State Metric: % of EL students that are Reclassified State Metric: % of EL students that are Reclassified will increase to 20% State Metric: EL proficiency on CELDT (AMAO 2) will increase to 40% State Metric: % of students making annual progress on CELDT (AMAO 1) will increase to 65% State Metric: Student performance on standardized assessments State Metric: % of students passing AP Exams will increase to 63% State Metric: % of students passing EAP (ELA) will increase to 20% State Metric: % of students passing EAP (Math) will increase to 30% State Metric: % of high school students completing UC/CSU A-G required courses will increase to 35% State Metric: % of 10th grade students passing Math CAHSEE will increase to 88% State Metric: % of 10th grade students passing ELA CAHSEE will maintain above 90% Effective academic Interventions are in place at all 7 sites. Local Metric: 80% of students receiving RTI will make 1 years growth in reading and math lexile score Student products show evidence of integration of Common Core ELA and Mathematics standards in other curricular areas based on staff analysis and observational data. Local Metric: Increased amount of CTE Courses for SVHS and AEC students

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Implement Common Core State Standards that improve student achievement by providing high quality	All Schools	X All OR:	1100: Certificated Teachers' Salaries Base 42,500 3000-3999: Employee Benefits Base 7,500

professional development for classroom teachers, principals, administrators, and other school and community based personnel. 4 Cs (Collaboration, Critical Thinking, Communication and Creativity/innovation) is embedded in all training focusing on lesson planning and effective classroom practices to promote those skills. Substitute costs for Teachers and staff to attend trainings. Associated Health & Welfare Benefits. District approved consultants to plan, deliver and evaluate professional development and changes in teacher instructional practice.		_ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	5800: Professional/Consulting Services And Operating Expenditures Base 350,000
Materials to support implementation of training will be purchased from District approved providers. Purchase Instructional Materials and Curriculum for CCSS.	All Schools	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	4300: Materials and Supplies Base 30,000
Pacing Guides and Common Assessments will be developed and regularly revised to be foundational to inform the selection of professional development offerings and formative assessments. Release time and additional assignment stipends for teacher participation in the review and revision of pacing guides and common assessments. Associated Health & Welfare Benefits. District approved Consultants will facilitate the review and revision of pacing guides and common assessments.	All Schools	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1100: Certificated Teachers' Salaries Supplemental 90,000 3000-3999: Employee Benefits Supplemental 15,000 5800: Professional/Consulting Services And Operating Expenditures Supplemental 20,000

Implement a Response to Intervention program at every site. Pay for RTI Certificated salaries (5 FTE). Associated Health & Welfare Benefits. Purchase instructional materials for RTI programs.	All Schools	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1100: Certificated Teachers' Salaries Supplemental 420,000 3000-3999: Employee Benefits Supplemental 90,000 4300: Materials and Supplies Supplemental 10,000
Continue the administration of post graduation, skills and interest inventory (Naviance) to help students plan for College or Career. Purchase Naviance licenses for middle school students.	SVHS, AEC	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	5800: Professional/Consulting Services And Operating Expenditures Base 6,200
Continue to expand CTE courses district-wide. Purchase licenses for online CTE Courses from District approved providers. Staff Development for Online Software Implementation.	SVHS, AEC	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	5800: Professional/Consulting Services And Operating Expenditures Base 50,000 5800: Professional/Consulting Services And Operating Expenditures Base 3,500
Professional development for teachers at NES, LES, and YES that have the highest population of LI students in the district. Provide professional development for teachers at NES, LES, and YES.	NES, LES, YES	_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	5800: Professional/Consulting Services And Operating Expenditures Supplemental 100,000
Expand AVID Program that promotes academic achievement and increases students meeting college readiness requirements for EL, Foster Youth, and SED	SVHS, FIMS, Yermo,	_ All OR: X Low Income pupils	4300: Materials and Supplies Supplemental 85,000 5800: Professional/Consulting Services And Operating

students. Purchase AVID Curriculum and Instructional Materials. Pay AVID Participation Fee and College Tutors. Staff Development (Summer Institute and other AVID Workshops).	TVIS, NES	X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	Expenditures Supplemental 35,000 5800: Professional/Consulting Services And Operating Expenditures Supplemental 60,000
Provide intervention/enrichment opportunities for EL, RFEP, Foster Youth and SED students before and/or after school at all sites. Pay for teachers to provide intervention/enrichment opportunities before and after school. Associated Health & Welfare Benefits. Purchase curriculum and instructional materials for before or after school program.	All Schools	_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	1100: Certificated Teachers' Salaries Supplemental 85,000 3000-3999: Employee Benefits Supplemental 25,000 4300: Materials and Supplies Supplemental 20,966
Lower class size for Transitional Kindergarten and Kindergarten classes at Yermo and Newberry Schools (High EL, LI Demographics). Add additional certificated FTE (TK Teacher). Associated Health & Welfare Benefits.	Yermo, NES	_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	1100: Certificated Teachers' Salaries Supplemental 88,000 3000-3999: Employee Benefits Supplemental 22,000
Provide high school summer school program. Certificated Salaries for summer school. Associated Health & Benefits. Materials / Software for summer school program.	SVHS, AEC	_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	1100: Certificated Teachers' Salaries Base 25,000 3000-3999: Employee Benefits Base 8,000 4300: Materials and Supplies Base 8,000
Pilot Math RTI Teacher (1 FTE).	Lewis	_ All OR:	1100: Certificated Teachers' Salaries Supplemental 83,000

Certificated salaries for math RTI teacher. Associated Health & Benefits.		X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	3000-3999: Employee Benefits Supplemental 17,000

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	Local Metric: % of teachers who believe SVUSD is providing high quality CCSS professional development will maintain above 80% Local Metric: % of teachers who believe SVUSD is effectively implementing CCSS will maintain above 75% State Metric: % of EL students that are Reclassified State Metric: % of EL students that are Reclassified will maintain above 20% State Metric: EL proficiency on CELDT (AMAO 2) will increase to 43% State Metric: % of students making annual progress on CELDT (AMAO 1) will increase to 67% State Metric: Student performance on standardized assessments State Metric: % of students passing AP Exams will increase to 65% State Metric: % of students passing EAP (ELA) will increase to 25% State Metric: % of students passing EAP (Math) will increase to 35% State Metric: % of high school students completing UC/CSU A-G required courses will increase to 40% State Metric: % of 10th grade students passing Math CAHSEE will increase to 88% State Metric: % of 10th grade students passing ELA CAHSEE will maintain above 90% Effective academic Interventions are in place at all 7 sites. Local Metric: 85% of students receiving RTI will make 1 years growth in reading and math lexile score Student products show evidence of integration of Common Core ELA and Mathematics standards in other curricular areas based on staff analysis and observational data. Local Metric: Increased amount of CTE Courses for SVHS and AEC students

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Implement Common Core State Standards that improve student achievement by providing high quality professional development for classroom teachers, principals, administrators, and other school and community based personnel. 4 Cs (Collaboration, Critical Thinking, Communication	All Schools	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient	1100: Certificated Teachers' Salaries Base 42,500 3000-3999: Employee Benefits Base 7,500 5800: Professional/Consulting Services And Operating Expenditures Base 350,000

and Creativity/innovation) is embedded in all training focusing on lesson planning and effective classroom practices to promote those skills. Substitute costs for Teachers and staff to attend trainings. Associated Health & Welfare Benefits. District approved consultants to plan, deliver and evaluate professional development and changes in teacher instructional practice.		_ Other Subgroups: (Specify)	
Materials to support implementation of training will be purchased from District approved providers. Purchase Instructional Materials and Curriculum for CCSS.	All Schools	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	4300: Materials and Supplies Base 30,000
Pacing Guides and Common Assessments will be developed and regularly revised to be foundational to inform the selection of professional development offerings and formative assessments. Release time and additional assignment stipends for teacher participation in the review and revision of pacing guides and common assessments. Associated Health & Welfare Benefits. District approved Consultants will facilitate the review and revision of pacing guides and common assessments.	All Schools	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1100: Certificated Teachers' Salaries Supplemental 90,000 3000-3999: Employee Benefits Supplemental 15,000 5800: Professional/Consulting Services And Operating Expenditures Supplemental 25,000
Implement a Response to Intervention program at every site. Pay for RTI Certificated salaries (4 FTE).	Lewis, NES, YES, TVIS, FIMS	_ All OR: X Low Income pupils X English Learners X Foster Youth	1100: Certificated Teachers' Salaries Supplemental 430,000 3000-3999: Employee Benefits Supplemental 90,000 4300: Materials and Supplies Supplemental 20,000

