

§ 15497. Local Control and Accountability Plan and Annual Update Template.

Introduction:

LEA: Silver Valley Unified School District **Contact (Name, Title, Email, Phone Number):** Jesse Najera, Assistant Superintendent, jnajera@svusdk12.net, 760-254-2916 **LCAP Year:** 2014-2015

Local Control and Accountability Plan and Annual Update Template

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process	Impact on LCAP
<p>Silver Valley Unified School District has actively engaged in a Strategic Planning process since 2007. That process includes: Biannual Stakeholder Meetings known as District Strategic Planning Team, held in the fall and in spring of each year. These meetings are an opportunity for certificated and classified staff, Administrators, Board Members, Parents, Students and Community members to collaborate in the development, monitoring, and celebration of district efforts to improve student outcomes, both academic and social/emotional. Each meeting provides an overview of accomplishments, including student achievement data, survey results, student presentations, program presentations, and significant opportunities for stakeholders to discuss and recommend actions to strengthen or revise the district plan. This process has become ingrained in the district culture and will continue as a part of the development, monitoring and revision of the district’s LCAP.</p> <p>On April 23, 2014 the District Advisory Committee which is compiled of teachers, classified staff, parent representatives of Low Income, Foster Youth, and English Language Learners convened and made revisions to the LCAP prior to submission to the hearings at the Board of Trustees meetings.</p>	<p>The district Strategic Plan is built on four overarching strategies which will continue for the 2014-2017 LCAP :</p> <ol style="list-style-type: none"> 1. Balanced Curriculum and Accountability (State Priority: 2, 4, 7, 8) 2. Technology for Learning (State Priority: 1) 3. Student Support (State Priority: 6,5,3) 4. District Stability (State Priority: 1) <p>The four strategies are reviewed twice annually along with achievement/implementation data by the District Strategic Planning Team. Once each year the strategies are part of the Site Strategic Planning Meeting process where participants provide input and feedback from the site perspective to make annual adjustments to the district LCAP</p>

Involvement Process	Impact on LCAP
<p>In the fall of 2013, Silver Valley Unified School District set out to update the 5 Goals listed in the Local Education Agency Plan. Three different advisory groups consisting of Administrators, Teachers, Parents and Students were tasked with reviewing the current LEA Plan goals and providing input to update the goals with needed improvements and current practices. The advisory groups used the 8 State Priorities to update the following goals:</p> <ol style="list-style-type: none"> 1. All students attaining proficiency in Reading and Mathematics (State Priority: 1, 2, 4, 7, 8) 2. All English Learners will become proficient in English and attain proficiency in Reading and Mathematics (State Priority: 1, 2, 4, 7, 8) 3. All students will be taught by highly qualified, highly trained teachers (State Priority: 1, 2, 4, 8) 4. All students will be educated in a safe and positive environment, conducive to learning (State Priority: 1, 3, 4, 5, 6, 8) 5. All students will graduate from high school as college and career ready, productive and responsible, and engaged global citizens (State Priority: 2, 4, 5, 7, 8) 	<p>The results of this review and revision process has been used to update the District Strategic Plan and are foundational to the LCAP considerations.</p> <p>Some of the specific recommendations were:</p> <ol style="list-style-type: none"> 1. Provide high quality professional development for classroom teachers, principals, administrators an other community based personnel that increases the ability to meet the differing needs of English Learners in the regular classroom curriculum increasing their access to a well balanced curriculum. 2. Professional development for CCSS. state assessments and curricula/programs tied to the state standards. 3. Professional development and training to integrate technology into the curricula and instruction to improve teaching, learning and technology literacy. 4. Training to enable teachers to address the needs of students with different learning styles, particularly students with disabilities, special learning needs (GATE) & (ELD)
<p>In the fall of 2013, Silver Valley Unified School District developed surveys for staff, community members and students (elementary, middle and high school). These surveys were developed by WestEd in an effort to, "... provide a means to confidentially obtain staff and community perceptions about learning and teaching conditions for both general and special education, in order to inform decisions about professional development, instruction, the implementation of learning supports, and school reform. Underlying the survey is research and theory supporting the importance of fostering school environments that are academically challenging, caring, participatory, safe, and healthy."</p>	<p>Results of the staff, student and community surveys were used to inform the updates to the Local Education Agency Plan Goals and in the development of the Local Control Accountability Plan as part of the evidence that was presented at the review/revision meetings at both district and school sites.</p>

Section 2: Goals and Progress Indicators

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

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

Guiding Questions:

