

**Introduction:**

**LEA:** Surprise Valley Joint Unified School District **Contact (Name, Title, Email, Phone Number):** Janelle Anderson, Superintendent, janderson@svjUSD.org, 530-279-6161 ext. 22  
**LCAP Year:** 2016-2017

***Local Control and Accountability Plan and Annual Update Template***

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

*The Surprise Valley Joint Unified School District serves students from the communities of Cedarville, Eagleville, Lake City and Fort Bidwell. The district enrollment is approximately 115 students and the number of students that qualify for free and reduced meals is over 70%. With this percentage so high, much of what we do is based on the needs of our low performing students but because of our small size all of our students benefit. In addition, some of the LCAP metrics do not apply because of size. These include the English learner reclassification rate and programs and services developed and provided to unduplicated pupils and students with exceptional needs. Also, because of class sizes our CAASP scores we didn't receive scores for 4-8th grade because of the lack of data, Metric B., Academic Performance Index was eliminated.*

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

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

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

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

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

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

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

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

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

## State Priorities

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

### A. Conditions of Learning:

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

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

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

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

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

### B. Pupil Outcomes:

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

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

### C. Engagement:

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

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

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

**Section 1: Stakeholder Engagement**

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

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

**Guiding Questions:**

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

Involvement Process	Impact on LCAP
1. February 11, 2016- Strategic Plan/ LCAP stakeholder meeting with Site Counsel	1. Our LCAP process began with a meeting with Site Council to review progress and give them an update on current actions/ services. We asked for feedback from them and they didn't have any. I also asked for thoughts and input for moving forward and there was nothing offered.
2. January 12, 2016- LCAP/ Strategic plan update Board Study Session	2.This was an update meeting no feedback or input was given

3. March 1, 2016- LCAP stakeholder meeting with parents

3. We began this meeting with an introduction and history of how the LCAP for our district was created. We gave them an update on current actions/ services and asked for feedback from them. We had lots of discussion about progress and offered clarification. We also asked for thoughts and input for moving forward. They asked for more communication and were interested in having world language offered at the elementary. Parents felt that 1:1 devices in the primary grades were not a good idea and that their time should be spent on hands on activities and learning. Parents would like to see the After School Program use peer tutors to help students with homework. Parents wanted to see students applying for and receiving more scholarships. They asked for more parent communication between the advisor and parents in terms of scholarships available and deadlines. A parent suggested encouraging students to start process as juniors.

4. March 8, 2016 LCAP Board Update and Feedback

4. We gave them an update on current actions/ services and asked for feedback from them. We had discussion about progress and offered clarification. We also asked for thoughts and input for moving forward. There was no feedback offered and they indicated they were happy with the progress.

5. April 20, 2016- LCAP Meeting with teachers, parents, and union representative.

5. We began this meeting with an introduction and history of how the LCAP for our district was created. We gave them an update on current actions/ services and asked for feedback from them. Staff offered other additional input on goals that was not included in the update. They indicated concerns with getting and retaining teachers and how we can compete with other local schools who are offering a stipend. Input was given that they felt the district focus on writing was really strong and she would like to keep the process going. Another staff member added that they would like to see a guaranteed curriculum developed around writing. Comments were made that the district has done a good job of putting technology in kids' hands and we need up up the focus on digital citizenship. Also, more application of technology that is not substitution. Staff would like to get Google Classroom training and have administration start using it. Student advisor would like to start using Scout program to offer A-G courses to students. One suggestion was made regarding "Back To School Night" where parents would come without their students and the focus would be on teaching parents what their students are learning about. Staff would also like more training on NGSS standards and implementation. They also indicated they could like more character

development as part of a school-wide movement. Stakeholders indicated they liked the new robocalling system. They would like to see improvement made in the consistency of messages and would like it delivered to more than one primary number. Staff would like training. Parents also asked for Powerschool automatic password retrieval and to please send passwords home. This focus group also commented on their approval of the strong district wide writing commitment. They are also supportive of the direction the high school Ag department is taking with the purchase of a 3-D printer, and the CTE action committee. The staff thinks the the use of dual-credit courses at the high school has been positive. Staff also has a positive reaction to the FFA leadership, REACH and positive school assemblies that have taken place this school year.

6. We met with students randomly selected from grades 6-12, covering both the elementary school and the high school student population. Goal 1:A Students complained that their peers are wasting time with their technology. Elementary school students feel their teachers aren't designing lessons with the technology enough, or in a useful way. Goal 1:D Students feel there is plenty of help available to students, the students just need to ask for it. High school students think the intervention classes at the high school are helpful, but they would like to see more intervention and support for students taking upper levels of math classes. Goal 1:E In terms of CTE courses, kids said they would like to see more wood shop. They are disappointed in the lack of participation in FFA. Goal 1:F Students said there are a lot of technology problems with things not working correctly. Students are interested in greater use of Google Classroom, and iBoss (the web filter) makes researching difficult. Goal 1:J students at the HS think it's hard to learn Spanish once in high school and that foreign language should begin in younger grades. ES kids agree, and want foreign languages offered to them. Goal 2:A Students feel there are lot of opportunities for involvement that promote positive student decision making (they listed 8 things on their own). Goal 2:C Staff does a good job on cultural diversity but they would like to see more field trips to different cultural sites. Goal 2:D Students feel like staff is represented at community events. Goal 2:E Kids would like to see longer sports seasons and less homework. Goal 3:F Classroom management is not viewed as an issue. Goal 3:A Students think teachers should carry guns and be trained in self-defense. Students were also concerned about doing intruder drills. Goal 3:B Some students wish we had home-school and charter school. Goal 3:C Students were very concerned about the condition of the bathrooms at both schools and locker rooms. Students

6. May 5, 2016 LCAP Student Meeting goal review and feedback

<p>7. June 16, 2016 - LCAP public hearing 8. June 30, 2016- Board meeting to approve the LCAP</p>	<p>also felt we needed flowers in the front of both schools. Goal 3:D There were no suggestions made about increasing technology. Goal 3:E Teachers need to do a better job of keeping their grades up-to-date. Students stated their parents are seeing the posts on Facebook. OTHER: Students then had a list of other suggestions that were not related to goals on the LCAP, such as their strong dislike of the school lunches, and increasing school spirit.</p>
<p><b>Annual Update:</b> January 12, 2016- LCAP/ Strategic plan update Board Study Session March 8, 2016 LCAP Board Update and Feedback</p>	<p><b>Annual Update:</b> This was an update meeting no feedback or input was given We gave them an update on current actions/ services and asked for feedback from them. We had discussion about progress and offered clarification. We also asked for thoughts and input for moving forward. There was no feedback offered and they indicated they were happy with the progress.</p>

**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?

<p>GOAL 1:</p>	<p>Surprise Valley School District will continuously design, develop, implement, evaluate, and improve performance in all core curriculum areas.</p>	<p>Related State and/or Local Priorities:            1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/>             COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/>             Local : Specify</p>
<p>Identified Need :</p>	<p>Need: Implementation of all California State Standards as indicated by increase in student SBAC scores, improvement on benchmark tests, CELDT scores, number of appropriately assigned and fully credentialed teachers, intervention implementation, increase in CTE courses being taken, implementation of AVID strategies, meeting Williams Act requirements and graduation rate.</p>	
<p>Goal Applies to:</p>	<p>Schools: All            Applicable Pupil Subgroups:</p>	<p>All</p>

LCAP Year 1: 2016-2017

<p>Expected Annual Measurable Outcomes:</p>	<p>State Metrics:</p> <ul style="list-style-type: none"> <li>* Continue to show increase in percent of students in grades 3-8 &amp; 11 scoring Advanced and Proficient on the 2017 SBAC ELA, Math, PE, and Science tests.</li> <li>*Student benchmark testing in ELA and math continues to show improvement each trimester at the elementary school and each semester at the high school.</li> <li>*All ELs will show progress in their Overall scores.</li> <li>*90% of teachers are appropriately assigned and fully credentialed in the subject areas in which they are teaching.</li> <li>*100% of students have access to standards-aligned materials.</li> <li>*Continue to provide sufficient materials according the Williams Act for all students.</li> <li>*Ensure students taking Advanced Placement Exams score a 3 or higher.</li> <li>*Maintain a graduation rate above state average.</li> <li>*Continue to show an increase in the number of students participating in CTE courses shown by site data.</li> <li>*Continue to increased percentage of students who demonstrate college preparedness as determined by the Early Assessment Program.</li> <li>*Fully implement the K-12 ELA/ ELD and Math standards to enable all students including EL students to access the CCSS and ELD standards as demonstrated by observations from the Superintendent and HS Principal.</li> <li>*100% of EL students with a CELDT score of 5 will reclassify.</li> <li>* All students included unduplicated and those with exceptional needs will have access to and enrollment in all areas of required study.</li> </ul> <p>Local Metrics:</p> <ul style="list-style-type: none"> <li>*Fully implement the AVID strategies that support selected AVID goals to support all students including ELs as demonstrated by observations from the Superintendent and HS Principal.</li> <li>*Develop and fully implement intervention opportunities that focus on academic improvement for students below benchmark on site assessments or who are scoring below advanced and proficient or students failing courses as demonstrated by observations from the Superintendent and HS Principal.</li> <li>*Develop goals for AVID strategies that will be implemented in grades 4-12.</li> <li>*Verified use of WICOR strategies as observed in walk through.</li> </ul>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>a. Provide professional development including but not limited to AVID, SAMR for technology, NGSS, Reading/Language Arts and RTI, focused on full implementation of Common Core standards.</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> All OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                      (Specify)</p>	<p>AVID Annual Membership 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 6,305</p> <p>AVID Summer Institute 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 8,000</p> <p>SAMR-CUE Conference 5000-5999: Services And Other Operating Expenditures Title II 6,000</p> <p>RTI-Minimum Day-Inservice</p> <p>NGSS, Reading/Language Arts 5000-5999: Services And Other Operating Expenditures Title II 4,000</p>