Associated Health & Welfare Benefits. Purchase instructional materials for RTI programs.		X Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Continue the administration of post graduation, skills and interest inventory (Naviance) to help students plan for College or Career. Purchase Naviance licenses for middle school students.	SVHS, AEC	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	5800: Professional/Consulting Services And Operating Expenditures Base 6,200
Continue to expand CTE courses district-wide. Purchase licenses for online CTE Courses from District approved providers. Staff Development for Online Software Implementation.	SVHS, AEC	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	5800: Professional/Consulting Services And Operating Expenditures Base 50,000 5800: Professional/Consulting Services And Operating Expenditures Base 3,500
Provide Math RTI Teacher (1 FTE). Certificated salaries for math RTI teacher. Associated Health & Benefits.	Lewis	_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	1100: Certificated Teachers' Salaries Supplemental 90,000 3000-3999: Employee Benefits Supplemental 20,000
Expand AVID Program that promotes academic achievement and increases students meeting college readiness requirements for EL, Foster Youth, and SED students. Purchase AVID Curriculum and Instructional Materials. Pay AVID Participation Fee and College Tutors.	SVHS, FIMS, Yermo, TVIS, NES	_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups:	4300: Materials and Supplies Supplemental 90,000 5800: Professional/Consulting Services And Operating Expenditures Supplemental 45,000 5800: Professional/Consulting Services And Operating Expenditures Supplemental 65,000

Staff Development (Summer Institute and other AVID Workshops).		(Specify)	
Provide intervention/enrichment opportunities for EL, RFEP, Foster Youth and SED students before and/or after school at all sites. Pay for teachers to provide intervention/enrichment opportunities before and after school. Associated Health & Welfare Benefits. Purchase curriculum and instructional materials for before or after school program.	All Schools	_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	1100: Certificated Teachers' Salaries Supplemental 88,000 3000-3999: Employee Benefits Supplemental 32,000 4300: Materials and Supplies Supplemental 25,374
Lower class size for Transitional Kindergarten and Kindergarten classes at Yermo and Newberry Schools (High EL, LI Demographics). Add additional certificated FTE (TK Teacher). Associated Health & Welfare Benefits.	Yermo, NES	_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	1100: Certificated Teachers' Salaries Supplemental 95,000 3000-3999: Employee Benefits Supplemental 25,000
Provide high school summer school program. Certificated Salaries for summer school. Associated Health & Benefits. Materials / Software for summer school program.	SVHS, AEC	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1100: Certificated Teachers' Salaries Base 27,000 3000-3999: Employee Benefits Base 9,000 4300: Materials and Supplies Base 8,000
Professional development for teachers at NES, LES, and YES that have the highest population of LI students in the district. Provide professional development for teachers at NES, LES, and YES.	NES, LES, YES	_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient	5800: Professional/Consulting Services And Operating Expenditures Supplemental 110,000

		_ Other Subgroups: (Specify)	
Provide supplemental instructional materials to teachers in Math, ELA, Science, and History/Social Science. Purchase supplemental instructional materials form Math, ELA, Science, and History/Social Science.	All schools	_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	4300: Materials and Supplies Supplemental 42,000

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

GOAL 2:	Increase the quantity and quality of technology usage to support student learning, instructional effectiveness, monitoring of student progress, and communicating with stakeholders.	Related State and/or Local Priorities: 1 X 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify

Identified Need :	SVUSD STRATEGIC PLAN STRATEGY 2 There is a need to continue developing expertise in this area because of the expanding resources available only through the use of technology. A technology plan was developed in 2013 to provide priority structures for the use of available funds.	
Goal Applies to:	Schools:	ALL
	Applicable Pupil Subgroups:	ALL

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	Technology Plan Phase 2: Upgrade internet cabling at all school sites and all administrative buildings. Ongoing management system for technology devices in the district. Complete installation of wireless access points at all school sites and all administrative buildings. Local Metric: Implementation of Tech Plan Phase 2 Local Metric: Professional Development offered to all staff

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Expand available modules in Illuminate (Data/Assessment System) District-wide. Purchase additional modules within Illuminate to better identify students that need additional support. Continue with staff development for additional modules.	All Schools	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	4300: Materials and Supplies Base 13,500 5800: Professional/Consulting Services And Operating Expenditures Base 3,000

Implementation of Technology Plan (Phase 2). Continue Lease payment associated with purchase of new student desktops, teacher laptops and new Computer Labs at FIMS and TVIS. Continue purchasing connectivity infrastructure (Cabling, Switchgear, WAP, etc). Continue providing professional development in technology.	All Schools	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	5600: Rentals, Leases, Repairs, and Non-capitalized improvements Base 300,000 5800: Professional/Consulting Services And Operating Expenditures Base 650,000 5800: Professional/Consulting Services And Operating Expenditures Base 15,000

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	Technology Plan Phase 3: Begin installation of audio enhancement equipment for TK-5th grade classrooms. Ongoing management system for technology devices in the district.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Expand available modules in Illuminate (Data/Assessment System) District-wide. Purchase additional modules within Illuminate to better identify students that need additional support. Continue with staff development for additional modules.	All Students	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	4300: Materials and Supplies Base 13,500 5800: Professional/Consulting Services And Operating Expenditures Base 3,000
Implementation of Technology Plan (Phase 3). Continue Lease payment associated with purchase of new student desktops, teacher laptops and new Computer Labs at FIMS and TVIS. Continue providing professional development in technology. Purchase and install audio enhancement systems into classrooms district-wide (Phase 1).	All Students	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	5600: Rentals, Leases, Repairs, and Non-capitalized improvements Base 300,000 5800: Professional/Consulting Services And Operating Expenditures Base 15,000 5800: Professional/Consulting Services And Operating Expenditures Base 220,000

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	Technology Plan Phase 4: Complete the installation of audio enhancement equipment at all school sites. Ongoing management system for technology devices in the district.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to use available modules in Illuminate (Data/Assessment System) District-wide. Continue with staff development for additional modules.	All Students	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	5800: Professional/Consulting Services And Operating Expenditures Base 3,000
Implementation of Technology Plan (Phase 4). Continue Lease payment associated with purchase of new student desktops, teacher laptops and new Computer Labs at FIMS and TVIS. Continue providing professional development in technology. Continue with audio enhancement systems into classrooms district-wide (Phase 2).	All Students	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	5600: Rentals, Leases, Repairs, and Non-capitalized improvements Base 300,000 5800: Professional/Consulting Services And Operating Expenditures Base 15,000 5800: Professional/Consulting Services And Operating Expenditures Base 220,000

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

GOAL 3:	Increase staff and family's ability to support student academic, social/emotional and physical needs.	Related State and/or Local Priorities: 1 _ 2 _ 3 X 4 _ 5 X 6 X 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify

Identified Need :	SVUSD STRATEGIC PLAN STRATEGY 3 Positive Behavior Intervention and Support (PBIS) is currently being implemented at all school sites to varying degrees. There is a need to increase the capacity at each site to implement Tier 2 and Tier 3 interventions for students having social skills issues as identified in their Site Strategic Plans. Parent/Family involvement and leadership has been site specific and dependent on staff at each site. There is a need for a more consistent support for strengthening each sites approach to parent involvement and leadership.	
Goal Applies to:	Schools:	ALL
	Applicable Pupil Subgroups:	ALL

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	Schools better meet the social, emotional and physical needs of students and regularly assess the school's ability to do so. More students feel safe, secure and connected to school where increased student achievement is expected and supported. Increased parent/family education and involvement, at their children's school site, will have a positive effect on Student Achievement, Behavior and Attendance. State Metric: Attendance rates will meet or exceed 95% State Metric: Chronic absenteeism will decrease to 5.5% Local Metric: Truancy rates will decrease to 8.5% State Metric: Middle school dropout rates will maintain at 0% State Metric: High school drop out rate will remain below 5% State Metric: High school graduation rate will remain above 90% State Metric: Student suspension rate will decrease to 6% State Metric: Student expulsion rate will maintain under 1% State Metric: Promotion of Parental Participation Local Metric: Parent Leadership training participation rate will increase State Metric: Efforts to seek parent input Local Metric: Continue Site Strategic Planning at every site

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Implement next phase of PBIS at all sites. Substitute teachers for release time for PBIS trainings. Associated Health & Welfare Benefits. Staff Development on SWIS program to track PBIS Effectiveness.	All Schools	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1100: Certificated Teachers' Salaries Base 10,000 3000-3999: Employee Benefits Base 1,500 5800: Professional/Consulting Services And Operating Expenditures Base 2,500
Implement small group social skills interventions at all sites. Purchase social skills intervention curriculum and materials. Staff Development for social skills curriculum	All Schools	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient	4300: Materials and Supplies Base 5,000 5800: Professional/Consulting Services And Operating Expenditures Base 5,000

implementation.		_ Other Subgroups: (Specify)	
Continue usage of SWIS data system for PBIS. Purchase 6 site licenses of SWIS data system.	Lewis,TVIS, YES, NES, FIMS, SVHS	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	5800: Professional/Consulting Services And Operating Expenditures Base 4,500
Implement Site Strategic Planning at all sites. Substitute teachers for release time for site strategic planning preparation and participation. Associated Health & Welfare Benefits.	All Schools	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1100: Certificated Teachers' Salaries Base 3,500 3000-3999: Employee Benefits Base 500
Expand parent education programs for EL, RFEP, Foster Youth and LI students. Purchase Curriculum and Instructional materials for parent training. Expenses related to child care, translators and refreshments for parent trainings. Contract with consultants to facilitate trainings.	All Schools	_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	4300: Materials and Supplies Supplemental 1,000 5800: Professional/Consulting Services And Operating Expenditures Supplemental 1,000 5800: Professional/Consulting Services And Operating Expenditures Supplemental 3,000
Increase counseling services at AEC and Yermo (2 FTE). Two certificated FTE (Counselor) Associated Health & Welfare Benefits.	AEC, YES	_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	1200: Certificated Pupil Support Salaries Supplemental 160,000 3000-3999: Employee Benefits Supplemental 40,000