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

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>SVUSD STRATEGIC PLAN STRATEGY 1</p> <p>We will implement a balanced curriculum with clear, consistent expectations and accountability for all students to learn and for all students to attain proficiency or better in reading and mathematics.</p> <p>The transition from previous state standards to Common Core State Standards (CCSS) has begun, but needs to be fully developed with appropriate resources including materials, training and support.</p> <p>Measured By:</p> <p>Annual, teacher surveys and evaluations from professional development.</p>	<p>All students will achieve proficiency or better in ELA and Mathematics while receiving appropriate academic supports and a well balanced course of study, including Career Technical Education.</p>	<p>ALL</p> <p>Subgroups: SES ELD SPED</p>	<p>All Schools</p> <p>CTE: SVHS Alt. Education Center Yermo Fort Irwin MS</p>	<p>Improved results from staff survey (CCSS implementation and professional develop.)</p> <p>EL proficiency on CELDT will increase to 35%. % of students passing AP Exams will increase to 55%. % of students passing EAP (ELA) will increase to 10%. % of students passing EAP (Math) will increase to 20%.</p> <p>Effective academic Interventions are in place.</p> <p>Students receiving RTI will make 1 years growth in reading</p>	<p>Improved results from staff survey (CCSS implementation and professional develop.)</p> <p>EL proficiency on CELDT will increase to 38%. % of students passing AP Exams will increase to 60%. % of students passing EAP (ELA) will increase to 15%. % of students passing EAP (Math) will increase to 25%.</p> <p>Effective academic Interventions are in place.</p> <p>Students receiving RTI will make 1 years growth in reading</p>	<p>Improved results from staff survey (CCSS implementation and professional develop.)</p> <p>EL proficiency on CELDT will increase to 41%. % of students passing AP Exams will increase to 65%. % of students passing EAP (ELA) will increase to 20%. % of students passing EAP (Math) will increase to 30%.</p> <p>Effective academic Interventions are in place.</p> <p>Students receiving RTI will make 1 years growth in reading</p>	<p>Pupil Achievement (4), Implementation of State Standards(2), Course Access(7), Other Pupil Outcomes(8)</p>	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>Analysis of current student achievement data indicates that on average the annual rate of proficiency is 62% for ELA and 61% for Mathematics District wide.</p> <p>Measured By:</p> <p>EL proficiency on CELDT Performance on SBAC Assessments Lexile growth in RTI classes % of students passing AP Exams % of students passing EAP (ELA) % of students passing EAP (Math)</p> <p>Career/ Technical Education integration was identified by High School WASC process. There is a need to both infuse CTE and to expand opportunities for CTE experiences to more</p>					<p>lexile score at minimum.</p> <p>Student products show evidence of integration of Common Core ELA and Mathematics standards in other curricular areas based on staff analysis.</p> <p>Increased amount of CTE Courses for SVHS and AEC students.</p>	<p>lexile score at minimum.</p> <p>Student products show evidence of integration of Common Core ELA and Mathematics standards in other curricular areas based on staff analysis.</p> <p>Increased amount of CTE Courses for SVHS and AEC students.</p>	<p>lexile score at minimum.</p> <p>Student products show evidence of integration of Common Core ELA and Mathematics standards in other curricular areas based on staff analysis.</p> <p>Increased amount of CTE Courses for SVHS and AEC students.</p>	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>grade levels. CTE course pathways with ROP integration are needed.</p> <p>Measured By:</p> <p>Amount of CTE courses offered.</p>								
<p>SVUSD STRATEGIC PLAN STRATEGY 2</p> <p>We will implement a reliable, sustainable, technology infrastructure that supports operations, instruction and meaningful student learning Administrators, teachers, and Classified staff are using technology to support student learning and student/family services.</p> <p>There is a need to continue developing expertise in this area because of the</p>	<p>Increase the quantity and quality of technology usage to support student learning, instructional effectiveness, monitoring of student progress, and communicating with stakeholders.</p>	<p>ALL</p>	<p>All Schools</p>		<p>Technology Plan Phase 1:</p> <p>iPad centers, new desktops and laptops, and greater access to the internet is evident in classrooms throughout the District.</p> <p>Upgraded technology infrastructure will give teachers and students greater access to the Internet, which will help develop 21st Century Learning Skills.</p>	<p>Technology Plan Phase 2:</p> <p>iPad centers, New Desktops and laptops, and greater access to the internet will be evident in every classroom, throughout the District..</p> <p>Upgraded technology infrastructure will give teachers and students greater access to the Internet, which will help develop 21st Century Learning Skills.</p>	<p>Technology Plan Phase 3:</p> <p>iPad centers, New Desktops and laptops, and greater access to the internet will be evident in every classroom, throughout the District.</p> <p>Upgraded technology infrastructure will give Teachers and Students greater access to the Internet, which will help develop 21st Century Learning</p>	<p>Basic Services (1)</p>

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>expanding resources available only through the use of technology. A technology plan was developed in 2013 to provide priority structures for the use of available funds.</p> <p>Measured By:</p> <p>Implementation of Tech Plan by phases Professional Development offered to all staff</p>					<p>All teachers and affected classified staff are trained on the new student data system (Illuminate), educators have information to make better informed decisions to meet the individual needs of students.</p>	<p>Staff support for technology in the classroom, as measured by responsiveness to work orders, will increase teacher efficiency and effectiveness.</p>	<p>Skills.</p> <p>Staff support for technology in the classroom will increase teacher efficiency and effectiveness.</p>	
<p>SVUSD STRATEGIC PLAN STRATEGY 3</p> <p>We will provide a safe and equitable environment in which students receive academic, emotional and physical support to meet the challenges of the future.</p> <p>Measured By:</p> <p>Attendance rates Chronic absenteeism</p>	<p>Increase staff/and families ability to support student academic, social/emotional and physical needs.</p>	<p>ALL</p>	<p>All Schools</p>		<p>Schools better meet the social, emotional and physical needs of students and regularly assess the school's ability to do so. More students feel safe, secure and connected to school where increased student achievement is expected and supported.</p>	<p>Schools better meet the social, emotional and physical needs of students and regularly assess the school's ability to do so. More students feel safe, secure and connected to school where increased student achievement is expected and supported.</p>	<p>Schools better meet the social, emotional and physical needs of students and regularly assess the school's ability to do so. More students feel safe, secure and connected to school where increased student achievement is expected and supported.</p>	<p>School Climate(6), Pupil Engagement(5), Parental Involvement (3)</p>