<p>b. Revise and implement District benchmark tests.</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>Purchase Program 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 2,000</p>
<p>c. Continue to recruit and retain highly qualified staff.</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>BTSA 5000-5999: Services And Other Operating Expenditures Other 3,200                  Workshops/Conferences 5000-5999: Services And Other Operating Expenditures Title II 9,000</p>
<p>d. Continue to plan and implement intervention strategies that focus on academic improvement for students scoring below benchmark including access to after-school and lunch time tutoring K-12. This includes RTI implementation. Hire one additional aide at the elementary school.</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>Tutoring 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 12,700                  Instructional Materials 4000-4999: Books And Supplies Supplemental and Concentration 700                  Odysseyware 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 3,000                  Ren. Learning 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 4,300                  Summer School 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 3,000                  Summer School 2000-2999: Classified Personnel Salaries Supplemental and Concentration 1,600                  Summer School 3000-3999: Employee Benefits Supplemental and Concentration 886                  Title I Aide 2000-2999: Classified Personnel Salaries Title I 9,536                  Title I Aide Salary Related Costs 3000-3999: Employee Benefits Title I 631</p>
<p>e. Continue to maintain or increase the rate of HS Students participating in career and technical education (CTE) courses.</p>	<p>9-12</p>	<p><input checked="" type="checkbox"/> All                  OR:</p>	<p>Salaries 1000-1999: Certificated Personnel Salaries Base 33,027</p>

		<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	AG Summer Stipend 1000-1999: Certificated Personnel Salaries Base 5,715 AG Grant District Match 7000-7439: Other Outgo Base 8,389 Salaries Related Costs 3000-3999: Employee Benefits Base 12,550
f. Ensure students are using technology in accordance with the SAMR model.	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Computer Upgrades/Replacement 6000-6999: Capital Outlay Supplemental and Concentration 30,000
g. Continue to retain at least two paraprofessionals at the elementary site.	K-7	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Paraprofessionals 2000-2999: Classified Personnel Salaries Supplemental and Concentration 21,155 Salary Related Costs 3000-3999: Employee Benefits Supplemental and Concentration 5,649
h. Review and revise the plan for incorporating the appropriate standards for science in each classroom. Provide professional development for implementation.	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Workshops/Conferences 5000-5999: Services And Other Operating Expenditures Title II 4,000 Curriculum 4000-4999: Books And Supplies Base 500
i. Evaluate staff according to schedule. Update schedule to include new staff members.	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	Superintendent and Principal

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
j. Provide opportunities for World Language to the elementary level students, provide Dual Language Certification for students that qualify at the HS.	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	World Language On-Line Classes 5000-5999: Services And Other Operating Expenditures Base 3,500
k. Adopt/purchase/pilot curriculum or materials necessary for standards alignment.	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	ELA 4000-4999: Books And Supplies Locally Defined 6,000
l. Analyze Advance Placement exam results and PSAT/CASSP scores to determine ways to increase scores.	9-12	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Through Staff Meetings and Principal Research
m. Continue to fund music at both sites.	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:	Salaries 1000-1999: Certificated Personnel Salaries Other 16,500 Related Costs 3000-3999: Employee Benefits Other 1,220

		(Specify)	
n. Hire an additional part time math teacher at the elementary site.	K-8	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Salaries 1000-1999: Certificated Personnel Salaries Title I 23,976 Salary Related Costs 3000-3999: Employee Benefits Title I 4,600
o. Offer healthy lunches and local foods when available.	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	District Contribution to Cafeteria Fund 7000-7439: Other Outgo Supplemental and Concentration 27000
		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	



LCAP Year 2: 2017-2018

<p>Expected Annual Measurable Outcomes:</p>	<p>State Metrics:</p> <ul style="list-style-type: none"> <li>* Continue to show increase in percent of students in grades 3-8 &amp; 11 scoring Advanced and Proficient on the 2017 SBAC ELA, Math, PE, and Science tests.</li> <li>*Student benchmark testing in ELA and math continues to show improvement each trimester at the elementary school and each semester at the high school.</li> <li>*All ELs will show progress in their Overall scores.</li> <li>*90% of teachers are appropriately assigned and fully credentialed in the subject areas in which they are teaching.</li> <li>*100% of students have access to standards-aligned materials.</li> <li>*Continue to provide sufficient materials according the Williams Act for all students.</li> <li>*Ensure students taking Advanced Placement Exams score a 3 or higher.</li> <li>*Maintain a graduation rate above state average.</li> <li>*Continue to show an increase in the number of students participating in CTE courses shown by site data.</li> <li>*Continue to increased percentage of students who demonstrate college preparedness as determined by the Early Assessment Program.</li> <li>*Fully implement the K-12 ELA/ ELD and Math standards to enable all students including EL students to access the CCSS and ELD standards as demonstrated by observations from the Superintendent and HS Principal.</li> <li>*100% of EL students with a CELDT score of 5 will reclassify</li> <li>* All students included unduplicated and those with exceptional needs will have access to and enrollment in all areas of required study.</li> </ul> <p>Local Metrics:</p> <ul style="list-style-type: none"> <li>*Fully implement the AVID strategies that support selected AVID goals to support all students including ELs as demonstrated by observations from the Superintendent and HS Principal.</li> <li>*Develop and fully implement intervention opportunities that focus on academic improvement for students below benchmark on site assessments or who are scoring below advanced and proficient or students failing courses as demonstrated by observations from the Superintendent and HS Principal.</li> <li>*Develop goals for AVID strategies that will be implemented in grades 4-12.</li> <li>*Verified use of WICOR strategies as observed in walk through.</li> </ul>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>a. Provide professional development including but not limited to AVID, SAMR for technology, and RTI, focused on full implementation of California standards.</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> All OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                      (Specify)</p>	<p>AVID Annual Membership 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 6,305</p> <p>AVID Summer Instutute 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 8,000</p> <p>NGSS, Reading/Language Arts Training 5000-5999: Services And Other Operating Expenditures Title II 4,000</p> <p>CUE Conference - Certificated Staff 5000-5999: Services And Other Operating Expenditures Title II 6,000</p> <p>RTI - Minimum Day Inservice</p>

<p>b. Revise and implement District benchmark tests.</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:  (Specify)</p>	<p>Purchase Program 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 2,000</p>
<p>c. Continue to recruit and retain highly qualified staff.</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:  (Specify)</p>	<p>BTSA 5000-5999: Services And Other Operating Expenditures Title II 3,200  Workshops/Conferences 5000-5999: Services And Other Operating Expenditures Title II 9,000</p>
<p>d. Continue to plan and implement intervention strategies that focus on academic improvement for students scoring below benchmark including access to after-school and lunch time tutoring K-12. This includes RTI implementation. Continue to employ one additional aide at the elementary school.</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:  (Specify)</p>	<p>Tutoring 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 12,700  Instructional Materials 4000-4999: Books And Supplies Supplemental and Concentration 700  Odysseyware 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 3,000  Ren. Learning 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 4,300  Summer School 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 3,000  Summer School 2000-2999: Classified Personnel Salaries Supplemental and Concentration 1,600  Summer School 3000-3999: Employee Benefits Supplemental and Concentration 900  Title I Aide 2000-2999: Classified Personnel Salaries Title I 9,536  Salary Related Costs 3000-3999: Employee Benefits Title I 660</p>
<p>e. Continue to maintain or increase the rate of HS</p>	<p>9-12</p>	<p><input checked="" type="checkbox"/> All</p>	<p>Salaries + Related Costs 1000-1999: Certificated Personnel</p>

<p>Students participating in career and technical education (CTE) courses.</p>		<p>OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>Salaries Base 33,483                  Ag Summer STipend 1000-1999: Certificated Personnel Salaries Base 5,887                  Ag Grant District Match 7000-7439: Other Outgo Base 8,389                  Salary Related Costs 3000-3999: Employee Benefits Base 14,890</p>
<p>f.Ensure students are using technology in accordance with the SAMR model.</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>Computer Upgrades/Replacement 6000-6999: Capital Outlay Supplemental and Concentration 20,000</p>
<p>g.Continue to retain at least two paraprofessionals at the elementary site.</p>	<p>K-7</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>Salaries 2000-2999: Classified Personnel Salaries Supplemental and Concentration 22,312                  Salary Related Costs 3000-3999: Employee Benefits Supplemental and Concentration 6,375</p>
<p>h. Review and revise the plan for incorporating the appropriate standards for science in each classroom. Provide professional development for implementation.</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>Workshops/Conference 5000-5999: Services And Other Operating Expenditures Title II 4,000                  Curriculum 4000-4999: Books And Supplies Base 500</p>
<p>i. Evaluate staff according to schedule. Update schedule to include new staff members.</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners</p>	<p>Superintendent and Pricipal</p>