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	Schools better meet the social, emotional and physical needs of students and regularly assess the school's ability to do so. More students feel safe, secure and connected to school where increased student achievement is expected and supported. Increased parent/family education and involvement, at their children's school site, will have a positive effect on Student Achievement, Behavior and Attendance. State Metric: Attendance rates will meet or exceed 95% State Metric: Chronic absenteeism will maintain under 5.5% Local Metric: Truancy rates will decrease to 8% State Metric: Middle school dropout rates will maintain at 0% State Metric: High school drop out rate will remain below 5% State Metric: High school graduation rate will remain above 90% State Metric: Student suspension rate will maintain under 6% State Metric: Student expulsion rate will maintain under 1% State Metric: Promotion of Parental Participation Local Metric: Parent Leadership training participation rate will increase State Metric: Efforts to seek parent input Local Metric: Continue Site Strategic Planning at every site

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Implement next phase of PBIS at all sites. Substitute teachers for release time for PBIS trainings. Associated Health & Welfare Benefits. Staff Development on SWIS program to track PBIS Effectiveness.	All Schools	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1100: Certificated Teachers' Salaries Base 10,000 3000-3999: Employee Benefits Base 1,500 5800: Professional/Consulting Services And Operating Expenditures Base 2,500
Continue to Implement small group social skills interventions at all sites. Purchase social skills intervention curriculum and materials.	All Schools	X All OR: _ Low Income pupils _ English Learners _ Foster Youth	4300: Materials and Supplies Base 5,000 5800: Professional/Consulting Services And Operating Expenditures Base 5,000

Staff Development for social skills curriculum implementation.		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Continue usage of SWIS data system for PBIS. Purchase 6 site licenses of SWIS data system.	Lewis,TVIS, YES, NES, FIMS, SVHS	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	5800: Professional/Consulting Services And Operating Expenditures Base 4,500
Continue to Implement Site Strategic Planning at all sites. Substitute teachers for release time for site strategic planning preparation and participation. Associated Health & Welfare Benefits.	All Schools	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1100: Certificated Teachers' Salaries Base 3,500 3000-3999: Employee Benefits Base 500
Expand parent education programs for EL, RFEP, Foster Youth and SED students. Purchase Curriculum and Instructional materials for parent training. Expenses related to child care, translators and refreshments for parent trainings. Contract with consultants to facilitate trainings.	All Schools	_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	4300: Materials and Supplies Supplemental 1,500 5800: Professional/Consulting Services And Operating Expenditures Supplemental 1,500 5800: Professional/Consulting Services And Operating Expenditures Supplemental 4,000
Maintain increased counseling services at AEC and Yermo (2 FTE) Two certificated FTE (Counselor). Associated health & welfare benefits cost.	AEC, YES	_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient	1200: Certificated Pupil Support Salaries Supplemental 168,000 3000-3999: Employee Benefits Supplemental 42,000

		_ Other Subgroups: (Specify)	

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	Schools better meet the social, emotional and physical needs of students and regularly assess the school's ability to do so. More students feel safe, secure and connected to school where increased student achievement is expected and supported. Increased parent/family education and involvement, at their children's school site, will have a positive effect on Student Achievement, Behavior and Attendance. State Metric: Attendance rates will meet or exceed 95% State Metric: Chronic absenteeism will maintain under 5.5% Local Metric: Truancy rates will remain below 8% State Metric: Middle school dropout rates will maintain at 0% State Metric: High school drop out rate will remain below 5% State Metric: High school graduation rate will remain above 90% State Metric: Student suspension rate will maintain under 6% State Metric: Student expulsion rate will maintain under 1% State Metric: Promotion of Parental Participation Local Metric: Parent Leadership training participation rate will increase State Metric: Efforts to seek parent input Local Metric: Continue Site Strategic Planning at every site

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Implement next phase of PBIS at all sites. Substitute teachers for release time for PBIS trainings. Associated Health & Welfare Benefits. Staff Development on SWIS program to track PBIS Effectiveness.	All Schools	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1100: Certificated Teachers' Salaries Base 10,000 3000-3999: Employee Benefits Base 1,500 5800: Professional/Consulting Services And Operating Expenditures Base 2,500
Continue to Implement small group social skills interventions at all sites.	All Schools	X All OR: _ Low Income pupils	4300: Materials and Supplies Base 5,000 5800: Professional/Consulting Services And Operating Expenditures Base 5,000

Purchase social skills intervention curriculum and materials. Staff Development for social skills curriculum implementation.		_ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Continue usage of SWIS data system for PBIS. Purchase 6 site licenses of SWIS data system.	Lewis,TVIS, YES, NES, FIMS, SVHS	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	5800: Professional/Consulting Services And Operating Expenditures Base 4,500
Continue to Implement Site Strategic Planning at all sites. Substitute teachers for release time for site strategic planning preparation and participation. Associated Health & Welfare Benefits.	All Schools	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1100: Certificated Teachers' Salaries Base 3,500 3000-3999: Employee Benefits Base 500
Expand parent education programs for EL, RFEP, Foster Youth and SED students. Purchase Curriculum and Instructional materials for parent training. Expenses related to child care, translators and refreshments for parent trainings. Contract with consultants to facilitate trainings.	All Schools	_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	4300: Materials and Supplies Supplemental 2,500 5800: Professional/Consulting Services And Operating Expenditures Supplemental 2,500 5800: Professional/Consulting Services And Operating Expenditures Supplemental 5,000
Maintain increased counseling services at AEC and Yermo (2 FTE). Two certificated FTE (Counselor).	AEC,YES	_ All OR: X Low Income pupils X English Learners X Foster Youth	1200: Certificated Pupil Support Salaries Supplemental 176,000 3000-3999: Employee Benefits Supplemental 44,000

Associated health & welfare benefits cost.		X Redesignated fluent English proficient _ Other Subgroups: (Specify)	

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

GOAL 4:	Build individual leadership skill of teachers,administrators and parents for fostering positive relationships, effective communication, and creating a culture of recognition and excellence.	Related State and/or Local Priorities: 1 X 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify

Identified Need :	SVUSD STRATEGIC PLAN STRATEGY 4 We will implement standard operating procedures that are equitable, accountable and adaptable to improve district stability. The District has a history of significant staff turnover which slows the improvement process and creates instability. The district has made strides in this area over the past 7 years, but continues to need to recruit, train and retain new qualified, quality staff and help them get the training necessary to be effective leaders.	
Goal Applies to:	Schools:	ALL
	Applicable Pupil Subgroups:	ALL

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	Stronger leadership from teachers, parents and administrators will result in more effective instructional practices, high expectations and ultimately, higher student achievement. State Metric: Maintain 100% of teachers appropriately assigned State Metric: Maintain 100% compliance with student access to instructional materials State Metric: Maintain 100% compliance with facilities in good repair State Metric: Maintain 100% highly qualified teacher rate Local Metric: % of teachers surveyed that feel their Administrador helps teachers will maintain above 80% Local Metric: % of teachers surveyed that feel Administrators provide organizational support for teacher collaboration will increase to 80% Local Metric: % of teachers surveyed that feel Administrators complement teachers will maintain above 80% Local Metric: 100% of Induction teachers will complete all program requirements

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to expand leadership opportunities for Teacher, Classified and Administrative staff. Substitute employees for staff attending leadership professional development trainings as necessary.	All Sites	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent	1100: Certificated Teachers' Salaries Base 8,000 3000-3999: Employee Benefits Base 1,200 5800: Professional/Consulting Services And Operating Expenditures Base 20,000 5800: Professional/Consulting Services And Operating

Associated Health & Welfare Benefits. Provide Leadership professional development at all levels of the organization. Provide consultants/coaches and/or registration fees for leadership development trainings.		English proficient _ Other Subgroups: (Specify)	Expenditures Base 31,000
Survey Parents, Students and Staff to evaluate school climate and Instructional Leadership at each site.	All Sites	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	There is no cost for this action $0
Leadership Development will be an emphasis of every District and Site PLC meeting.	All Sites	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	There is no cost for this action $0
SVUSD will provide beginning teachers with a fully paid induction program to support them and mentor them. Stipends for reflective coaches (mentor teachers). Associated Health & Benefits. Participation fee for beginning teachers.	All Schools	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1100: Certificated Teachers' Salaries Base 25,000 3000-3999: Employee Benefits Base 8,000 5800: Professional/Consulting Services And Operating Expenditures Base 12,000
SVUSD will develop and implement a recruitment schedule to find the most qualified teachers to hire annually. Travel expenses for recruiting.	All Schools	X All OR: _ Low Income pupils _ English Learners _ Foster Youth	5200: Travel and Conferences Base 30,000