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>will decrease Middle school dropout rate High school drop out rate High school graduation rate</p> <p>Positive Behavior Intervention and Support (PBIS) is currently being implemented at all school sites to varying degrees. There is a need to increase the capacity at each site to implement Tier 2 and Tier 3 interventions for students having social skills issues as identified in their Site Strategic Plans.</p> <p>Measured By:</p> <p>Student suspension rate Student expulsion rate</p> <p>Parent/Family involvement and leadership has been</p>					<p>Increased parent/family education and involvement, at their children's school site, will have a positive effect on Student Achievement, Behavior and Attendance.</p> <p>Attendance rates will increase to 95.7%. Chronic absenteeism will decrease to 6%. Middle school dropout rates will maintain at 0%. High school drop out rate will remain below 5%. High school graduation rate will remain above 90%.</p> <p>Student suspension rate will decrease to</p>	<p>Increased parent/family education and involvement, at their children's school site, will have a positive effect on Student Achievement, Behavior and Attendance.</p> <p>Attendance rates will increase to 96.2%. Chronic absenteeism will decrease to 5.5%. Middle school dropout rates will maintain at 0%. High school drop out rate will remain below 5%. High school graduation rate will remain above 90%.</p> <p>Student suspension rate</p>	<p>Increased parent/family education and involvement, at their children's school site, will have a positive effect on Student Achievement, Behavior and Attendance.</p> <p>Attendance rates will increase to 96.7%. Chronic absenteeism will decrease to 5%. Middle school dropout rates will maintain at 0%. High school drop out rate will remain below 5%. High school graduation rate will remain above 90%.</p> <p>Student suspension rate will decrease to</p>	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>site specific and dependent on staff at each site. There is a need for a more consistent support for strengthening each sites approach to parent involvement and leadership.</p> <p>Measured By:</p> <p>Parent Leadership training</p>					7%. Student expulsion rate will maintain under 1%.	will decrease to 6.5%. Student expulsion rate will maintain under 1%.	6%. Student expulsion rate will maintain under 1%.	
<p>SVUSD STRATEGIC PLAN STRATEGY 4</p> <p>We will implement standard operating procedures that are equitable, accountable and adaptable to improve district stability.</p> <p>Measured By:</p> <p>% of Appropriately assigned teachers % of access to appropriate instr. materials</p>	<p>Build individual leadership skill of teachers, administrators and parents for fostering positive relationships, effective communication, and creating a culture of recognition and excellence.</p>	ALL	All Schools		<p>Stronger leadership from teachers, parents and administrators will result in more effective instructional practices, high expectations and ultimately, higher student achievement.</p> <p>Maintain 100% of teachers appropriately assigned.</p>	<p>Stronger leadership from teachers, parents and administrators will result in more effective instructional practices, high expectations and ultimately, higher student achievement.</p> <p>Maintain 100% of teachers appropriately assigned.</p>	<p>Stronger leadership from teachers, parents and administrators will result in more effective instructional practices, high expectations and ultimately, higher student achievement.</p> <p>Maintain 100% of teachers appropriately assigned.</p>	Basic Services (1),

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>% of facilities in good repair</p> <p>The District has a history of significant staff turnover which slows the improvement process and creates instability. The district has made strides in this area over the past 7 years, but continues to need to recruit, train and retain new qualified, quality staff and help them get the training necessary to be effective leaders.</p> <p>Measured By:</p> <p>Staff survey results</p>				<p>Maintain 100% compliance with student access to instructional materials.</p> <p>Maintain 100% compliance with facilities in good repair.</p> <p>Increased employee satisfaction on annual survey.</p>	<p>Maintain 100% compliance with student access to instructional materials.</p> <p>Maintain 100% compliance with facilities in good repair.</p> <p>Increased employee satisfaction on annual survey.</p>	<p>Maintain 100% compliance with student access to instructional materials.</p> <p>Maintain 100% compliance with facilities in good repair.</p> <p>Increased employee satisfaction on annual survey.</p>		

Section 3: Actions, Services, and Expenditures

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

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

Guiding Questions:

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

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
All students will achieve proficiency or better in ELA and Mathematics while receiving appropriate academic supports and a well balanced course of study, including Career Technical Education.	Pupil Achievement (4), Implementation of State Standards(2), Course Access(7), Other Pupil Outcomes(8)	Implement Common Core State Standards that improve student achievement by providing high quality professional development for classroom teachers, administrators, and other school and community based personnel. 4 Cs (Collaboration, Critical Thinking, Communication and Creativity/innovation) is embedded in all training focusing on lesson planning and effective classroom practices to promote those skills.	LEA-Wide CTE: SVHS, AEC		Substitute costs for Teachers and staff to attend trainings. 1000-1999: Certificated Personnel Salaries Base 42,500 Associated Health & Welfare Benefits. 3000-3999: Employee Benefits Base 7,500 District approved consultants to plan, deliver and evaluate professional development and changes in teacher instructional practice. 5800: Professional/Consulting Services And Operating Expenditures Base 350,000	Substitute costs for Teachers and staff to attend trainings. 1000-1999: Certificated Personnel Salaries Base 42,500 Associated Health & Welfare Benefits. 3000-3999: Employee Benefits Base 7,500 District approved consultants to plan, deliver and evaluate professional development and changes in teacher instructional practice. 5800: Professional/Consulting Services And Operating Expenditures Base 350,000	Substitute costs for Teachers and staff to attend trainings. 1000-1999: Certificated Personnel Salaries Base 42,500 Associated Health & Welfare Benefits. 3000-3999: Employee Benefits Base 7,500 District approved consultants to plan, deliver and evaluate professional development and changes in teacher instructional practice. 5800: Professional/Consulting Services And Operating Expenditures Base 350,000