		<ul style="list-style-type: none"> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>	
j. Provide opportunities for World Language to the elementary level students, provide Dual Language Certification for students that qualify at the HS.	LEA-Wide	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> All</li> <li>OR:</li> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>	One-Line Classes 5000-5999: Services And Other Operating Expenditures Base 3,500
k. Adopt/purchase/pilot curriculum or materials necessary for standards alignment.	LEA-Wide	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> All</li> <li>OR:</li> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>	Textbooks 4000-4999: Books And Supplies Locally Defined 6,000
l. Analyze Advance Placement exam results and PSAT/ CASSP scores to determine ways to increase scores.	9-12	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> All</li> <li>OR:</li> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>	Through Staff Meetings and Principal Research and Input
m. Continue to fund music at both sites.	LEA-Wide	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> All</li> <li>OR:</li> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> </ul>	Salary 1000-1999: Certificated Personnel Salaries Locally Defined 16,900 Related Costs 3000-3999: Employee Benefits Locally Defined 3,600

		_ Other Subgroups: (Specify)	
n. Hire an additional part time math teacher at the elementary site.	K-7	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Salaries 1000-1999: Certificated Personnel Salaries Title I 24,696 Related Costs 3000-3999: Employee Benefits Title I 5,262
o. Offer healthy lunches and local foods when available.	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	District Contribution to Cafeteria Fund 7000-7439: Other Outgo Supplemental and Concentration 30000
p. Assist Surprise Valley Child Care Center with educational needs.	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	District Contribution to SV CDC 7000-7439: Other Outgo Supplemental and Concentration 20000

LCAP Year 3: 2018-19

<p>Expected Annual Measurable Outcomes:</p>	<p>State Metrics:</p> <ul style="list-style-type: none"> <li>* Continue to show increase in percent of students in grades 3-8 &amp; 11 scoring Advanced and Proficient on the 2017 SBAC ELA, Math, PE, and Science tests.</li> <li>*Student benchmark testing in ELA and math continues to show improvement each trimester at the elementary school and each semester at the high school.</li> <li>*All ELs will show progress in their Overall scores.</li> <li>*90% of teachers are appropriately assigned and fully credentialed in the subject areas in which they are teaching.</li> <li>*100% of students have access to standards-aligned materials.</li> <li>*Continue to provide sufficient materials according the Williams Act for all students.</li> <li>*Ensure students taking Advanced Placement Exams score a 3 or higher.</li> <li>*Maintain a graduation rate above state average.</li> <li>*Continue to show an increase in the number of students participating in CTE courses shown by site data.</li> <li>*Continue to increased percentage of students who demonstrate college preparedness as determined by the Early Assessment Program.</li> <li>*Fully implement the K-12 ELA/ ELD and Math standards to enable all students including EL students to access the CCSS and ELD standards as demonstrated by observations from the Superintendent and HS Principal.</li> <li>*100% of EL students with a CELDT score of 5 will reclassify</li> <li>* All students included unduplicated and those with exceptional needs will have access to and enrollment in all areas of required study.</li> </ul> <p>Local Metrics:</p> <ul style="list-style-type: none"> <li>*Fully implement the AVID strategies that support selected AVID goals to support all students including ELs as demonstrated by observations from the Superintendent and HS Principal.</li> <li>*Develop and fully implement intervention opportunities that focus on academic improvement for students below benchmark on site assessments or who are scoring below advanced and proficient or students failing courses as demonstrated by observations from the Superintendent and HS Principal.</li> <li>*Develop goals for AVID strategies that will be implemented in grades 4-12.</li> <li>*Verified use of WICOR strategies as observed in walk through.</li> </ul>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>a. Provide professional development including but not limited to AVID, SAMR for technology, and RTI, focused on full implementation of California standards.</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> All OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                      (Specify)</p>	<p>AVID Annual Membership 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 6,305</p> <p>AVID Summer Institute 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 8,000</p> <p>SAMR-CUE Conference 5000-5999: Services And Other Operating Expenditures Title II 6,000</p> <p>RTI-Minimum Days and Inservice</p> <p>NGSS, Reading/Language Arts Training/Workshops 5000-5999: Services And Other Operating Expenditures Title II</p>

			4,000
b. Revise and implement District benchmark tests.	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Purchase Program 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 2,000
c. Recruit and retain highly qualified staff.	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	BTSA 5000-5999: Services And Other Operating Expenditures Title II 3,200 Workshops and Conferences 5000-5999: Services And Other Operating Expenditures Title II 9,000
d. Continue to plan and implement intervention strategies that focus on academic improvement for students scoring below benchmark including access to after-school and lunch time tutoring K-12. This includes RTI implementation. Hire one additional aide at the elementary school.	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Tutoring 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 12,700 Instructional Materials 4000-4999: Books And Supplies Supplemental and Concentration 700 Odysseyware 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 3,000 Ren Learning 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 4,300 Summer School 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 3,000 Summer School 2000-2999: Classified Personnel Salaries Supplemental and Concentration 1,600 Summer School 3000-3999: Employee Benefits Supplemental and Concentration 900 Title I Aide 2000-2999: Classified Personnel Salaries Title I 9,536 Title I Aide 3000-3999: Employee Benefits Title I 650
e. Continue to maintain or increase the rate of HS Students participating in career and technical education	9-12	<input checked="" type="checkbox"/> All OR:	Salaries 1000-1999: Certificated Personnel Salaries Base 34,489

<p>(CTE) courses.</p>		<p><input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>Related Costs 3000-3999: Employee Benefits Base 14,580                  Ag Stipend 1000-1999: Certificated Personnel Salaries Base 6,063                  Related Costs 3000-3999: Employee Benefits Base 1,420                  Ag District Match 7000-7439: Other Outgo Base 8,389</p>
<p>f.Ensure students are using technology in accordance with the SAMR model.</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>Computer Upgrades/Replacements 6000-6999: Capital Outlay Supplemental and Concentration 20,000</p>
<p>g. Continue to retain at least two paraprofessionals at the elementary site.</p>	<p>K-7</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>Salaries 2000-2999: Classified Personnel Salaries Supplemental and Concentration 22,468                  Related Costs 3000-3999: Employee Benefits Supplemental and Concentration 6840</p>
<p>h. Review and revise the plan for incorporating the appropriate standards for science in each classroom. Provide professional development for implementation.</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>Workshops/Conferences 5000-5999: Services And Other Operating Expenditures Title II 4,000                  Curriculum 4000-4999: Books And Supplies Lottery 2000</p>
<p>i. Evaluate staff according to schedule. Update schedule to include new staff members.</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth</p>	<p>Superintendent and Principal</p>



		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
j. Provide opportunities for World Language to the elementary level students, provide Dual Language Certification for students that qualify at the HS.	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	On-Line Classes 5000-5999: Services And Other Operating Expenditures Base 3,500
k. Adopt/purchase/pilot curriculum or materials necessary for standards alignment.	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	ELA 4000-4999: Books And Supplies Locally Defined 5,000
l. Analyze Advance Placement exam results and PSAT/ CASSP scores to determine ways to increase scores.	9-12	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Through Staff Meetings and Principal's Research
n. Hire an additional part time math teacher at the elementary site.	K-7	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:	Salaries 1000-1999: Certificated Personnel Salaries Title I 25,436 Related Costs 3000-3999: Employee Benefits Title I 5,960

		(Specify)	
Offer healthy lunches and local foods when available.	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	District Contribution to Cafeteria Fund 7000-7439: Other Outgo Supplemental and Concentration 33,000
p. Assist Surprise Valley Child Care Center with educational needs.	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	District Contribution 7000-7439: Other Outgo Supplemental and Concentration 20,000
		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	

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

GOAL 2:	Surprise Valley School District will improve school culture, through improved student decision making, and family/community outreach.		Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 _  COE only: 9 _ 10 _  Local : Specify
Identified Need :	Create a district that cultivates responsible learners and citizens through active student, family, and community engagement. as indicated by increase in attendance rates, decrease in suspensions, one or fewer expulsions, high numbers of students participating in After School Programs, curricular activities, the Child Nutrition program, kindergarten roundup, 8th grade transition activities, increased participation in post-secondary education planning activities, and outcomes of parent and student surveys.		
Goal Applies to:	Schools: All	Applicable Pupil Subgroups:	All
<b>LCAP Year 1: 2016-2017</b>			
Expected Annual Measurable Outcomes:	State Metrics: * Increase attendance rates from 2015-2016 school year by at least 1%. * Decrease suspension rates from 2015-2016 school year by at least 1%. * Maintain one or less expulsions from 2015-2016 school year by at least 1%. * High school graduation rates will be maintained or increased from 2015-2016 school year. * Annually survey parents and all students including those with exceptional needs regarding access to programs for all unduplicated pupils and get feedback on school culture and safety. * Continue to meet before the beginning of the school year, with 100% of 9th grade unduplicated, and including exceptional students and parents will have met with guidance counselors to develop their four-year post graduate plans. * 0 middle school dropouts. *decrease chronic absenteeism  Local Metrics: *Continue to increase or maintain the percent of students participating in SEALS After School Program. *Continue to increase or maintain percent of students participating in extra curricular activities. *Continue to increase percent of students participating in the Child Nutrition program. *75% of incoming kindergarten students and their parents will have participated in Kindergarten Round Up activities. *95% of students enrolled in grade 7 will participate in high school transition activities. *Increase the percent of parents and high school students participating in post-secondary education planning activities.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
a. Each site will explore and implement a positive school culture program/curriculum that promotes positive student decision-making and school culture.	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	Speakers/Assemblies 5000-5999: Services And Other Operating Expenditures Base 1,000