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

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	Stronger leadership from teachers, parents and administrators will result in more effective instructional practices, high expectations and ultimately, higher student achievement. State Metric: Maintain 100% of teachers appropriately assigned State Metric: Maintain 100% compliance with student access to instructional materials State Metric: Maintain 100% compliance with facilities in good repair State Metric: Maintain 100% highly qualified teacher rate Local Metric: % of teachers surveyed that feel their Administrador helps teachers will maintain above 80% Local Metric: % of teachers surveyed that feel Administrators provide organizational support for teacher collaboration will maintain above 80% Local Metric: % of teachers surveyed that feel Administrators complement teachers will maintain above 80% Local Metric: 100% of Induction teachers will complete all program requirements

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to expand leadership opportunities for Teacher, Classified and Administrative staff. Substitute employees for staff attending leadership professional development trainings as necessary. Associated Health & Welfare Benefits. Provide Leadership professional development at all levels of the organization. Provide consultants/coaches and/or registration fees for leadership development trainings.	All Sites	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1100: Certificated Teachers' Salaries Base 8,000 3000-3999: Employee Benefits Base 1,200 5800: Professional/Consulting Services And Operating Expenditures Base 20,000 5800: Professional/Consulting Services And Operating Expenditures Base 31,000
Survey Parents, Students and Staff to evaluate school climate and Instructional Leadership at each site.	All Sites	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient	

		_ Other Subgroups: (Specify)	
Leadership Development will be an emphasis of every District and Site PLC meeting.	All Sites	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
SVUSD will provide beginning teachers with a fully paid induction program to support them and mentor them. Stipends for reflective coaches (mentor teachers). Associated Health & Benefits. Participation fee for beginning teachers.	All Schools	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1100: Certificated Teachers' Salaries Base 25,000 3000-3999: Employee Benefits Base 8,000 5800: Professional/Consulting Services And Operating Expenditures Base 12,000
SVUSD will develop and implement a recruitment schedule to find the most qualified teachers to hire annually. Travel expenses for recruiting.	All Schools	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	5200: Travel and Conferences Base 35,000

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	Stronger leadership from teachers, parents and administrators will result in more effective instructional practices, high expectations and ultimately, higher student achievement. State Metric: Maintain 100% of teachers appropriately assigned State Metric: Maintain 100% compliance with student access to instructional materials State Metric: Maintain 100% compliance with facilities in good repair State Metric: Maintain 100% highly qualified teacher rate Local Metric: % of teachers surveyed that feel their Administrador helps teachers will maintain above 80% Local Metric: % of teachers surveyed that feel Administrators provide organizational support for teacher collaboration will maintain above 80% Local Metric: % of teachers surveyed that feel Administrators complement teachers will maintain above 80% Local Metric: 100% of Induction teachers will complete all program requirements

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to expand leadership opportunities for Teacher, Classified and Administrative staff. Substitute employees for staff attending leadership professional development trainings as necessary. Associated Health & Welfare Benefits. Provide Leadership professional development at all levels of the organization. Provide consultants/coaches and/or registration fees for leadership development trainings.	All Sites	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1100: Certificated Teachers' Salaries Base 8,000 3000-3999: Employee Benefits Base 1,200 5800: Professional/Consulting Services And Operating Expenditures Base 20,000 5800: Professional/Consulting Services And Operating Expenditures Base 31,000
Survey Parents, Students and Staff to evaluate school climate and Instructional Leadership at each site.	All Sites	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Leadership Development will be an emphasis of every District and Site PLC meeting.	All Sites	X All OR:	

		_ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
SVUSD will provide beginning teachers with a fully paid induction program to support them and mentor them. Stipends for reflective coaches (mentor teachers). Associated Health & Benefits. Participation fee for beginning teachers.	All Schools	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1100: Certificated Teachers' Salaries Base 25,000 3000-3999: Employee Benefits Base 8,000 5800: Professional/Consulting Services And Operating Expenditures Base 12,000
SVUSD will develop and implement a recruitment schedule to find the most qualified teachers to hire annually. Travel expenses for recruiting.	All Schools	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	5200: Travel and Conferences Base 40,000

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

Annual Update

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

Guiding Questions:

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

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

Original GOAL 1 from prior year LCAP:	All students will achieve proficiency or better in ELA and Mathematics while receiving appropriate academic supports and a well balanced course of study, including Career Technical Education.	Related State and/or Local Priorities: 1 _ 2 X 3 _ 4 X 5 _ 6 _ 7 X 8 X COE only: 9 _ 10 _ Local : Specify

Goal Applies to:	Schools:	All Schools CTE: SVHS Alt. Education Center Yermo FIMS
	Applicable Pupil Subgroups:	ALL Subgroups: LI ELD SPED

Expected Annual Measurable Outcomes:	Improved results from staff survey (CCSS implementation and professional develop) EL proficiency on CELDT will increase to 35%. % of students passing AP Exams will increase to 55%. % of students passing EAP (ELA) will increase to 10%. % of students passing EAP (Math) will increase to 20%. Effective academic Interventions are in place. Students receiving RTI will make 1 years growth in reading lexile score at minimum. Student products show evidence of integration of Common Core ELA and Mathematics standards in other curricular areas based on staff analysis.	Actual Annual Measurable Outcomes:	71% of our teachers reported they have received high quality training and professional development in the area of CCSS 63% of our teachers believe their school is prepared to implement CCSS 65% of our teachers believe our district is prepared to implement CCSS 91% of our teachers have incorporated CCSS into their teaching practice EL proficiency on CELDT was 35% % of students passing AP Exams: Data will be available in Fall of 2015 % of students passing EAP (ELA): Data will be available in Fall of 2015 (80% of 11th Graders met CCSS on CAASPP Interim Assessment) % of students passing EAP (Math): Data will be available in Fall of 2015 (44% of 11th Graders met CCSS on CAASPP Interim

	Increased amount of CTE Courses for SVHS and AEC students.		Assessment) Effective academic Interventions are in place: All 7 sites have RTI (teacher and/or software) programs in place. 69% Students enrolled in System 44/Read 180 have made at least one years growth in lexile points as of April 2015. Integration of CCSS: Based on staff analysis, performance tasks on grade level pacing guides, and observational data, there has been a significant increase in project-based, common core aligned student activities and products. 91% of our teachers have incorporated CCSS into their teaching practice (according to teacher survey) Increased amount of CTE Courses: Students at SVHS completed 88 additional CTE courses as of February 2015

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Implement Common Core State Standards that improve student achievement by providing high quality professional development for classroom teachers, administrators, and other school and community based personnel. Collaboration, Critical Thinking, Communication and Creativity/innovation is embedded in all training focusing on lesson planning and effective classroom practices to promote those skills. A) Substitute costs for Teachers and staff to attend trainings. B) Associated Health & Welfare Benefits. C) District approved consultants to	A 1000-1999: Certificated Personnel Salaries Base 42,500 B 3000-3999: Employee Benefits Base 7,500 C 5800: Professional/Consulting Services And Operating Expenditures Base 350,000	Implemented Common Core State Standards that improve student achievement by providing high quality professional development for classroom teachers, administrators, and other school and community based personnel. Pat Pavelka ELA CCSS Strategies (100% of TK-8th Teachers) Singapore Math Strategies (100% K-8 Newly Hired Teachers) Math CCSS Strategies (100% K-5 Teachers) College Prep Math (100% SVHS Math Teachers, Instr. Aides) Expository Reading Writing Curr. (100% 7-12 ELA Teachers) Rigorous Curr Design (100% 6-8 ELA Teachers)	A 1000-1999: Certificated Personnel Salaries Base 49,800 B 3000-3999: Employee Benefits Base 6,972 C 5800: Professional/Consulting Services And Operating Expenditures Base 300,404

plan, deliver and evaluate professional development and changes in teacher instructional practice.		Collaboration, Critical Thinking, Communication and Creativity/innovation was embedded in all training focusing on lesson planning and effective classroom practices to promote those skills. A) Substitute costs for Teachers and staff to attend trainings. B) Associated Health & Welfare Benefits. C) District approved consultants planned, delivered and evaluated professional development and changes in teacher instructional practice.	
Scope of Service: LEA-Wide CTE: SVHS, AEC X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA-Wide CTE: SVHS, AEC X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Materials to support implementation of training will be purchased from District approved providers. A) Purchase instructional materials and curriculum support for CCSS.	A 4000-4999: Books And Supplies Base 30,000	Materials were purchased to support implementation of training will be purchased from District approved providers. Purchased Curriculum and Associates: Ready Common Core supplemental materials to support Math/ELA CCSS Implementation. A) Purchased instructional materials and curriculum support for CCSS.	A 4000-4999: Books And Supplies Base 87,054