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>2. Implement Common Core State Standards that improve student achievement by providing high quality professional development for classroom teachers, principals, administrators, and other school and community based personnel.</p> <p>4 Cs (Collaboration, Critical Thinking, Communication and Creativity/innovation) is embedded in all training focusing on lesson planning and effective classroom practices to promote those skills.</p>					

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>3. Implement Common Core State Standards that improve student achievement by providing high quality professional development for classroom teachers, principals, administrators, and other school and community based personnel.</p> <p>4 Cs (Collaboration, Critical Thinking, Communication and Creativity/innovation) is embedded in all training focusing on lesson planning and effective classroom practices to promote those skills.</p>					
		<p>Materials to support implementation of training will be purchased from District approved providers.</p> <p>2. Materials to support implementation of training will be purchased from District approved providers.</p> <p>3. Materials to support implementation of training will be purchased from District approved providers.</p>	LEA-Wide		<p>Purchase instructional materials and curriculum support for CCSS. 4000-4999: Books And Supplies Base 30,000</p>	<p>Purchase Instructional Materials and Curriculum for CCSS. 4000-4999: Books And Supplies Base 30,000</p>	<p>Purchase Instructional Materials and Curriculum for CCSS. 4000-4999: Books And Supplies Base 30,000</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>Pacing Guides and Common Assessments will be developed and regularly revised to be foundational to inform the selection of professional development offerings and formative assessments.</p> <p>2. Pacing Guides and Common Assessments will be developed and regularly revised to be foundational to inform the selection of professional development offerings and formative assessments.</p> <p>3. Pacing Guides and Common Assessments will be developed and regularly revised to be foundational to inform the selection of professional development offerings and formative assessments.</p>	LEA-Wide		<p>Release time and additional assignment stipends for teacher participation in the process of developing Pacing Guides and Benchmark Assessments. 1000-1999: Certificated Personnel Salaries Base 85,000</p> <p>Associated Health & Welfare Benefits. 3000-3999: Employee Benefits Base 15,000</p> <p>District approved consultants will facilitate the development and revision of pacing guides and common assessments. 5800: Professional/Consulting Services And Operating Expenditures Base 30,000</p>	<p>Release time and additional assignment stipends for teacher participation in the review and revision of pacing guides and common assessments. 1000-1999: Certificated Personnel Salaries Base 85,000</p> <p>Associated Health & Welfare Benefits. 3000-3999: Employee Benefits Base 15,000</p> <p>District approved Consultants will facilitate the review and revision of pacing guides and common assessments. 5800: Professional/Consulting Services And Operating Expenditures Base 30,000</p>	<p>Release time and additional assignment stipends for teacher participation in the review and revision of pacing guides and common assessments. 1000-1999: Certificated Personnel Salaries Base 85,000</p> <p>Associated Health & Welfare Benefits. 3000-3999: Employee Benefits Base 15,000</p> <p>District approved Consultants will facilitate the review and revision of pacing guides and common assessments. 5800: Professional/Consulting Services And Operating Expenditures Base 30,000</p>
		<p>Implement a Response to Intervention program at every site.</p> <p>2. Implement a Response to Intervention program at every site.</p> <p>3. Implement a Response to Intervention program at every site.</p>	LEA-Wide		<p>Pay for RTI Certificated salaries (4 FTE). 1000-1999: Certificated Personnel Salaries Base 210,000</p> <p>Associated Health & Welfare Benefits. 3000-3999: Employee Benefits Base 77,000</p>	<p>Pay for RTI Certificated salaries (4 FTE). 1000-1999: Certificated Personnel Salaries Base 212,400</p> <p>Associated Health & Welfare Benefits. 3000-3999: Employee Benefits Base 79,000</p>	<p>Pay for RTI Certificated salaries (4 FTE). 1000-1999: Certificated Personnel Salaries Base 216,700</p> <p>Associated Health & Welfare Benefits. 3000-3999: Employee Benefits Base 81,000</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					Release time for staff development on RTI programs. 1000-1999: Certificated Personnel Salaries Base 2,500 Associated Health & Welfare Benefits. 3000-3999: Employee Benefits Base 400 Purchase instructional materials for RTI programs. 4000-4999: Books And Supplies Base 6,500	Release time for staff development on RTI programs. 1000-1999: Certificated Personnel Salaries Base 3,000 Associated Health & Welfare Benefits. 3000-3999: Employee Benefits Base 500 Purchase instructional materials for RTI programs. 4000-4999: Books And Supplies Base 6,500	Release time for staff development on RTI programs. 1000-1999: Certificated Personnel Salaries Base 3,500 Associated Health & Welfare Benefits. 3000-3999: Employee Benefits Base 600 Purchase instructional materials for RTI programs. 4000-4999: Books And Supplies Base 6,500
		Administer a post graduation, skills and interest inventory (Naviance) to help students plan for College or Career. 2. Expand the administration of post graduation, skills and interest inventory (Naviance) to help students plan for College or Career. 3. Continue the administration of post graduation, skills and interest inventory (Naviance) to help students plan for College or Career.	School-Wide: SVHS, AEC		Purchase High School post graduation, skills and interest inventory software (Naviance) to help students plan for college or career. 4000-4999: Books And Supplies Base 6,000 Staff Development for Naviance Implementation. 5800: Professional/Consulting Services And Operating Expenditures Base 7,500	Purchase Naviance licenses for middle school students. 4000-4999: Books And Supplies Base 6,200	Purchase Naviance licenses for middle school students. 4000-4999: Books And Supplies Base 6,300