		<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Curriculum 4000-4999: Books And Supplies Lottery 500
b. Retain a community liaison.	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Community Liaison 5000-5999: Services And Other Operating Expenditures Base 5,000
c. Train staff in cultural diversity.	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Through Staff Meeting/Minimum Days
d. Staff and students will continue seek new opportunities to attend community meetings to positively represent the District.	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Through Contact With Chamber of Commerce
e. Implement a plan to improve high school transition activities for students in grade 7 by soliciting input from staff and current 8th and 9th graders regarding their suggestions.	7-12	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent	Through Staff Meetings/Minimum Days

		English proficient _ Other Subgroups: (Specify)	
f. Maintain high rates of students participating in extra curricular activities and determine strategies to increase participation.	LEA-Wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Through Staff Meetings/Minimum Days
g. Staff will participate in positive school culture training.	LEA-Wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Through Staff Meeting/Minimum Days
h. Provide transportation to and from school.	LEA-Wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	District Contribution 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 25,564

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:

State Metrics:

- \* Increase attendance rates from 2016-2017 school year.
- \* Decrease suspension rates from 2016-2017 school year.
- \* Maintain one or less expulsions from 2016-2017 school year.
- \* Decrease absenteeism rates from 2016-2017 school year.
- \* High school dropout rates from 2016-2017 school year.
- \* High school graduation rates from 2016-2017 school year.
- \* Middle school dropout rates from 2016-2017 school year.
- \* Annually survey parents and all students including those with exceptional needs regarding access to programs for all unduplicated pupils and get feedback on school culture and safety.
- \* Continue to meet before the beginning of the school year, with 100% of 9th grade unduplicated, and including exceptional students and parents will have met with guidance counselors to develop their four-year post graduate plans.
- \* 0 middle school dropouts.
- \*decrease chronic absenteeism

Local Metrics:

- \*Continue to increase or maintain the number of students participating in SEALS After School Program.
- \*Continue to increase or maintain number of students participating in extra curricular activities.
- \*Continue to increase number of students participating in the Child Nutrition program.
- \*75% of incoming kindergarten students and their parents will have participated in Kindergarten Round Up activities.
- \*95% of students enrolled in grade 7 will participate in high school transition activities.
- \*Increase the percent of parents and high school students participating in post-secondary education planning activities.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
a. Each site will implement strategies including services, activities, projects, and programs/curriculums that promote positive student decision-making and school culture.	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Speakers/Assemblies 5000-5999: Services And Other Operating Expenditures Base 1,000 Curriculum 4000-4999: Books And Supplies Lottery 500
b. Retain a community liaison.	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent	Community Liaison 5000-5999: Services And Other Operating Expenditures Base 5,000

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

<p>g. Staff will continue to participate in positive school culture training.</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>Through Staff Meetings/Minimum Days</p>
<p>h. Provide transportation to and from school.</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>District Contribution 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 24,564</p>



**LCAP Year 3: 2018-19**

<p>Expected Annual Measurable Outcomes:</p>	<p>State Metrics:</p> <ul style="list-style-type: none"> <li>* Increase attendance rates from 2017-2018 school year.</li> <li>* Decrease suspension rates from 2017-2018 school year.</li> <li>* Maintain one or less expulsions from 2017-2018 school year.</li> <li>* Decrease absenteeism rates from 2017-2018 school year.</li> <li>* High school dropout rates from 2017-2018 school year.</li> <li>* High school graduation rates from 2017-2018 school year.</li> <li>* Middle school dropout rates from 2017-2018 school year.</li> <li>* Annually survey parents and all students including those with exceptional needs regarding access to programs for all unduplicated pupils and get feedback on school culture and safety.</li> <li>* Continue to meet before the beginning of the school year, with 100% of 9th grade unduplicated, and including exceptional students and parents will have met with guidance counselors to develop their four-year post graduate plans.</li> <li>* 0 middle school dropouts.</li> <li>*decrease chronic absenteeism</li> </ul> <p>Local Metrics:</p> <ul style="list-style-type: none"> <li>*Continue to increase or maintain the number of students participating in SEALS After School Program.</li> <li>*Continue to increase or maintain number of students participating in extra curricular activities.</li> <li>*Continue to increase number of students participating in the Child Nutrition program.</li> <li>*75% of incoming kindergarten students and their parents will have participated in Kindergarten Round Up activities.</li> <li>*95% of students enrolled in grade 7 will participate in high school transition activities.</li> <li>*Increase the percent of parents and high school students participating in post-secondary education planning activities.</li> </ul>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
a. Each site will implement strategies including services, activities, projects, and programs/curriculums that promote positive student decision-making and school culture.	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Speakers/Assemblies 5000-5999: Services And Other Operating Expenditures Base 1,000 Curriculum 4000-4999: Books And Supplies Base 500
b. Retain a community liaison.	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	Community Liaison 5000-5999: Services And Other Operating Expenditures Base 5,000

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
c. Continue to train staff on cultural diversity.	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Through Staff Meetings/Minimum Days
d. Staff and students will seek new opportunities to attend community meetings to positively represent the District.	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Through Contact With Chamber of Commerce
e. Implement a plan to improve high school transition activities for students in grade 7 by soliciting input from staff and current 8th and 9th graders regarding their suggestions.	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Through Staff Meetings/Minimum Days
f. Maintain high rates of students participating in extra curricular activities and determine strategies to increase participation.	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:	Through Staff Meetings/Minimum Days

		(Specify)	
g. Staff will continue to participate in positive school culture training.	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Through Staff Meetings/Minimum Days
h. Provide transportation to and from school.	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	District Contribution 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 25,564

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

GOAL 3:	Surprise Valley School District will improve basic services district-wide.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/>  COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/>  Local : Specify
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Identified Need :	Need: Improved fiscal integrity, facilities, equipment, technology, and exploration of alternative education as indicated by Williams Act compliance, suspension and expulsion rates, use of inter-district communications system, implementation of safety plan, building and facilities records, and training on school safety and crisis plans.
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Goal Applies to:	Schools: All
	Applicable Pupil Subgroups: All

**LCAP Year 1: 2016-2017**

Expected Annual Measurable Outcomes:	State Metrics: *Continue to maintain minimal suspension and expulsion rates. *All facilities are rated Good via the Facilities Inspection Tool.  Local Metics: *Continue to improve inter-district communications through technology that includes the phone system, parent notification system, and social media notification. *Continue to increase coordination and presence of law enforcement, yearly implementation of additional security recommendations and update the safety plan yearly. *Continue to maintain and upgrade buildings and facilities. *Continue training students and parents on school safety procedures and provide detailed information about school safety and crisis situation plans.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
a. Update the school safety plan and schedule one evacuation drill and one lockdown drill prior to the start of school.	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Keenan Resources Through Staff Meetings/Minimum Days

<p>b. Continue determine the feasibility of an independent study program.</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>Superintendent                  Staff Input Through Staff Meetings</p>
<p>c. Survey staff on the condition of facilities and grounds and create a project plan.</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>Superintendent</p>
<p>d. Continue to maintain and upgrade technology as needed.</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>Technology 6000-6999: Capital Outlay Supplemental and Concentration 20,000                  Tech Committee</p>
<p>e. Utilize PowerSchool, phone notification system, email, text messages, and social media to communicate with students and families. Ensure Powerschool Passwords are sent home at the start of the school year and train staff on use of the phone notification system.</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>PowerSchool 5000-5999: Services And Other Operating Expenditures Base 4,000                  School Messenger (3 Year Contract)</p>

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:	<p>State Metrics:</p> <ul style="list-style-type: none"> <li>*Continue to maintain minimal suspension and expulsion rates.</li> <li>*All facilities are rated Exemplary via the Facilities Inspection Tool.</li> </ul> <p>Local Metics:</p> <ul style="list-style-type: none"> <li>*Improve inter-district communications through technology that includes the phone system, parent notification system, and social media notification.</li> <li>*Increase coordination and presence of law enforcement, yearly implementation of additional security recommendations and update the safety plan yearly.</li> <li>*Continue to maintain and upgrade buildings and facilities.</li> <li>*Continue training students and parents on school safety procedures and provide detailed information about school safety and crisis situation plans.</li> </ul>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
a. Update the school safety plan and schedule one evacuation drill and one lockdown drill prior to the start of school.	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Keenan Resources Through Staff Meetings
b. Continue determine the feasibility of an independent study program.	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Superintendent Through Staff Meetings
c. Utilize the previously created project plan to maintain or improve the condition of facilities and grounds.	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	Maintenance/Custodial Salaries 2000-2999: Classified Personnel Salaries Base 90,754 Maintenance/Custodial Supplies 4000-4999: Books And Supplies Base 20,000