Scope of Service: LEA-Wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA-Wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Pacing Guides and Common Assessments will be developed and regularly revised to be foundational to inform the selection of professional development offerings and formative assessments. A) Release time and additional assignment stipends for teacher participation in the process of developing Pacing Guides and Benchmark Assessments. B) Associated Health & Welfare Benefits. C) District approved consultants will facilitate the development and revision of pacing guides and common assessments.	A 1000-1999: Certificated Personnel Salaries Base 85,000 B 3000-3999: Employee Benefits Base 15,000 C 5800: Professional/Consulting Services And Operating Expenditures Base 30,000	Pacing Guides and Common Assessments were developed and revised to be foundational to inform the selection of professional development offerings and formative assessments. 305 Teacher work days in May of 2015 paid at $250 per day. Professional Development was provided by: Pearson (Math K-8) CPM (Math 9-12) HOLT (ELA 6-12) Scholastic (TK) A) Release time and additional assignment stipends were provided for teachers who participated in the process of developing Pacing Guides and Benchmark Assessments. B) Associated Health & Welfare Benefits. C) District approved consultants facilitated the development and revision of pacing guides and common assessments.	A 1000-1999: Certificated Personnel Salaries Supplemental 80,000 B 3000-3999: Employee Benefits Supplemental 16,000 C 5800: Professional/Consulting Services And Operating Expenditures Supplemental 9,900

Scope of Service: LEA-Wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA-Wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Implement a Response to Intervention program at every site. A) Pay for RTI Certificated salaries (2 FTE). B) Associated Health & Welfare Benefits. C) Release time for staff development on RTI programs. D) Associated Health & Welfare Benefits. E) Purchase instructional materials for RTI programs.	A 1000-1999: Certificated Personnel Salaries Base 210,000 B 3000-3999: Employee Benefits Base 77,000 C 1000-1999: Certificated Personnel Salaries Base 2,500 D 3000-3999: Employee Benefits Base 400 E 4000-4999: Books And Supplies Base 6,500	Implemented a Response to Intervention program at every site. A) Payed for RTI Certificated salaries (2 FTE). 2 RTI Teachers at Newberry and Yermo Elementary Schools. B) Associated Health & Welfare Benefits. C) Release time for staff development on RTI programs. D) Associated Health & Welfare Benefits. E) Purchased instructional materials for RTI programs.	A 1000-1999: Certificated Personnel Salaries Supplemental 148,736 B 3000-3999: Employee Benefits Supplemental 49,468 C 1000-1999: Certificated Personnel Salaries Base 240 D 3000-3999: Employee Benefits Base 48 E 4300: Materials and Supplies Base 6978.20
Scope of Service: LEA-Wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient		Scope of Service: LEA-Wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

_ Other Subgroups: (Specify)			
Administer a post graduation, skills and interest inventory (Naviance) to help students plan for College or Career. A) Purchase High School post graduation, skills and interest inventory software (Naviance) to help students plan for college or career. B) Staff Development for Naviance Implementation.	A 4000-4999: Books And Supplies Base 6,000 B 5800: Professional/Consulting Services And Operating Expenditures Base 7,500	Administered a post graduation, skills and interest inventory (Naviance) to help students plan for College or Career. A) Purchased High School post graduation, skills and interest inventory software (Naviance) to help students plan for college or career. B) Staff Development provided for Naviance Implementation.	A 5000-5999: Services And Other Operating Expenditures Base 6,461 B 5800: Professional/Consulting Services And Operating Expenditures Base 2,867
Scope of Service: School-Wide: SVHS, AEC X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: School-Wide: SVHS, AEC X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
CTE infused into district grade level/course level Pacing Guides and into training on planning and delivering lessons with infused CTE. A) Purchase licenses for online CTE Courses from District approved providers. B) Staff Development for Online Software Implementation.	A 5000-5999: Services And Other Operating Expenditures Base 10,000 B 5800: Professional/Consulting Services And Operating Expenditures Base 3,000	CTE infused into district grade level/course level Pacing Guides and into training on planning and delivering lessons with infused CTE through Odysseyware Online Academy. A) Purchased licenses for online CTE Courses from District approved providers. B) Staff Development was provided for Online Software Implementation.	A 5000-5999: Services And Other Operating Expenditures Base 37,500 B 5800: Professional/Consulting Services And Operating Expenditures Base 500

Scope of Service: School-Wide: SVHS, AEC X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: School-Wide: SVHS, AEC X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Specific training on effective pedagogy to meet the needs of all learners in regular classroom instruction with emphasis on UDL (Universal Design for Learning) and GLAD (Guided Language Acquisition Design) so that EL, RFEP, Foster Youth and SED student needs can be accommodated during regular instruction. A) Release time or extra pay for teachers and instructional aides to attend training as identified by each site. B) Associated Health & Welfare Benefits. C) Materials to develop lessons using GLAD and UDL strategies. D) GLAD and UDL Training by certified consultants.	A 1000-1999: Certificated Personnel Salaries Supplemental 5,000 B 3000-3999: Employee Benefits Supplemental 1,000 C 4000-4999: Books And Supplies Supplemental 4,000 D 5800: Professional/Consulting Services And Operating Expenditures Supplemental 20,000	English Language Arts teachers in 6th-8th grade received Rigorous Curriculum Design training throughout the 2014-15 school year. Each grade level created common core aligned writing units, which included strategies to help EL students succeed. A) Release time or extra pay for teachers and instructional aides to attend training as identified by each site was provided . B) Associated Health & Welfare Benefits. C) Materials were purchased to develop lessons using Rigorous Curriculum Design strategies. D) Rigorous Curriculum Design consultant was provided for ELA teachers in 6th-8th grade.	A 1000-1999: Certificated Personnel Salaries Base 5,700 B 3000-3999: Employee Benefits Base 798 C 4000-4999: Books And Supplies Base 4226.03 D 5800: Professional/Consulting Services And Operating Expenditures Base 97,152
Scope of Service: LEA-Wide CTE: SVHS, AEC _ All OR:		Scope of Service: District Wide _ All OR:	

X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)		X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Summer School Program, designed to meet the needs of EL, RFEP, Foster Youth and SED students will be implemented in the summer of 2015. Summer School Program includes both intervention and enrichment. A) Certificated salaries for summer school. B) Classified salaries for summer school. C) Associated Health & Welfare Benefits. D) Instructional materials for summer school. E) Transportation for summer school students.	A 1000-1999: Certificated Personnel Salaries Supplemental 20,000 B 2000-2999: Classified Personnel Salaries Supplemental 18,000 C 3000-3999: Employee Benefits Base 6,000 D 4000-4999: Books And Supplies Base 29,000 E 5000-5999: Services And Other Operating Expenditures Base 14,000	Summer School Program was implemented for high school credit recovery and extended school year for special needs students. A) Certificated salaries for summer school. B) Classified salaries for summer school. C) Associated Health & Welfare Benefits. D) Instructional materials purchased for summer school. E) Transportation provided for summer school students.	A 1000-1999: Certificated Personnel Salaries Supplemental 20,900 B 2000-2999: Classified Personnel Salaries Supplemental 6,600 C 3000-3999: Employee Benefits Base 7,500 D 5000-5999: Services And Other Operating Expenditures Supplemental 7,000 E 5000-5999: Services And Other Operating Expenditures Supplemental 6,900
Scope of Service: LEA-Wide _ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: District Wide _ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Implement appropriate targeted interventions or services for EL, RFEP,	A 5000-5999: Services And Other Operating Expenditures	Implemented appropriate targeted interventions or services for EL, RFEP,	A 5000-5999: Services And Other Operating Expenditures Supplemental

Foster Youth and LI students, including a system of review, revise and reassign students for intervention services based on individual student performance outcomes. A) Purchase Read 180 / System 44 Next Generation, Waterford and Successmaker licenses and curriculum. B) Pay for staff development on Read 180 / System 44 Next Generation, Waterford and Successmaker programs.	Supplemental 261,000 B 5800: Professional/Consulting Services And Operating Expenditures Supplemental 20,000	Foster Youth and LI students, including a system of review, revise and reassign students for intervention services based on individual student performance outcomes. A) Purchased Read 180 / System 44 Next Generation, Waterford and Successmaker licenses and curriculum. B) Paid for staff development on Read 180 / System 44 Next Generation, Waterford and Successmaker programs. Session 1: Staircasing Complex Text in the READ 180 Classroom Session 2: Stretching READ180 Students with a Range of Text Session 3: Deepening Close Reading and Text-Based Questioning Session 4: Guiding Academic Discussions in the READ 180 Session 5: Teaching Evidence-Based Writing and Research Session 6: Assessing Evidence-Based Writing and Research Session 7: Creating a Student Growth Plan Using SRI Session 8: Motivating the READ 180 Student	209,746 B 5800: Professional/Consulting Services And Operating Expenditures Supplemental 19,990
Scope of Service: LEA _ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: FIMS _ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	