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>CTE infused into district grade level/course level Pacing Guides and into training on planning and delivering lessons with infused CTE.</p> <p>2. Continue to expand CTE courses district-wide.</p> <p>3. Continue to expand CTE courses district-wide.</p>	School-Wide: SVHS, AEC		<p>Purchase licenses for online CTE Courses from District approved providers. 5000-5999: Services And Other Operating Expenditures Base 10,000</p> <p>Staff Development for Online Software Implementation. 5800: Professional/Consulting Services And Operating Expenditures Base 3,000</p>	<p>Purchase licenses for online CTE Courses from District approved providers. 5000-5999: Services And Other Operating Expenditures Base 15,000</p> <p>Staff Development for Online Software Implementation. 5800: Professional/Consulting Services And Operating Expenditures Base 3,500</p>	<p>Purchase licenses for online CTE Courses from District approved providers. 5000-5999: Services And Other Operating Expenditures Base 15,000</p> <p>Staff Development for Online Software Implementation. 5800: Professional/Consulting Services And Operating Expenditures Base 3,500</p>
Increase the quantity and quality of technology usage to support student learning, instructional effectiveness, monitoring of student progress, and communicating with stakeholders.	Basic Services (1)	<p>The district will implement a new and improved data system (Illuminate) and provide appropriate training to teachers, administrators and affected classified staff.</p> <p>2. Expand available modules in Illuminate (Data/Assessment System) District-wide.</p> <p>3. Expand available modules in Illuminate (Data/Assessment System) District-wide.</p>	LEA-Wide		<p>Purchase of Illuminate Software contract for student data. 4000-4999: Books And Supplies Base 13,500</p> <p>Professional Development for implementing Illuminate Data System for teachers and staff. 5800: Professional/Consulting Services And Operating Expenditures Base 4,500</p>	<p>Purchase additional modules within Illuminate to better identify students that need additional support. 4000-4999: Books And Supplies Base 13,500</p> <p>Continue with staff development for additional modules. 5800: Professional/Consulting Services And Operating Expenditures Base 3,000</p>	<p>Purchase additional modules within Illuminate to better identify students that need additional support. 4000-4999: Books And Supplies Base 13,500</p> <p>Continue with staff development for additional modules. 5800: Professional/Consulting Services And Operating Expenditures Base 3,000</p>
		<p>Begin Implementation of Technology Plan (Phase 1).</p> <p>2. Implementation of Technology Plan (Phase 2)</p> <p>3. Implementation of Technology Plan (Phase 3).</p>	LEA-Wide		<p>Purchase iPad/Notebook Centers for classrooms throughout the District. 4000-4999: Books And Supplies Other 329,000</p>	<p>Lease payment associated with purchase of new student desktops, teacher laptops and new Computer Labs at FIMS and TVIS. 5000-5999: Services And Other Operating Expenditures Base 300,000</p>	<p>Lease payment associated with purchase of new student desktops, teacher laptops and new Computer Labs at FIMS and TVIS. 5000-5999: Services And Other Operating Expenditures Base 300,000</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					Lease of new student desktops, teacher laptops and new Computer Labs at FIMS and TVIS. 5000-5999: Services And Other Operating Expenditures Base 300,000 Purchase connectivity infrastructure (Cabling, Switchgear, etc). 5000-5999: Services And Other Operating Expenditures Base 975,000 Purchase training for central management system to track hardware and software. 5800: Professional/Consulting Services And Operating Expenditures Base 12,000	Continue purchasing connectivity infrastructure (Cabling, Switchgear, etc). 5000-5999: Services And Other Operating Expenditures Base 975,000 Continue providing professional development in technology. 5800: Professional/Consulting Services And Operating Expenditures Base 12,000 Purchase and install audio enhancement systems into classrooms district-wide (Phase 1). 5800: Professional/Consulting Services And Operating Expenditures Base 100,000	Continue providing professional development in technology. 5800: Professional/Consulting Services And Operating Expenditures Base 12,000 Purchase and install audio enhancement systems into classrooms district-wide (Phase 2). 5800: Professional/Consulting Services And Operating Expenditures Base 220,000
		Provide iPad for all Classroom Teachers.	LEA-Wide		Purchase iPads and apps for all teachers. 4000-4999: Books And Supplies Base 22,000 Purchase a Device Management Program. 4000-4999: Books And Supplies Base 80,000		

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					Provide Staff Development for teachers and Administrators for iPad effective, instructional strategies in the classrooms. 5800: Professional/Consulting Services And Operating Expenditures Base 10,000		
Increase staff/and families ability to support student academic, social/emotional and physical needs.	School Climate(6), Pupil Engagement(5), Parental Involvement (3)	Implement next phase of PBIS at all sites. 2. Implement next phase of PBIS at all sites. 3. Implement next phase of PBIS at all sites.	LEA-Wide		Substitute teachers for release time for PBIS trainings. 1000-1999: Certificated Personnel Salaries Base 5,000 Associated Health & Welfare Benefits. 3000-3999: Employee Benefits Base 800 Staff Development on SWIS program to track PBIS Effectiveness. 5800: Professional/Consulting Services And Operating Expenditures Base 2,500	Substitute teachers for release time for PBIS trainings. 1000-1999: Certificated Personnel Salaries Base 5,000 Associated Health & Welfare Benefits. 3000-3999: Employee Benefits Base 800 Staff Development on SWIS program to track PBIS Effectiveness. 5800: Professional/Consulting Services And Operating Expenditures Base 2,500	Substitute teachers for release time for PBIS trainings. 1000-1999: Certificated Personnel Salaries Base 5000 Associated Health & Welfare Benefits. 3000-3999: Employee Benefits Base 800 Staff Development on SWIS program to track PBIS Effectiveness. 5800: Professional/Consulting Services And Operating Expenditures Base 2,500
		Pilot Small Group Social Skills Interventions. 2. Implement small group social skills interventions at all sites. 3. Continue to Implement small group social skills interventions at all sites.	LEA-Wide		Purchase social skills intervention curriculum and materials. 4000-4999: Books And Supplies Base 5,000 Staff Development for social skills curriculum implementation. 5800: Professional/Consulting Services And Operating Expenditures Base 5,000	Purchase social skills intervention curriculum and materials. 4000-4999: Books And Supplies Base 5,000 Staff Development for social skills curriculum implementation. 5800: Professional/Consulting Services And Operating Expenditures Base 5,000	Purchase social skills intervention curriculum and materials. 4000-4999: Books And Supplies Base 5,000 Staff Development for social skills curriculum implementation. 5800: Professional/Consulting Services And Operating Expenditures Base 5,000