		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Salary Related Costs 3000-3999: Employee Benefits Base 33,937
d. Revise the timeline and budget to attain the 1:1 student to technology ratio.	LEA-Wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Technology Needs 6000-6999: Capital Outlay Supplemental and Concentration 20,000 Through Tech Committee
e. Utilize PowerSchool, phone notification system, email, text messages, and social media to communicate with students and families. Ensure Powerschool Passwords are sent home at the start of the school year.	LEA-Wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	PowerSchool 5000-5999: Services And Other Operating Expenditures Base 4,000 School Messenger (3 Year Contract)

**LCAP Year 3: 2018-19**

Expected Annual Measurable Outcomes:	<p>State Metrics:</p> <ul style="list-style-type: none"> <li>*Continue to maintain minimal suspension and expulsion rates.</li> <li>*All facilities are rated Exemplary via the Facilities Inspection Tool.</li> </ul> <p>Local Metics:</p> <ul style="list-style-type: none"> <li>*Improve inter-district communications through technology that includes the phone system, parent notification system, and social media notification.</li> <li>*Increase coordination and presence of law enforcement, yearly implementation of additional security recommendations and update the safety plan yearly.</li> <li>*Continue to maintain and upgrade buildings and facilities.</li> <li>*Continue training students and parents on school safety procedures and provide detailed information about school safety and crisis situation plans.</li> </ul>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
a. Update the school safety plan and schedule one evacuation drill and one lockdown drill prior to the start of school.	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Keenan Resources
b. Continue determine the feasibility of an independent study program.	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Superintendent
c. Utilize the previously created project plan to maintain or improve the condition of facilities and grounds.	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	Maintenance/Custodial Salaries 2000-2999: Classified Personnel Salaries Base 90,754 Salary Related Costs 3000-3999: Employee Benefits Base 43,455



		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Maintenance/Custodial Supplies 4000-4999: Books And Supplies Base 20,000
d. Revise the timeline and budget to attain the 1:1 student to technology ratio.	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Technology Needs 6000-6999: Capital Outlay Base 20,000 Through Tech Committee
e. Utilize PowerSchool, phone notification system, email, text messages, and social media to communicate with students and families. Ensure Powerschool Passwords are sent home at the start of the school year.	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	PowerSchool 5800: Professional/Consulting Services And Operating Expenditures Base 4000 School Messenger (3 Year Contract) 5800: Professional/Consulting Services And Operating Expenditures Base 2500

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.

<p>Original GOAL 1 from prior year LCAP:</p>	<p>Surprise Valley School District will continuously design, develop, implement, evaluate, and improve performance in all core curriculum areas.</p>	<p>Related State and/or Local Priorities:                  1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/>                   COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/>                   Local : Specify</p>
<p>Goal Applies to: Schools: All                  Applicable Pupil Subgroups: All</p>		
<p>Expected Annual Measurable Outcomes:</p>	<p>State Metrics:                  *Show increase in percent of students in grades 3-8 &amp; 11 scoring Advanced and Proficient on the 2016 SBAC ELA, Math, PE, and Science tests.                  *Show increase in percent of students passing the CAHSEE.                  *Student benchmark testing in ELA and math shows improvement each trimester at the elementary school and each semester at the high school.                  *All ELs will increase CELDT scores by one level.                  *100% of ELs with CELDT scores of 3 reclassify.                  * 90% of teachers are appropriately assigned and fully credentialed in the subject areas in which they are teaching.                  * 100% of students have access to standards-aligned materials.                  *Continue to provide sufficient materials according the Williams Act for all students.                  *Ensure students taking Advanced Placement Exams score a 3 or higher.                  *Maintain 100% graduation rate.                  *Show increase in the number of students participating in CTE courses shown by site data.                  *Increased percentage of students who demonstrate college preparedness as determined by the Early Assessment Program.                  *Fully implement the K-12 ELA/ ELD and Math standards to enable all students including EL students to access the CCSS and ELD standards as demonstrated by observations from the Superintendent and HS Principal.                  *Fully implement the AVID strategies to support all students including ELs as demonstrated by observations from the Superintendent and HS Principal.</p>	<p>Actual Annual Measurable Outcomes:                  *Baseline SBAC data established in August 2015 no comparisons are made available.                  *The CAHSEE was suspended.                  *Benchmark testing at the high school level is still being created.                  *Based on comparisons from 2014-2015 to 2015-2016 44% of students tested increased in their overall score two students increased by by one level.                  *One student was reclassified although seven would qualify based on this metric. Based on student performance after being reclassified we have implemented more stringent guidelines for reclassification. We will consider CELDT score and performance on other benchmarks in order to support students for a longer period of time.                  *90% of teachers are appropriately assigned and fully credentialed.                  *100% of students have access to standards- aligned materials.                  *We continue to provide sufficient materials according to the Williams Act.                  *We have no students taking AP exams at this time.                  *Graduation rate for 2014-2015 was 75% data will be updated as information is made available.                  *There was an increased the number of students participating in CTE courses by three students.                  *The number of demonstrating college preparedness has decreased by 50%.                  *The district is fully implementing Math standards. ELA/ELD Common Core curriculums are being reviewed. The district will be piloting an ELA/ELD curriculum that is fully aligned in the 2016-2017.</p>

<p>Local Metrics:                  *Develop and fully implement intervention opportunities that focus on academic improvement for students below benchmark on site assessments or who are scoring below advanced and proficient or students failing courses as demonstrated by observations from the Superintendent and HS Principal.                  *Develop goals for AVID strategies that will be implemented in grades 4-12.                  *Verified use of WICOR strategies as observed in walk through.</p>	<p>*AVID strategies have only been partially implemented.                  Local Metrics:                  *Intervention opportunities have been developed at both sites. Additional aides have been hired to implement intervention at the ES and mid trimester testing has been implemented to show if it is working. An intervention period at the HS has also been created.                  *Goals have been implemented and evaluated and we received a positive certification for AVID strategies.                  *Walkthrough data shows implementation of WICOR strategies.</p>
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**LCAP Year: 2015-2016**

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>a. Provide professional development including but not limited to AVID, SAMR for technology, and RTI, focused on full implementation of California standards.</p>	<p>AVID Annual Membership 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 3,585</p> <p>AVID Summer Institute 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 8,700</p> <p>AVID Leadership Conference 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 6,000</p> <p>SAMR - CUE Conference Tech Support 5000-5999: Services And Other Operating Expenditures Base 1,500</p> <p>SAMR 5000-5999: Services And Other Operating Expenditures Title II 4,000</p> <p>RTI - Minimum Day Inservice 0</p>	<p>a. Professional development was provided throughout the year. Teachers attended trainings related to NGSS, and the CUE conference. Training was offered locally that addressed technology, Common Core writing standards and assessment, math, and assessment.                      RTI has not been addressed with staff at this time. Conversations regarding implementation of RTI are taking place between the district and the county office.</p>	<p>AVID Annual Membership 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 3585</p> <p>AVID Summer Institute 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 7960</p> <p>AVID Leadership Conference 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 5849</p> <p>SAMR - CUE Conference Tech Support 5000-5999: Services And Other Operating Expenditures Base 0</p> <p>SAMR 5000-5999: Services And Other Operating Expenditures Title II 5999</p>
<p>Scope of Service</p>	<p>LEA-Wide</p>	<p>Scope of Service</p>	<p>LEA-Wide</p>

<p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<p>b. Develop, revise, and implement District benchmark tests.</p>	<p>Purchase Program 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 2,000</p>	<p>b. In progress of developing District benchmark tests using the Digital Library among other resources.</p>	<p>Purchase Program 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 0</p>
<p>Scope of Service   LEA-Wide</p>		<p>Scope of Service   LEA-Wide</p>	
<p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<p>c. Recruit and retain highly qualified staff.</p>	<p>BTSA 5000-5999: Services And Other Operating Expenditures Title II 3,200  Workshop/Conferences 5000-5999: Services And Other Operating Expenditures Title II 4,800</p>	<p>Expand Ed.Join search to include states outside of CA. Expand search to college outside of CA.</p>	<p>BTSA 5000-5999: Services And Other Operating Expenditures Title II 0  Workshop/Conferences 5000-5999: Services And Other Operating Expenditures Title II 9272</p>
<p>Scope of Service   LEA-Wide</p>		<p>Scope of Service   LEA-Wide</p>	
<p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient</p>		<p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	