AVID Program piloted at Fort Irwin Middle School promotes academic achievement and increases students meeting college readiness requirements for EL, RFEP, Foster Youth and SED students. A) Purchase AVID Curriculum and Instructional Materials. B) Pay AVID Participation Fee and College Tutors. C) Staff Development (Summer Institute and other AVID Workshops).	A 4000-4999: Books And Supplies Supplemental 5,000 B 5000-5999: Services And Other Operating Expenditures Supplemental 10,000 C 5800: Professional/Consulting Services And Operating Expenditures Supplemental 10,000	AVID Program piloted at Fort Irwin Middle School promotes academic achievement and increases students meeting college readiness requirements for EL, RFEP, Foster Youth and SED students. A) Release time or extra pay provided for teachers to attend training. B) Purchased AVID Curriculum and Instructional Materials. C) Staff Development (Summer Institute and other AVID Workshops). D) Paid AVID Participation Fee and College Tutors.	A 1000-1999: Certificated Personnel Salaries Supplemental 1,080 B 4000-4999: Books And Supplies Supplemental 2,495 C 5000-5999: Services And Other Operating Expenditures Supplemental 20,995 D 5000-5999: Services And Other Operating Expenditures Supplemental 2,115
Scope of Service: School-Wide: FIMS _ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: School-Wide: FIMS _ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Provide intervention/enrichment opportunities for EL, RFEP, Foster Youth and SED students before and/or after school at Yermo and Newberry Schools. A) Pay for teachers to provide intervention/enrichment opportunities before and after school. B) Associated Health & Welfare	A 1000-1999: Certificated Personnel Salaries Supplemental 50,000 B 3000-3999: Employee Benefits Supplemental 8,000 C 4000-4999: Books And Supplies Supplemental 14,000	Provided intervention/enrichment opportunities for EL, RFEP, Foster Youth and SED students before and/or after school at Yermo and Newberry Schools. A) Paid for teachers to provide intervention/enrichment opportunities before and after school. B) Associated Health & Welfare	A 1000-1999: Certificated Personnel Salaries Supplemental 10,571 B 3000-3999: Employee Benefits Supplemental 1,480 C 4000-4999: Books And Supplies Supplemental 0

Benefits. C) Purchase curriculum and instructional materials for before or after school program.		Benefits.	
Scope of Service: School-Wide: YES, NES _ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: School-Wide: YES, NES _ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Lower class size for Transitional Kindergarten and Kindergarten classes at Yermo and Newberry Schools (High EL, SED Demographics). A) Provide additional certificated FTE (TK Teacher). B) Associated Health & Welfare Benefits.	A 1000-1999: Certificated Personnel Salaries Supplemental 65,000 B 3000-3999: Employee Benefits Supplemental 25,000	Lowered class size for Transitional Kindergarten and Kindergarten classes at Yermo and Newberry Schools (High EL, SED Demographics). A) Provided additional certificated FTE (TK Teacher). B) Associated Health & Welfare Benefits.	A 1000-1999: Certificated Personnel Salaries Supplemental 78,075 B 3000-3999: Employee Benefits Supplemental 19,716
Scope of Service: School-Wide: YES, NES _ All OR: X Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: School-Wide: YES, NES _ All OR: X Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
What changes in actions,	We did not implement a comprehensive summer school program for the 2014-15 school year. We will continue to provide a		

services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	summer school program for high school students and an extended school year program for our special needs students. After careful consideration and discussion with all stakeholders, SVUSD chose not to move forward with a comprehensive summer school program. In an effort to meet the needs of EL, RFEP, Foster Youth and LI students, SVUSD is inviting all teachers to attend professional development and planning during 4 days of their summer vacation. We believe that providing this professional development for teachers out of supplemental funds, will provide them with the skills and strategies to meet the needs of our EL, RFEP, Foster Youth and LI students. Due to having fewer students attend summer school we hired fewer classified personnel for the summer school program. This year we trained our sixth through eighth grade English/Language Arts teachers in Rigorous Curriculum Design (RCD). Our teachers were able to build rich and rigorous units that included strategies to meet the needs of our EL, RFEP, Foster Youth and LI students. We received greater discounts to our purchases of Read 180 / System 44 Next Generation, Waterford and Successmaker licenses and curriculum., We were able to offer the following after-school enrichment and intervention at YES: After School Science Club for 6th-8th graders, Academic Pentathlon, Saturday School and small group grade level tutoring for various grade levels. At NES we were able to offer the following after-school programs: Tutoring for various grade levels, American Sign Language class, a "Cook & Stitch" club, Sports Club, Computer Club, and Music. In addition to the above actions, we are piloting Math 180 as a math intervention at Fort Irwin MS and Silver Valley HS for the 2015-2016 school year. We will also be implementing a new Kindergarten through 5th grade Math curriculum, which was adopted by the Board of Education in the Spring.

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

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

Original GOAL 2 from prior year LCAP:	Increase the quantity and quality of technology usage to support student learning, instructional effectiveness, monitoring of student progress, and communicating with stakeholders.	Related State and/or Local Priorities: 1 X 2 _ 3 _ 4 _ 5 X 6 _ 7 _ 8 X COE only: 9 _ 10 _ Local : Specify

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

Expected Annual Measurable Outcomes:	Technology Plan Phase 1: iPad centers, new desktops and laptops, and greater access to the internet is evident in classrooms throughout the District. Upgraded technology infrastructure will give teachers and students greater access to the Internet, which will help develop 21st Century Learning Skills. All teachers and affected classified staff are trained on the new student data system (Illuminate), educators have information to make better informed decisions to meet the individual needs of students.	Actual Annual Measurable Outcomes:	Technological devices into classrooms: * 800 New HP All in One Desktop Computers Installed * 530 Student iPads deployed in every Math and ELA classrooms * 250 HP Student Laptops Installed * 45 Galaxy Tablets for 9th-12th Grade Math Classes Upgrade in infrastructure: * Upgraded Switch Gear District-Wide * Upgraded from 100 Mbs to 1 Gbs for Internet Connectivity * Upgraded WAN Backhaul from 30 Mbs to 500 Mbs to improve WAN Bandwidth Training in Illuminate Data System: * Summer training for Admin and TST (Technology Support Teachers) on Illuminate Data System * Every site participated in Illuminate Webinar Training * District Data Clerk facilitated Illuminate trainings during District Collaboration Meetings * Send a team of teachers, administrators and classified to the Annual Illuminate Conference in February 2015

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures

The district will implement a new and improved data system (Illuminate) and provide appropriate training to teachers, administrators and affected classified staff. A) Purchase of Illuminate Software contract for student data. B) Professional Development for implementing Illuminate Data System for teachers and staff.	A 4000-4999: Books And Supplies Base 13,500 B 5800: Professional/Consulting Services And Operating Expenditures Base 4,500	The district implemented a new and improved data system (Illuminate) and provide appropriate training to teachers, administrators and affected classified staff. A) Purchased Illuminate Software contract for student data. B) Professional Development for implementing Illuminate Data System for teachers and staff was provided.	A 4000-4999: Books And Supplies Base 13,393 B 5800: Professional/Consulting Services And Operating Expenditures Base 2,696
Scope of Service: LEA-Wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA-Wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Begin Implementation of Technology Plan (Phase 1). A) Purchase iPad/Notebook Centers for classrooms throughout the District. B) Lease of new student desktops, teacher laptops and new Computer Labs at FIMS and TVIS. C) Purchase connectivity infrastructure (Cabling, Switchgear, etc). D) Purchase training for central management system to track hardware and software.	A 4000-4999: Books And Supplies Other 329,000 B 5000-5999: Services And Other Operating Expenditures Base 300,000 C 5000-5999: Services And Other Operating Expenditures Base 975,000 D 5800: Professional/Consulting Services And Operating Expenditures Base 12,000	Completed Phase 1 of Technology Plan. A) Purchased iPad/Notebook Centers for classrooms throughout the District. B) Leased of new student desktops, teacher laptops and new Computer Labs at FIMS and TVIS. C) Purchased connectivity infrastructure (Cabling, Switchgear, etc). D) Purchased training for central management system to track hardware and software.	A 4000-4999: Books And Supplies Other 265,534 B 5000-5999: Services And Other Operating Expenditures Base 265,166 C 5000-5999: Services And Other Operating Expenditures Base 810,681 D 5800: Professional/Consulting Services And Operating Expenditures Base 15,863

Scope of Service: LEA-Wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA-Wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Provide iPad for all Classroom Teachers. A) Purchase iPads and apps for all teachers. B) Purchase a Device Management Program. C) Provide Staff Development for teachers and Administrators for iPad effective, instructional strategies in the classrooms.	A 4000-4999: Books And Supplies Base 22,000 B 4000-4999: Books And Supplies Base 80,000 C 5800: Professional/Consulting Services And Operating Expenditures Base 10,000	All classroom teachers have been provided a iPad/Tablet/Laptop. A) Purchased iPads and apps for all teachers. B) Provided Staff Development for teachers and Administrators for iPad effective, instructional strategies in the classrooms.	A 4000-4999: Books And Supplies Base 101,424 B 5800: Professional/Consulting Services And Operating Expenditures Base 3,222
Scope of Service: LEA-Wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA-Wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to	We budgeted money to purchase an iPad Device Management System for all the iPad centers in the classrooms. We used a free system that was able to manage all iPads district wide.		

goals?	