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>Expand usage of SWIS data system for PBIS.</p> <p>2. Continue usage of SWIS data system for PBIS.</p> <p>3. Continue usage of SWIS data system for PBIS.</p>	LEA-Wide		<p>Purchase 5 site licenses of SWIS data system. 4000-4999: Books And Supplies Base 3,750</p>	<p>Purchase 5 site licenses of SWIS data system. 4000-4999: Books And Supplies Base 3,750</p>	<p>Purchase 5 site licenses of SWIS data system. 4000-4999: Books And Supplies Base 4,500</p>
		<p>Pilot Site Strategic Planning Meetings at all sites district-wide.</p> <p>2. Implement Site Strategic Planning at all sites.</p> <p>3. Continue to Implement Site Strategic Planning at all sites.</p>	LEA-Wide		<p>Substitute teachers for release time for site strategic planning preparation and participation. 1000-1999: Certificated Personnel Salaries Base 3,500 Associated Health & Welfare Benefits. 2000-2999: Classified Personnel Salaries Base 500</p>	<p>Substitute teachers for release time for site strategic planning preparation and participation. 1000-1999: Certificated Personnel Salaries Base 3,500 Associated Health & Welfare Benefits. 3000-3999: Employee Benefits Base 500</p>	<p>Substitute teachers for release time for site strategic planning preparation and participation. 1000-1999: Certificated Personnel Salaries Base 3,500 Associated Health & Welfare Benefits. 3000-3999: Employee Benefits Base 500</p>
Build individual leadership skill of teachers, administrators and parents for fostering positive relationships, effective communication, and creating a culture of recognition and excellence.	Basic Services (1),	<p>Expand Leadership Opportunities for Teacher, Classified and Administrative Staff.</p> <p>2. Continue to expand leadership opportunities for Teacher, Classified and Administrative staff.</p> <p>3. Continue to expand leadership opportunities for Teacher, Classified and Administrative staff.</p>	LEA-Wide		<p>Substitute employees for staff attending leadership professional development trainings as necessary. 1000-1999: Certificated Personnel Salaries Base 8,000 Associated Health & Welfare Benefits. 3000-3999: Employee Benefits Base 1,200</p> <p>Provide Leadership professional development at all levels of the organization. 5800: Professional/Consulting Services And Operating Expenditures Base 20,000</p>	<p>Substitute employees for staff attending leadership professional development trainings as necessary. 1000-1999: Certificated Personnel Salaries Base 8,000 Associated Health & Welfare Benefits. 3000-3999: Employee Benefits Base 1,200</p> <p>Provide Leadership professional development at all levels of the organization. 5800: Professional/Consulting Services And Operating Expenditures Base 20,000</p>	<p>Substitute employees for staff attending leadership professional development trainings as necessary. 1000-1999: Certificated Personnel Salaries Base 8,000 Associated Health & Welfare Benefits. 3000-3999: Employee Benefits Base 1,200</p> <p>Provide Leadership professional development at all levels of the organization. 5800: Professional/Consulting Services And Operating Expenditures Base 20,000</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					Provide consultants/coaches and/or registration fees for leadership development trainings. 5800: Professional/Consulting Services And Operating Expenditures Base 20,000	Provide consultants/coaches and/or registration fees for leadership development trainings. 5800: Professional/Consulting Services And Operating Expenditures Base 20,000	Provide consultants/coaches and/or registration fees for leadership development trainings. 5800: Professional/Consulting Services And Operating Expenditures Base 20,000
		Survey Parents, Students and Staff to evaluate school climate and Instructional Leadership at each site. 2. Survey Parents, Students and Staff to evaluate school climate and Instructional Leadership at each site. 3. Survey Parents, Students and Staff to evaluate school climate and Instructional Leadership at each site.	LEA-Wide		N/A	N/A	N/A
		Leadership Development will be an emphasis of every District and Site PLC meeting. 2. Leadership Development will be an emphasis of every District and Site PLC meeting. 3. Leadership Development will be an emphasis of every District and Site PLC meeting.	LEA-Wide		N/A	N/A	N/A