<p>_ Other Subgroups: (Specify)</p>			
<p>d. Plan and implement intervention strategies that focus on academic improvement for students scoring below benchmark including access to after-school tutoring K-12.</p>	<p>Tutoring 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$12,700</p> <p>Instructional Materials 4000-4999: Books And Supplies Supplemental and Concentration 700</p> <p>Odysseyware 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 3,000</p> <p>Ren Learning 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 4,000</p> <p>Summer School 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 7,600</p> <p>Summer School 2000-2999: Classified Personnel Salaries Supplemental and Concentration 1,782</p> <p>Summer School 3000-3999: Employee Benefits Supplemental and Concentration 1,807</p>	<p>d. After school tutoring has been implemented at the high school and at the elementary school. Intervention instructional materials have been purchased (on-going), Odysseyware and Ren Learning are on-going. Summer school for the elementary school was implemented. Summer school at the high school was not implemented it was offered and no students registered. Additional aides were hired at the elementary school to support intervention. Tutors were hired at the high school to support intervention as well.</p>	<p>Tutoring 0001-0999: Unrestricted: Locally Defined Supplemental and Concentration 9600</p> <p>Instructional Materials 4000-4999: Books And Supplies Supplemental and Concentration 0</p> <p>Odysseyware 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 3000</p> <p>Ren Learning 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 4268</p> <p>Summer School 0001-0999: Unrestricted: Locally Defined Supplemental and Concentration 2488</p> <p>Summer School 2000-2999: Classified Personnel Salaries Supplemental and Concentration 1593</p> <p>Summer School 3000-3999: Employee Benefits Supplemental 886</p>
<p>Scope of Service   LEA-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service   LEA-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>e. Maintain or increase the number of HS students participating in career</p>	<p>Salaries + Benefits 2000-2999: Classified Personnel Salaries Base</p>	<p>e. Currently FFA serves as our only official CTE courses. Enrollment in FFA</p>	<p>CTE Salaries 0001-0999: Unrestricted: Locally Defined Base</p>

<p>and technical education (CTE) courses.</p>	<p>27,400                  AG Summer Stipend 1000-1999: Certificated Personnel Salaries Base 6,500                  AG Grant Match 7000-7439: Other Outgo Base 9,800</p>	<p>increased from 26 in the 14-15 school year to 29 in the 15-16 school year.</p>	<p>35569                  Ag Summer Stipend 1000-1999: Certificated Personnel Salaries Base 5020                  Benefits 3000-3999: Employee Benefits Base 13389                  AG Grant Match 7000-7439: Other Outgo Base 8389</p>
<p>Scope of Service LEA-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>f. Ensure access to digital learning.</p>	<p>Computer Upgrades/Replacement 6000-6999: Capital Outlay Supplemental and Concentration 30,000</p>	<p>All students grades 4-12 have an iPad. 5 additional iPads were purchased to handle increased enrollment. All primary classrooms have several iPads for learning centers. All classes have access to desktop computers as well. Desktop computers are outdated however and need to be replaced.</p>	<p>iPads, Cases, Keyboards 6000-6999: Capital Outlay Supplemental and Concentration 22743.32                  Server 6000-6999: Capital Outlay Base 1463                  Server (REAP Funds) 6000-6999: Capital Outlay Other 6392</p>
<p>Scope of Service LEA-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>g. Retain at least two</p>	<p>Paraprofessionals 2000-2999:</p>	<p>Met. Currently we employ four aides at</p>	<p>Paraprofessionals 2000-2999:</p>

<p>paraprofessionals at the elementary site.</p>	<p>Classified Personnel Salaries Supplemental and Concentration \$27,000</p>	<p>the elementary school.</p>	<p>Classified Personnel Salaries Supplemental and Concentration 21951                  Paraprofessionals 2000-2999: Classified Personnel Salaries Title I 13971                  Benefits 3000-3999: Employee Benefits Supplemental and Concentration 5066                  Benefits 3000-3999: Employee Benefits Title I 1611</p>
<p>Scope of Service   LEA-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service   LEA-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>h. Develop a plan for incorporating the appropriate standards for science in grades K-8, and high school science.</p>	<p>Workshops/Conference 5000-5999: Services And Other Operating Expenditures Title II 4,800                  Curriculum 4000-4999: Books And Supplies Base 500</p>	<p>Administrators have reviewed the timeline for the NGSS standards rollout. 4-7th grade teachers are receiving training. Grades K, 4-7 and high school science courses are addressing NGSS standards at this time. MCOE will support training teachers.</p>	<p>Workshops/Conference 5000-5999: Services And Other Operating Expenditures Title II 2485                  Curriculum 4000-4999: Books And Supplies Base 0</p>
<p>Scope of Service   LEA-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service   LEA-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	



<p>i. Create a staff evaluation schedule.</p>	<p>Through Staff Meetings</p>	<p>A schedule was created and all staff evaluated accordingly. This document will be updated annually.</p>	<p>Through Staff Meetings 0</p>
<p>Scope of Service   LEA-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service   LEA-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>j. Investigate the possibility of offering World Language to the elementary level students, providing Dual Language Certification, and incorporating Native American Language opportunities in our schools.</p>	<p>World Language On-line Classes 5000-5999: Services And Other Operating Expenditures Base 3500</p> <p>Native American Language Opportunities</p>	<p>There are no associated costs. No students are eligible at this time. Options for offering a language at the elementary school are being explored. We are exploring the idea of a Native American Language club.</p>	<p>No Cost</p>
<p>Scope of Service   LEA-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service   LEA-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>k. Adopt/purchase/pilot curriculum or materials necessary for standards alignment.</p>	<p>Math 4000-4999: Books And Supplies Other 15,000</p> <p>Math 4000-4999: Books And Supplies Lottery 6,000</p>	<p>Eureka math curriculum was purchased and is aligned with the Common Core standards. Language Arts curriculum is currently being evaluated.</p>	<p>Math 4000-4999: Books And Supplies Lottery 1520</p>
<p>Scope of Service   LEA-Wide</p>		<p>Scope of Service   LEA-Wide</p>	

<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>I. Analyze Advance Placement exam results and Early Assessment Program assessment results to determine ways to increase scores.</p>	<p>Through Staff Meetings</p>	<p>Currently no students are enrolled in AP classes. EAP scores at the beginning of the year and used the result when making schedule recommendations to students. The staff also evaluated PSAT scores and discussed strategies for improving scores.</p>	<p>Through Staff Meetings 0</p>
<p>Scope of Service   LEA-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service   LEA-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>We will change language in the metrics to reflect rates rather than number of students due to small numbers of students enrolled. Some goals have been met and changed others will be added in to reflect current goals and stakeholder engagement.</p>		

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:	Surprise Valley School District will improve school culture, through improved student decision making, and family/community outreach.	Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 _  COE only: 9 _ 10 _  Local : Specify
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All	
Expected Annual Measurable Outcomes:	<p>State Metrics:</p> <ul style="list-style-type: none"> <li>*Increase attendance rates from 2014-2015 school year.</li> <li>*Decrease suspension rates from 2014-2015 school year.</li> <li>*Maintain one or less expulsions from 2014-2015 school year.</li> <li>*Decrease absenteeism rates from 2014-2015 school year.</li> <li>*High school dropout rates from 2014-2015 school year.</li> <li>*High school graduation rates from 2014-2015 school year.</li> <li>*Middle school dropout rates from 2014-2015 school year.</li> <li>*Survey parents and all students including those with exceptional needs regarding access to programs for all unduplicated pupils and get feedback on school culture and safety.</li> <li>*Before the beginning of the school year, 100% of 9th grade unduplicated, and including exceptional students and parents will have met with guidance counselors to develop their four-year post graduate plans.</li> </ul> <p>Local Metrics:</p> <ul style="list-style-type: none"> <li>*Increase number of students participating in SEALS After School Program.</li> <li>*Increase number of students participating in extra curricular activities.</li> <li>*Increase number of students participating in the Child Nutrition program.</li> <li>*70% of incoming kindergarten students and their parents will have participated in Kindergarten Round Up activities.</li> <li>*95% of students enrolled in grade 7 will participate in high school transition activities.</li> <li>*Increase the percent of parents and high school students participating in post-secondary education planning activities.</li> </ul>	<p>Actual Annual Measurable Outcomes:</p> <ul style="list-style-type: none"> <li>*Attendance Rates for the high school have decreased by 3.7% and the elementary school has increased their attendance rates by 2.17%.</li> <li>*At this time, we are unable to report expulsion and suspension rates until the conclude of the current school year 2015-16. (The suspension rate for 14-15 is 9%)</li> <li>*The 14-15 expulsion rate is 0%.</li> <li>*The metric of decreasing absenteeism rates is being evaluated with attendance rates and truancy rates. Truancy rates for the 2014-15 school year are 27.61 (a decrease by 4.7% over the year prior). Current rates will be added when current rates are made available.</li> <li>*The 14-15 high school drop out rate is 0%. The comparison will be made when this year's data is made available.</li> <li>*Middle school dropout rates in 14-15 are 0%. The comparison will be made when this year's data is made available.</li> <li>*Parents and students have been surveyed.</li> <li>*100% of the 9th grade students met to develop plans, but there was not a formal 4 year plan written up.</li> </ul> <p>Local Metrics:</p> <ul style="list-style-type: none"> <li>*The number of students participating in SEALS After School Program has increased from 92 to 99 from last year to this year.</li> <li>*The number of students participating in extra curricular activities has increased with the addition of a soccer team, a journalism club and a radio club.</li> <li>*A comparison of children participating in the Child Nutrition program from April of 2015 to March of 2016 has decreased, going from 72.26% to 64.57%.</li> <li>*Only 36% of parents attended the Kindergarten Round-up.</li> </ul>