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

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

Original GOAL 3 from prior year LCAP:	Increase staff/and families ability to support student academic, social/emotional and physical needs.	Related State and/or Local Priorities: 1 _ 2 _ 3 X 4 _ 5 X 6 X 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Goal Applies to:	Schools: All Schools	
	Applicable Pupil Subgroups: ALL	

Expected Annual Measurable Outcomes:	Schools better meet the social, emotional and physical needs of students and regularly assess the school's ability to do so. More students feel safe, secure and connected to school where increased student achievement is expected and supported. Increased parent/family education and involvement, at their children's school site, will have a positive effect on Student Achievement, Behavior and Attendance. Attendance rates will increase to 95.7%. Chronic absenteeism will decrease to 6%. Middle school dropout rates will maintain at 0%. High school drop out rate will remain below 5%. High school graduation rate will remain above 90%. Student suspension rate will decrease to 7%. Student expulsion rate will maintain under 1%.	Actual Annual Measurable Outcomes:	Parent Involvement: 15 Parents completed our PASS program (Parents Advocating for Student Success) All 7 sites had parents participate in Site Strategic Planning Attendance rates: * As of April, 2015, SVUSD attendance rate is 95.96% Chronic absenteeism: * As of April, 2015, SVUSD chronic absenteeism rate is at 5.6% Middle school dropout rate: Data will be available Fall 2015 High school drop out rate: Data will be available Fall 2015 High school graduation rate: Data will be available Fall 2015 Student suspension rate: * As of April, 2015, SVUSD Suspension rate is at 1.6% Student expulsion rate: * As of April 2015, SVUSD Expulsion rate is at .03% (1 Expulsion)

LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Implement next phase of PBIS at all sites. A) Substitute teachers for release time for PBIS trainings. B) Associated Health & Welfare Benefits. C) Staff Development on SWIS program to track PBIS Effectiveness.	A 1000-1999: Certificated Personnel Salaries Base 5,000 B 3000-3999: Employee Benefits Base 800 C 5800: Professional/Consulting Services And Operating Expenditures Base 2,500	PBIS was implemented at all sites. A) Substitute teachers for release time for PBIS trainings were provided. B) Associated Health & Welfare Benefits.	A 1000-1999: Certificated Personnel Salaries Base 1800 B 3000-3999: Employee Benefits Base 252
Scope of Service: LEA-Wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA-Wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Pilot Small Group Social Skills Interventions. A) Purchase social skills intervention curriculum and materials. B) Staff Development for social skills curriculum implementation.	A 4000-4999: Books And Supplies Base 5,000 B 5800: Professional/Consulting Services And Operating Expenditures Base 5,000	Small group interventions implemented at Newberry Springs Elementary, Yermo Elementary, Tiefort View Intermediate School; Lewis Elementary School. A) Purchased social skills intervention curriculum and materials.	A 4000-4999: Books And Supplies Base 100
Scope of Service: LEA-Wide X All OR:		Scope of Service: LEA-Wide X All OR:	

_ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Expand usage of SWIS data system for PBIS. A) Purchase 5 site licenses of SWIS data system.	A 4000-4999: Books And Supplies Base 3,750	School sites used SWIS data system to address student behaviors and affected areas on campus. A) Purchased 5 site licenses of SWIS data system.	A 5000-5999: Services And Other Operating Expenditures Base 2,000
Scope of Service: LEA-Wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA-Wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Pilot Site Strategic Planning Meetings at all sites district-wide. A) Substitute teachers for release time for site strategic planning preparation and participation. B) Associated Health & Welfare Benefits.	A 1000-1999: Certificated Personnel Salaries Base 3,500 B 3000-3999: Employee Benefits Base 350	All sites have completed their first year of site strategic planning. A) Substitute teachers for release time for site strategic planning preparation and participation were provided. B) Associated Health & Welfare Benefits.	A 1000-1999: Certificated Personnel Salaries Base 3,360 B 3000-3999: Employee Benefits Base 470
Scope of Service: LEA-Wide X All OR: _ Low Income pupils		Scope of Service: LEA-Wide X All OR: _ Low Income pupils	

_ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Pilot parent education programs for EL, RFEP, Foster Youth and SED students. A) Purchase Curriculum and Instructional materials for parent training. B) Expenses related to child care, translators and refreshments for parent trainings. C) Contract with consultants to facilitate training.	A 4000-4999: Books And Supplies Supplemental 5,000 B 5000-5999: Services And Other Operating Expenditures Supplemental 10,000 C 5800: Professional/Consulting Services And Operating Expenditures Supplemental 10,000	Five-week parent education classes were held at Yermo School for Valley parents and Tiefort View Intermediate School for parents on Ft. Irwin. A) Purchased Curriculum and Instructional materials for parent training. B) Expenses related to child care, translators and refreshments for parent trainings were provided. C) Contracted with consultants to facilitate training.	A 4000-4999: Books And Supplies Supplemental 900 B 2000-2999: Classified Personnel Salaries Supplemental 1,200 C 5800: Professional/Consulting Services And Operating Expenditures Supplemental 3,000
Scope of Service: LEA-Wide _ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA-Wide _ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	This year we held a five-week parent leadership training at Yermo Elementary School and Tiefort View Intermediate School. We were able to contract with a local service provider to lead the training. As a result service and materials fee were less than what we had originally budgeted. We will expand opportunities for parent leadership and training for next year. We expected to pay for PBIS SWIS data professional development but SELPA provided the training free of charge. We also expected to pay for professional development to implement a small group social skills program. Our district psychologists were able to implement the curriculum without formal training.

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

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

Original GOAL 4 from prior year LCAP:	Build individual leadership skill of teachers,administrators and parents for fostering positive relationships, effective communication, and creating a culture of recognition and excellence.	Related State and/or Local Priorities: 1 X 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Goal Applies to:	Schools: All Schools	
	Applicable Pupil Subgroups: ALL	

Expected Annual Measurable Outcomes:	Stronger leadership from teachers, parents and administrators will result in more effective instructional practices, high expectations and ultimately, higher student achievement. Maintain 100% of teachers appropriately assigned. Maintain 100% compliance with student access to instructional materials. Maintain 100% compliance with facilities in good repair. Increased employee satisfaction on annual survey.	Actual Annual Measurable Outcomes:	Management team participated in "The Multipliers Effect" leadership training in January 2015. The training focused on discovering the native genius of our employees, identifying and reducing our diminishing behaviors and bettering our questioning skills to develop stronger leaders. Parents Advocating for Student Success (PASS) was implemented for parents at Fort Irwin and in the valley. Parents learned how to better advocate and support their student's academic success. Teacher leadership is evident at district collaboration meetings, Special Education PLC, and district curriculum and assessment committees. 100% of teachers appropriately assigned. 100% of students have access to appropriate instructional materials. 100% of facilities are in good repair. Teacher Support: 83% of teachers surveyed felt their Administrador help teachers. 76% of teachers surveyed felt Administrators provide organizational support for teacher collaboration. 80% of teachers surveyed felt Administrators complement teachers.

LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Expand Leadership Opportunities for Teacher, Classified and Administrative Staff. A) Substitute employees for staff attending leadership professional development trainings as necessary. B) Associated Health & Welfare Benefits. C) Provide Leadership professional development at all levels of the organization. D) Provide consultants/coaches and/or registration fees for leadership development trainings.	A 1000-1999: Certificated Personnel Salaries Base 8,000 B 3000-3999: Employee Benefits Base 1,200 C 5800: Professional/Consulting Services And Operating Expenditures Base 20,000 D 5800: Professional/Consulting Services And Operating Expenditures Base 20,000	Management team participated in "The Multipliers Effect" leadership training in January 2015. The training focused on discovering the native genius of our employees, identifying and reducing our diminishing behaviors and bettering our questioning skills to develop stronger leaders. Parents Advocating for Student Success (PASS) was implemented for parents at Fort Irwin and in the valley. Parents learned how to better advocate and support their student's academic success. Teacher leadership was evident at district collaboration meetings, Special Education PLC, and district curriculum and assessment committees. 100% of teachers were appropriately assigned. 100% of students had access to appropriate instructional materials. 100% of facilities were in good repair. Teacher Support: 83% of teachers surveyed felt their Administrador help teachers. 76% of teachers surveyed felt Administrators provide organizational support for teacher collaboration. 80% of teachers surveyed felt Administrators complement teachers. A) Substitute employees for staff attending leadership professional development trainings were provided.	A 1000-1999: Certificated Personnel Salaries Base 2,400 B 3000-3999: Employee Benefits Base 240 C 5800: Professional/Consulting Services And Operating Expenditures Base 35,532 D 5800: Professional/Consulting Services And Operating Expenditures Base 4,500

		B) Associated Health & Welfare Benefits. C) Provided Leadership professional development at all levels of the organization. D) Provided consultants/coaches and/or registration fees for leadership development trainings.	
Scope of Service: LEA X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Survey Parents, Students and Staff to evaluate school climate and Instructional Leadership at each site.	N/A	Survey Parents, Students and Staff to evaluate school climate and Instructional Leadership at each site. Teachers and classified staff were given a survey that included questions surrounding support from Admin, systems, common core implementation, professional development and collaboration. Parents and students were given a survey that included questions on school climate, safety, customer service, parent involvement and instruction.	
Scope of Service: LEA		Scope of Service: LEA	

_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Leadership Development will be an emphasis of every District and Site PLC meeting.		Leadership Development will be an emphasis of every District and Site PLC meeting. Teacher leaders emerged at district collaboration days (every 6 weeks). These leaders led the discussions and communicated back to administrators. Every management PLC agenda included opportunities to develop the leadership skills of all district managers.	
Scope of Service: LEA X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Silver Valley Unified School District has made District Stability a goal in our LCAP and Strategic Plan. We believe that developing and implementing an effective recruitment plan will enable us to find the best teachers for our students. This will require a plan that will include many days of travel all over the country. Another important step is to help beginning teachers learn best practices in instruction, classroom management and parent communication. As the state moves towards not funding BTSA, Silver Valley has committed to continue to pay for Induction for all new teachers. We believe this will improve student achievement and help Silver Valley retain teachers, which promotes District Stability.