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

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
All students will achieve proficiency or better in ELA and Mathematics while receiving appropriate academic supports and a well balanced course of study, including Career Technical Education.	Pupil Achievement (4), Implementation of State Standards(2), Course Access(7), Other Pupil Outcomes(8)	Specific training on effective pedagogy to meet the needs of all learners in regular classroom instruction with emphasis on UDL (Universal Design for Learning) and GLAD (Guided Language Acquisition Design) so that EL, RFEP, Foster Youth and SED student needs can be accommodated during regular instruction.	LEA-Wide CTE: SVHS, AEC		Release time or extra pay for teachers and instructional aides to attend training as identified by each site. 1000-1999: Certificated Personnel Salaries Supplemental 5,000 Associated Health & Welfare Benefits. 3000-3999: Employee Benefits Supplemental 1,000 Materials to develop lessons using GLAD and UDL strategies. 4000-4999: Books And Supplies Supplemental 4,000 GLAD and UDL Training by certified consultants. 5800: Professional/Consulting Services And Operating Expenditures Supplemental 20,000	Release time or extra pay for teachers and instructional aides to attend training as identified by each site. 1000-1999: Certificated Personnel Salaries Supplemental 5,000 Associated Health & Welfare Benefits. 3000-3999: Employee Benefits Supplemental 1,000 Materials to develop lessons using GLAD and UDL strategies. 4000-4999: Books And Supplies Supplemental 4,000 GLAD and UDL Training by certified consultants. 5800: Professional/Consulting Services And Operating Expenditures Supplemental 20,000	Release time or extra pay for teachers and instructional aides to attend training as identified by each site. 1000-1999: Certificated Personnel Salaries Supplemental 5,000 Associated Health & Welfare Benefits. 3000-3999: Employee Benefits Supplemental 1,000 Materials to develop lessons using GLAD and UDL strategies. 4000-4999: Books And Supplies Supplemental 4,000 GLAD and UDL Training by certified consultants. 5800: Professional/Consulting Services And Operating Expenditures Supplemental 20,000

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>Summer School Program, designed to meet the needs of EL, RFEP, Foster Youth and SED students will be implemented in the summer of 2015. Summer School Program includes both intervention and enrichment.</p> <p>2. Summer School Program, designed to meet the needs of EL, Foster Youth and SED students will be implemented in the summer of 2016. Summer School Program includes both intervention and enrichment.</p> <p>3. Summer School Program, designed to meet the needs of EL, Foster Youth and SED students will be implemented in the summer of 2017. Summer School Program includes both intervention and enrichment.</p>	LEA-Wide		<p>Certificated salaries for summer school. 1000-1999: Certificated Personnel Salaries Supplemental 20,000</p> <p>Classified salaries for summer school. 2000-2999: Classified Personnel Salaries Supplemental 18,000</p> <p>Associated Health & Welfare Benefits. 3000-3999: Employee Benefits Supplemental 6,000</p> <p>Instructional materials for summer school. 4000-4999: Books And Supplies Supplemental 29,000</p> <p>Transportation for summer school. 5000-5999: Services And Other Operating Expenditures Supplemental 14,000</p>	<p>Certificated salaries for summer school. 1000-1999: Certificated Personnel Salaries Supplemental 20,000</p> <p>Classified salaries for summer school. 2000-2999: Classified Personnel Salaries Supplemental 18,000</p> <p>Associated Health & Welfare Benefits. 3000-3999: Employee Benefits Supplemental 6,000</p> <p>Instructional materials for summer school. 4000-4999: Books And Supplies Supplemental 32,000</p> <p>Transportation for summer school. 5000-5999: Services And Other Operating Expenditures Supplemental 14,000</p>	<p>Certificated salaries for summer school. 1000-1999: Certificated Personnel Salaries Supplemental 20,000</p> <p>Classified salaries for summer school. 2000-2999: Classified Personnel Salaries Supplemental 18,000</p> <p>Associated Health & Welfare Benefits. 3000-3999: Employee Benefits Supplemental 6,000</p> <p>Instructional materials for summer school. 4000-4999: Books And Supplies Supplemental 32,000</p> <p>Transportation for summer school. 5000-5999: Services And Other Operating Expenditures Supplemental 14,000</p>
		Implement appropriate targeted interventions or services for EL, RFEP, Foster Youth and SED students, including a system of review, revise and reassign students for intervention services based on individual student performance outcomes.	LEA-Wide		<p>Purchase Read 180 / System 44 Next Generation, Waterford and Successmaker licenses and curriculum. 5000-5999: Services And Other Operating Expenditures Supplemental 261,000</p>	<p>Certificated instructional Math and ELA coaches (TOSA). 2 FTE 1000-1999: Certificated Personnel Salaries Supplemental 140,000</p>	<p>Certificated instructional Math and ELA coaches (TOSA). 2 FTE 1000-1999: Certificated Personnel Salaries Supplemental 150,000</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					Pay for staff development on Read 180 / System 44 Next Generation, Waterford and Successmaker programs. 5800: Professional/Consulting Services And Operating Expenditures Supplemental 20,000	Associated Health & Welfare Benefits. 3000-3999: Employee Benefits Supplemental 50,000 Add RTI Certificated FTE at Lewis, Newberry and SVHS. 1000-1999: Certificated Personnel Salaries Supplemental 195,000 Associated Health & Welfare Benefits. 3000-3999: Employee Benefits Supplemental 75,000	Associated Health & Welfare Benefits. 3000-3999: Employee Benefits Supplemental 60,000 Add RTI Certificated FTE at Lewis, Newberry and SVHS. 1000-1999: Certificated Personnel Salaries Supplemental 200,000 Associated Health & Welfare Benefits. 3000-3999: Employee Benefits Supplemental 70,000
		AVID Program piloted at Fort Irwin Middle School promotes academic achievement and increases students meeting college readiness requirements for EL, RFEP, Foster Youth and SED students.. 2. Expand AVID Program that promotes academic achievement and increases students meeting college readiness requirements for EL, Foster Youth, and SED students.	School-Wide: FIMS		Purchase AVID Curriculum and Instructional Materials. 4000-4999: Books And Supplies Supplemental 5,000 Pay AVID Participation Fee and College Tutors. 5000-5999: Services And Other Operating Expenditures Supplemental 10,000 Staff Development (Summer Institute and other AVID Workshops). 5800: Professional/Consulting Services And Operating Expenditures Supplemental 10,000	Purchase AVID Curriculum and Instructional Materials. 4000-4999: Books And Supplies Supplemental 18,000 Pay AVID Participation Fee and College Tutors. 5000-5999: Services And Other Operating Expenditures Supplemental 30,000 Staff Development (Summer Institute and other AVID Workshops). 5800: Professional/Consulting Services And Operating Expenditures Supplemental 30,000	Purchase AVID Curriculum and Instructional Materials. 4000-4999: Books And Supplies Supplemental 18,000 Pay AVID Participation Fee and College Tutors. 5000-5999: Services And Other Operating Expenditures Supplemental 30,000 Staff Development (Summer Institute and other AVID Workshops). 5800: Professional/Consulting Services And Operating Expenditures Supplemental 30,000