			<p>*100% of 7th grade students have participated in at least one high school transition activities through assemblies and recruitment events.</p> <p>*We have offered the before school planning for high school and college. Parent attendance was low this year. All students have completed a four year plan. Attendance at career night was low. We will need to come up with strategies to increase parent participation.</p>
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**LCAP Year: 2015-2016**

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
a. Each site will develop a specific list of services, activities, projects, and programs that promote positive student decision-making and impact of said programs.	<p>Speakers/Assemblies 5000-5999: Services And Other Operating Expenditures Base 1,000</p> <p>Curriculum 4000-4999: Books And Supplies Base 500</p>	a. A list was developed by the superintendent. Many of the programs did not have an impact; however, efforts made by student council at the high school was reported to have made a difference. HS students also participated in the REACH program through the health department and students reported it having an impact. FFA contributes to student's positive decision-making impact. Greater efforts will be made in following years to improve positive student decision-making.	<p>Speakers/Assemblies 5000-5999: Services And Other Operating Expenditures Base 0</p> <p>Curriculum 4000-4999: Books And Supplies Base 0</p>
<p>Scope of Service: LEA-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: LEA-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	
b. Create a document to track	Through Powerschool	b. Secretaries are tracking through	Through Powerschool 5800:

expulsion and suspensions at each site.		Powerschool.	Professional/Consulting Services And Operating Expenditures Base 3,050
Scope of Service   LEA-Wide <hr/> X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service   LEA-Wide <hr/> X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
c. Train staff on cultural diversity.	Through Staff Meetings/Minimum Days	c. Training was not provided. The Superintendent researched possible trainings and they were not in alignment with what we were looking for and some were too expensive.	Through Staff Meetings/Minimum Days 0
Scope of Service   LEA-Wide <hr/> X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service   LEA-Wide <hr/> X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
d. Staff and students will seek opportunities to attend community meetings to positively represent the District.	Through Contact with Chamber of Commerce	d. Staff and students attended Rotary and Chamber meetings in addition to most community functions. Feedback from community and students indicate they felt the school was well represented at functions.	Through Contact with Chamber of Commerce 0
Scope of Service   LEA-Wide <hr/> X All		Scope of Service   LEA-Wide <hr/> X All	

<p>OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>e. Collect and analyze data on the number of students in grades 7-12 participating in sports and other extra curricular activities and determine strategies to increase participation.</p>	<p>Through Staff Meetings/Minimum Days</p>	<p>e. The number of high school students participating increased while the number of students participating in SEALS sports declined. Implementation of a high school tutoring program increase eligibility for sports programs.</p>	<p>Through Staff Meetings/Minimum Days 0</p>
<p>Scope of Service   LEA-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service   LEA-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>f. Review and revise district, school-wide, and classroom management and discipline plans.</p>	<p>Through Staff Meetings/Minimum Days</p>	<p>f. All teachers K-8 have revised or implemented a discipline plan. Training in classroom management was provided by MCOE.</p>	<p>Through Staff Meetings/Minimum Days 0</p>
<p>Scope of Service   LEA-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service   LEA-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	

<p>g. Retain a community liaison.</p>	<p>Community Liaison 5000-5999: Services And Other Operating Expenditures Base 5,000</p>	<p>g. We continued to retain a community liaison. The person recruited students for the Foreign Exchange Program, made connections with local food producers to bring locally grown food into the school lunches, was a neutral contact for parents to discuss choices to school educate their children in other districts or programs, and collaboratively researched alternative programs for our district.</p>	<p>Community Liaison 5000-5999: Services And Other Operating Expenditures Base 5000</p>								
<table border="1"> <tr> <td data-bbox="100 475 241 548">Scope of Service</td> <td data-bbox="241 475 562 548">LEA-Wide</td> </tr> <tr> <td colspan="2" data-bbox="100 557 562 857"> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> </td> </tr> </table>	Scope of Service	LEA-Wide	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>			<table border="1"> <tr> <td data-bbox="1035 475 1176 548">Scope of Service</td> <td data-bbox="1176 475 1507 548">LEA-Wide</td> </tr> <tr> <td colspan="2" data-bbox="1035 557 1507 857"> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> </td> </tr> </table>	Scope of Service	LEA-Wide	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		
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<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>We will change language in the metics to reflect rates rather than number of students due to small numbers of students enrolled. Some goals have been met and changed others will be added in to reflect current goals and stakeholder engagement.</p>										

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:	Surprise Valley School District will improve basic services district-wide.		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify	
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	<p>State Metrics:</p> <ul style="list-style-type: none"> <li>*Continue to maintain minimal suspension and expulsion rates.</li> <li>*All facilities are rated Exemplary via the Facilities Inspection Tool.</li> </ul> <p>Local Metrics:</p> <ul style="list-style-type: none"> <li>*Improve inter-district communications through technology that includes the phone system, parent notification system, and social media notification.</li> <li>*Increase coordination and presence of law enforcement, yearly implementation of additional security recommendations and update the safety plan yearly.</li> <li>*Continue to maintain and upgrade buildings and facilities.</li> <li>*Continue training students and parents on school safety procedures and provide detailed information about school safety and crisis situation plans.</li> </ul>		Actual Annual Measurable Outcomes:	<p>State Metrics:</p> <ul style="list-style-type: none"> <li>* Our current expulsion rate is zero and our suspension rate is 9%.</li> <li>* In the 2015-2016 school year the rating for the elementary school was 84.82% /Fair. The area with low ratings are structural (the roof over the hallway, offices, bathrooms and lounge. In addition the high school rating was 87.87%/Fair. Concerns were external windows, gym ceiling and out dated fire alarm system.</li> </ul> <p>Local Metrics:</p> <ul style="list-style-type: none"> <li>*The robocalling system has improved communication significantly. social media is still being used as well. Parents have repeatedly reported that they appreciate the system and in our parent survey they indicated that phone notification was the preferred method of communication.</li> <li>*In a conversation with the local deputy he stated that their was not funding for him to have extra hours to increase the presence of law enforcement on our campuses. However in further discussions he would like to have periodic "drop in" times on both campuses. The safety plan has been updated.</li> <li>*We are continuing to maintain and upgrade facilities when monies are available.</li> <li>*Training and practice have occurred for staff (use of walkie-talkies, emergency procedures) and students (procedures). Parent information has not been provided.</li> </ul>
<b>LCAP Year: 2015-2016</b>				
Planned Actions/Services			Actual Actions/Services	
Budgeted Expenditures			Estimated Actual Annual Expenditures	



<p>a. Update the school safety plan and schedule evacuation drills.</p>	<p>Keenan Resources Through Staff Meeting/Minimum Days</p>	<p>a. The school safety plan has been updated and one lockdown drill has occurred.</p>	<p>Keenan Resources 0 Through Staff Meeting/Minimum Days 0</p>
<p>Scope of Service   LEA-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service   LEA-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>b. Investigate the option of a dependent charter and other educational options.</p>	<p>Superintendent Staff Input Through Staff Meetings</p>	<p>b. Both dependent and independent charter possibilities have been investigated. Charter is not a viable option for our district due to cost, man hours, and legal road blocks.</p>	<p>Superintendent 0 Staff Input Through Staff Meetings 0</p>
<p>Scope of Service   LEA-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service   LEA-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>c. Survey staff on the condition of facilities and grounds and create a project plan.</p>	<p>Through Annual Facilities Inspections Through Staff Meetings</p>	<p>c. Survey was completed and suggestions were documented.</p>	<p>Through Annual Facilities Inspections 0 Through Staff Meetings 0</p>
<p>Scope of Service   LEA-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR:</p>		<p>Scope of Service   LEA-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR:</p>	

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<p>d. Develop a timeline and budget to attain the 1:1 student to technology ratio.</p>	<p>Through Tech Plan 6000-6999: Capital Outlay Supplemental and Concentration 30,000</p> <hr/> <p>Through Tech Committee</p>	<p>d. After evaluating the staff, student, and parent feedback, we will continue to maintain 1:1 technology in grades 4-12 and continue to use iPads in K-3 in center based learning. K-3 students also have access to the computer lab and teachers reserve time slots for it's use.</p>	<p>Through Tech Plan 6000-6999: Capital Outlay Supplemental and Concentration 30000</p> <hr/> <p>Through Tech Committee 0</p>
<p>Scope of Service   LEA-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>		<p>Scope of Service   LEA-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>	
<p>e. Utilize PowerSchool, phone notification system, email, text messages, and social media to communicate with students and families.</p>	<p>PowerSchool 5000-5999: Services And Other Operating Expenditures Base 4,000</p> <hr/> <p>School Messenger 5000-5999: Services And Other Operating Expenditures Base 2700</p>	<p>e. All of these things are being used. Parents report liking the messenger system. The feedback on Facebook is that the High School site is utilized more than the Elementary site.</p>	<p>PowerSchool 5000-5999: Services And Other Operating Expenditures Base 3050</p> <hr/> <p>School Messenger 5000-5999: Services And Other Operating Expenditures Base 2000</p>
<p>Scope of Service   LEA-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English</li> </ul>		<p>Scope of Service   LEA-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> </ul>	

proficient _ Other Subgroups: (Specify)		_ 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?	We will continue to work on facilities and money becomes available. We will also continue to explore ways to bring more law enforcement onto school grounds in a proactive way as well as set dates prior to the start of school for one lockdown and one evacuation drill. We will explore the feasibility of including the safety plan in materials that are sent home at the start of the school year. In addition, we will be exploring a new programs to support a positive school culture for both staff and students.		