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

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	$1,274,998

The increase in LCAP funding for Supplemental grant is estimated at $1,274,998 for the 2015-2016 school year. Silver Valley teachers will use 4 days in May, after school is out, to plan and develop pacing guides, common assessments and performance tasks that align to both Common Core State Standards and ELD State Standards ($115,000). Approximately $95,000 will be used to pay for Professional Development in ELA and Math for the teachers of Newberry, Lewis and Yermo Elementary Schools, which have the highest percentage of LI and EL students. Approximately $200,000 will be used to provide EL, Foster Youth and LI students with lower class size at the TK and Kindergarten levels and to provide before and/or after school enrichment and interventions (Newberry Elementary School and Yermo Elementary School). Approximately $500,000 will be used to pay for 5 certificated RTI teachers to serve our EL, Foster Youth and LI students who are struggling readers and for ELD instruction (All Sites). Fort Irwin Middle School and Silver Valley High School will pilot a Math 180 Program that will target EL, Foster Youth and LI students as well as all students in academic need ($40,000). Fort Irwin Middle School, Silver Valley High School and Yermo Elementary School will implement an AVID program that will target EL, Foster Youth and SED students ($120,000). Approximately $100,000 will be used for a full time counselors for students at Yermo Elementary and the Alternative Education Center to provide socio/emotional support. Finally, parent leadership courses will be conducted at Tiefort View and Yermo Schools, focused on the parents of EL, Foster Youth and LI students ($5,000).

In Silver Valley USD, we have implemented the above mentioned programs and services based on the academic and/or socio-emotional needs of all our students. Based on multiple measures, (CST scores, Reading Lexile Growth, Suspension Rates, Expulsion Rates, Attendance Rates, Graduation rates, drop out rates, employee/community surveys, etc), our students have benefited greatly from these services and programs. Although we are at 54% unduplicated count, we have found that school wide and district wide implementation strategies have met or exceeded the educational and/or socio-emotional needs of our students.

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

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

8.14	%

Silver Valley Unified School District's unduplicated pupil count percentage is 54%.

1. Positive Behavior Interventions and Supports implemented at every site to encourage a safe, learning environment.
2. Professional Development in ELA and Math will be provided for the teachers of Newberry, Lewis and Yermo Elementary to meet the needs of EL, Foster Youth and LI students (Highest LI Schools).
3. RTI teachers and software (Read 180) for struggling readers.
4. Lower class size for Transitional Kindergarten and Kindergarten students at Newberry and Yermo Schools (approximately 90% LI).
5. Increase the Comprehensive Professional Development Plan that emphasizes the 4 C's to prepare all students for college and career.
6. Parent Education / Leadership classes designed to empower parents and involve them in their student's education.
7. New student desktops, iPad / notebook centers, additional computer labs and upgraded infrastructure will help develop 21st Century Learning Skills.
8. Math 180 Pilot at FIMS and SVHS.
9. AVID Program targeted for unduplicated students.
10. A full time counselor will be provided for Yermo Elementary and Alternative Education Center to meet the socio-emotional needs of students.

These increases and improvements will allow us to meet our 8.14% MPP for the 2015-2016 school year.

Appendix: Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	**Annual Update Budgeted**	**Annual Update Actual**	**Year 1**	**Year 2**	**Year 3**	**Year 1-3 Total**
All Funding Sources	3,314,000.00	2,859,700.23	3,252,287.00	2,737,866.00	2,876,774.00	8,866,927.00
Base	2,424,000.00	1,877,299.23	1,938,900.00	1,254,900.00	1,249,400.00	4,443,200.00
Lottery	0.00	0.00	36,000.00	0.00	0.00	36,000.00
Other	329,000.00	265,534.00	0.00	0.00	0.00	0.00
Supplemental	561,000.00	716,867.00	1,277,387.00	1,482,966.00	1,627,374.00	4,387,727.00

Total Expenditures by Object Type						
Object Type	**Annual Update Budgeted**	**Annual Update Actual**	**Year 1**	**Year 2**	**Year 3**	**Year 1-3 Total**
All Expenditure Types	3,314,000.00	2,859,700.23	3,252,287.00	2,737,866.00	2,876,774.00	8,866,927.00
1000-1999: Certificated Personnel Salaries	496,500.00	402,662.00	0.00	0.00	0.00	0.00
1100: Certificated Teachers' Salaries	0.00	0.00	786,000.00	880,000.00	909,000.00	2,575,000.00
1200: Certificated Pupil Support Salaries	0.00	0.00	160,000.00	168,000.00	176,000.00	504,000.00
2000-2999: Classified Personnel Salaries	18,000.00	7,800.00	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits	142,250.00	102,944.00	189,700.00	237,700.00	253,700.00	681,100.00
4000-4999: Books And Supplies	552,750.00	475,126.03	0.00	0.00	0.00	0.00
4100: Approved Textbooks and Core Curricula	0.00	0.00	240,000.00	0.00	0.00	240,000.00
4300: Materials and Supplies	0.00	6,978.20	171,500.00	173,966.00	222,874.00	568,340.00
5000-5999: Services And Other Operating Expenditures	1,580,000.00	1,368,564.00	0.00	0.00	0.00	0.00
5200: Travel and Conferences	0.00	0.00	30,000.00	35,000.00	40,000.00	105,000.00
5600: Rentals, Leases, Repairs, and Non-capitalized improvements	0.00	0.00	300,000.00	300,000.00	300,000.00	900,000.00
5800: Professional/Consulting Services And Operating Expenditures	524,500.00	495,626.00	1,375,087.00	943,200.00	975,200.00	3,293,487.00

Total Expenditures by Object Type and Funding Source							
Object Type	**Funding Source**	**Annual Update Budgeted**	**Annual Update Actual**	**Year 1**	**Year 2**	**Year 3**	**Year 1-3 Total**
All Expenditure Types	All Funding Sources	3,314,000.00	2,859,700.23	3,252,287.00	2,737,866.00	2,876,774.00	8,866,927.00
1000-1999: Certificated Personnel Salaries	Base	356,500.00	63,300.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Supplemental	140,000.00	339,362.00	0.00	0.00	0.00	0.00
1100: Certificated Teachers' Salaries	Base	0.00	0.00	114,000.00	114,000.00	116,000.00	344,000.00

Total Expenditures by Object Type and Funding Source							
Object Type	**Funding Source**	**Annual Update Budgeted**	**Annual Update Actual**	**Year 1**	**Year 2**	**Year 3**	**Year 1-3 Total**
1100: Certificated Teachers' Salaries	Supplemental	0.00	0.00	672,000.00	766,000.00	793,000.00	2,231,000.00
1200: Certificated Pupil Support Salaries	Supplemental	0.00	0.00	160,000.00	168,000.00	176,000.00	504,000.00
2000-2999: Classified Personnel Salaries	Supplemental	18,000.00	7,800.00	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits	Base	108,250.00	16,280.00	23,700.00	26,700.00	27,700.00	78,100.00
3000-3999: Employee Benefits	Supplemental	34,000.00	86,664.00	166,000.00	211,000.00	226,000.00	603,000.00
4000-4999: Books And Supplies	Base	195,750.00	206,197.03	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Other	329,000.00	265,534.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Supplemental	28,000.00	3,395.00	0.00	0.00	0.00	0.00
4100: Approved Textbooks and Core Curricula	Base	0.00	0.00	240,000.00	0.00	0.00	240,000.00
4300: Materials and Supplies	Base	0.00	6,978.20	78,500.00	56,500.00	43,000.00	178,000.00
4300: Materials and Supplies	Lottery	0.00	0.00	36,000.00	0.00	0.00	36,000.00
4300: Materials and Supplies	Supplemental	0.00	0.00	57,000.00	117,466.00	179,874.00	354,340.00
5000-5999: Services And Other Operating Expenditures	Base	1,299,000.00	1,121,808.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Supplemental	281,000.00	246,756.00	0.00	0.00	0.00	0.00
5200: Travel and Conferences	Base	0.00	0.00	30,000.00	35,000.00	40,000.00	105,000.00
5600: Rentals, Leases, Repairs, and Non-capitalized improvements	Base	0.00	0.00	300,000.00	300,000.00	300,000.00	900,000.00
5800: Professional/Consulting Services And Operating Expenditures	Base	464,500.00	462,736.00	1,152,700.00	722,700.00	722,700.00	2,598,100.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental	60,000.00	32,890.00	222,387.00	220,500.00	252,500.00	695,387.00

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

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

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

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

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

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

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

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

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

(2) The total number of cohort members.

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

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

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

(2) The total number of cohort members.

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

(e) “Suspension rate” shall be calculated as follows:

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

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

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

(f) “Expulsion rate” shall be calculated as follows:

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

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

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

01-13-15 [California Department of Education]