**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:	\$131,189
<p>The district’s unduplicated population represents about 65% of students. The district plans to use the supplemental/ concentration funds generated by these students as outlined in Section 2. All services are planned to be implemented district/school-wide because of the high percentage of targeted students. The primary benefit is for the targeted students, but all students will benefit from the plan. The district believes these are the most effective uses of the additional funds to improve the educational program for the targeted students. Additionally, the planned services will avoid the potential negative stigma from a traditional targeted or pull out program and will allow students to maintain access to all other services available to students without interruption. Funds will be used primarily to support maintaining lower class sizes and to provide instructional aides as a support to the educational program. The district also plans to offer a tutoring program and summer school primarily targeting the unduplicated pupils but offered to all low performing students. AVID has been implemented to target unduplicated pupils, but all students will benefit. Also, the district will use funds to purchase classroom computers and additional educational software. Benchmark assessments and Renaissance Learning will be used targeting the unduplicated pupils but offer to all low performing students to determine strategies need to improve student learning, along with on-line resources for credit recovery.</p>	

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.

9.3	%
<p>These services will be provided districtwide because of the high concentration of unduplicated students. While all students will benefit, the strategies were developed to principally focus on providing improved services for the unduplicated students. When compared to the LCFF base, these planned expenditures will meet the MPP.</p>	

## Section 4: Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2015-2016 Annual Update Budgeted	2015-2016 Annual Update Actual	2016-2017	2017-2018	2018-19	2016-2017- 2018-19 Total
All Funding Sources	239,074.00	237,169.32	334,703.00	500,450.00	500,809.00	1,335,962.00
Base	62,400.00	76,930.00	73,681.00	221,340.00	255,650.00	550,671.00
Locally Defined	0.00	0.00	6,000.00	26,500.00	5,000.00	37,500.00
Lottery	6,000.00	1,520.00	500.00	500.00	2,000.00	3,000.00
Other	15,000.00	6,392.00	20,920.00	0.00	0.00	20,920.00
Supplemental	0.00	886.00	0.00	0.00	0.00	0.00
Supplemental and Concentration	138,874.00	118,103.32	171,859.00	185,756.00	170,377.00	527,992.00
Title I	0.00	15,582.00	38,743.00	40,154.00	41,582.00	120,479.00
Title II	16,800.00	17,756.00	23,000.00	26,200.00	26,200.00	75,400.00

Total Expenditures by Object Type						
Object Type	2015-2016 Annual Update Budgeted	2015-2016 Annual Update Actual	2016-2017	2017-2018	2018-19	2016-2017- 2018-19 Total
All Expenditure Types	239,074.00	237,169.32	334,703.00	500,450.00	500,809.00	1,335,962.00
0000: Unrestricted	0.00	0.00	0.00	0.00	0.00	0.00
0001-0999: Unrestricted: Locally Defined	0.00	47,657.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	26,800.00	5,020.00	94,918.00	96,666.00	81,688.00	273,272.00
2000-2999: Classified Personnel Salaries	56,182.00	37,515.00	32,291.00	124,202.00	124,358.00	280,851.00
3000-3999: Employee Benefits	1,807.00	20,952.00	25,536.00	65,624.00	73,805.00	164,965.00
4000-4999: Books And Supplies	22,700.00	1,520.00	7,700.00	27,700.00	28,200.00	63,600.00
5000-5999: Services And Other Operating Expenditures	61,785.00	52,468.00	88,869.00	84,869.00	84,869.00	258,607.00
5800: Professional/Consulting Services And Operating Expenditures	0.00	3,050.00	0.00	3,000.00	6,500.00	9,500.00
6000-6999: Capital Outlay	60,000.00	60,598.32	50,000.00	40,000.00	40,000.00	130,000.00
7000-7439: Other Outgo	9,800.00	8,389.00	35,389.00	58,389.00	61,389.00	155,167.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2015-2016 Annual Update Budgeted	2015-2016 Annual Update Actual	2016-2017	2017-2018	2018-19	2016-2017- 2018-19 Total
All Expenditure Types	All Funding Sources	239,074.00	237,169.32	334,703.00	500,450.00	500,809.00	1,335,962.00
0000: Unrestricted	Base	0.00	0.00	0.00	0.00	0.00	0.00
0001-0999: Unrestricted: Locally Defined	Base	0.00	35,569.00	0.00	0.00	0.00	0.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2015-2016 Annual Update Budgeted	2015-2016 Annual Update Actual	2016-2017	2017-2018	2018-19	2016-2017- 2018-19 Total
0001-0999: Unrestricted: Locally Defined	Supplemental and Concentration	0.00	12,088.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Base	6,500.00	5,020.00	38,742.00	39,370.00	40,552.00	118,664.00
1000-1999: Certificated Personnel Salaries	Locally Defined	0.00	0.00	0.00	16,900.00	0.00	16,900.00
1000-1999: Certificated Personnel Salaries	Other	0.00	0.00	16,500.00	0.00	0.00	16,500.00
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	20,300.00	0.00	15,700.00	15,700.00	15,700.00	47,100.00
1000-1999: Certificated Personnel Salaries	Title I	0.00	0.00	23,976.00	24,696.00	25,436.00	74,108.00
2000-2999: Classified Personnel Salaries	Base	27,400.00	0.00	0.00	90,754.00	90,754.00	181,508.00
2000-2999: Classified Personnel Salaries	Supplemental and Concentration	28,782.00	23,544.00	22,755.00	23,912.00	24,068.00	70,735.00
2000-2999: Classified Personnel Salaries	Title I	0.00	13,971.00	9,536.00	9,536.00	9,536.00	28,608.00
3000-3999: Employee Benefits	Base	0.00	13,389.00	12,550.00	48,827.00	59,455.00	120,832.00
3000-3999: Employee Benefits	Locally Defined	0.00	0.00	0.00	3,600.00	0.00	3,600.00
3000-3999: Employee Benefits	Other	0.00	0.00	1,220.00	0.00	0.00	1,220.00
3000-3999: Employee Benefits	Supplemental	0.00	886.00	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits	Supplemental and Concentration	1,807.00	5,066.00	6,535.00	7,275.00	7,740.00	21,550.00
3000-3999: Employee Benefits	Title I	0.00	1,611.00	5,231.00	5,922.00	6,610.00	17,763.00
4000-4999: Books And Supplies	Base	1,000.00	0.00	500.00	20,500.00	20,500.00	41,500.00
4000-4999: Books And Supplies	Locally Defined	0.00	0.00	6,000.00	6,000.00	5,000.00	17,000.00
4000-4999: Books And Supplies	Lottery	6,000.00	1,520.00	500.00	500.00	2,000.00	3,000.00
4000-4999: Books And Supplies	Other	15,000.00	0.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Supplemental and Concentration	700.00	0.00	700.00	700.00	700.00	2,100.00
5000-5999: Services And Other Operating Expenditures	Base	17,700.00	10,050.00	13,500.00	13,500.00	9,500.00	36,500.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2015-2016 Annual Update Budgeted	2015-2016 Annual Update Actual	2016-2017	2017-2018	2018-19	2016-2017- 2018-19 Total
5000-5999: Services And Other Operating Expenditures	Other	0.00	0.00	3,200.00	0.00	0.00	3,200.00
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration	27,285.00	24,662.00	49,169.00	45,169.00	49,169.00	143,507.00
5000-5999: Services And Other Operating Expenditures	Title II	16,800.00	17,756.00	23,000.00	26,200.00	26,200.00	75,400.00
5800: Professional/Consulting Services And Operating Expenditures	Base	0.00	3,050.00	0.00	0.00	6,500.00	6,500.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental and Concentration	0.00	0.00	0.00	3,000.00	0.00	3,000.00
6000-6999: Capital Outlay	Base	0.00	1,463.00	0.00	0.00	20,000.00	20,000.00
6000-6999: Capital Outlay	Other	0.00	6,392.00	0.00	0.00	0.00	0.00
6000-6999: Capital Outlay	Supplemental and Concentration	60,000.00	52,743.32	50,000.00	40,000.00	20,000.00	110,000.00
7000-7439: Other Outgo	Base	9,800.00	8,389.00	8,389.00	8,389.00	8,389.00	25,167.00
7000-7439: Other Outgo	Supplemental and Concentration	0.00	0.00	27,000.00	50,000.00	53,000.00	130,000.00

**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).