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>Provide intervention/enrichment opportunities for EL, RFEP, Foster Youth and SED students before and/or after school at Yermo and Newberry Schools.</p> <p>2. Provide intervention/enrichment opportunities for EL, RFEP, Foster Youth and SED students before and/or after school at all sites.</p>	School-Wide: YES, NES		<p>Pay for teachers to provide intervention/enrichment opportunities before and after school. 1000-1999: Certificated Personnel Salaries Supplemental 50,000</p> <p>Associated Health & Welfare Benefits. 3000-3999: Employee Benefits Supplemental 8,000</p> <p>Purchase curriculum and instructional materials for before or after school program. 4000-4999: Books And Supplies Supplemental 14,000</p>	<p>Pay for teachers to provide intervention/enrichment opportunities before and after school. 1000-1999: Certificated Personnel Salaries Supplemental 130,000</p> <p>Associated Health & Welfare Benefits. 3000-3999: Employee Benefits Supplemental 20,000</p> <p>Purchase curriculum and instructional materials for before or after school program. 4000-4999: Books And Supplies Supplemental 10,000</p>	<p>Pay for teachers to provide intervention/enrichment opportunities before and after school. 1000-1999: Certificated Personnel Salaries Supplemental 147,500</p> <p>Associated Health & Welfare Benefits. 3000-3999: Employee Benefits Supplemental 21,000</p> <p>Purchase curriculum and instructional materials for before or after school program. 4000-4999: Books And Supplies Supplemental 10,000</p>
		Lower class size for Transitional Kindergarten and Kindergarten classes at Yermo and Newberry Schools (High EL, SED Demographics).	School-Wide: YES, NES		<p>Add additional certificated FTE (TK Teacher). 1000-1999: Certificated Personnel Salaries Supplemental 65,000</p> <p>Associated Health & Welfare Benefits. 3000-3999: Employee Benefits Supplemental 25,000</p>	<p>Add additional certificated FTE (TK Teacher). 1000-1999: Certificated Personnel Salaries Supplemental 70,000</p> <p>Associated Health & Welfare Benefits. 3000-3999: Employee Benefits Supplemental 20,000</p>	<p>Add additional certificated FTE (TK Teacher). 1000-1999: Certificated Personnel Salaries Supplemental 70,000</p> <p>Associated Health & Welfare Benefits. 3000-3999: Employee Benefits Supplemental 25,000</p>
		<p>2. Provide direct, instructional support to EL students at 2 sites (Newberry, and Yermo).</p> <p>3. Provide direct, instructional support to EL students at 3 sites (Newberry, Lewis and Yermo).</p>				<p>Add classified, bilingual instructional aides (3). 2000-2999: Classified Personnel Salaries Supplemental 42,000</p> <p>Associated Health & Welfare Benefits. 3000-3999: Employee Benefits Supplemental 18,000</p>	<p>Add classified, bilingual instructional aides (3). 2000-2999: Classified Personnel Salaries Supplemental 70,000</p> <p>Associated Health & Welfare Benefits. 3000-3999: Employee Benefits Supplemental 30,000</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Increase the quantity and quality of technology usage to support student learning, instructional effectiveness, monitoring of student progress, and communicating with stakeholders.	Basic Services (1)	<p>Illuminate Data System is used to identify EL, RFEP, Foster Youth and SED students needing additional interventions (See Goal 1).</p> <p>2. Purchase additional Illuminate Data System modules to identify EL, RFEP, Foster Youth and SED students needing additional interventions (See Goal 1).</p>	LEA-Wide		See Goal 1.	See Goal 1.	See Goal 1.
Increase staff/and families ability to support student academic, social/emotional and physical needs.	School Climate(6), Pupil Engagement(5), Parental Involvement (3)	<p>Pilot parent education programs for EL, RFEP, Foster Youth and SED students..</p> <p>2. Expand parent education programs for EL, RFEP, Foster Youth and SED students.</p>	LEA-Wide		<p>Purchase Curriculum and Instructional materials for parent training. 4000-4999: Books And Supplies Supplemental 5,000</p> <p>Expenses related to child care, translators and refreshments for parent trainings. 5000-5999: Services And Other Operating Expenditures Supplemental 10,000</p> <p>Contract with consultants to facilitate trainings. 5800: Professional/Consulting Services And Operating Expenditures Supplemental 10,000</p>	<p>Purchase Curriculum and Instructional materials for parent training. 4000-4999: Books And Supplies Supplemental 4,000</p> <p>Expenses related to child care, translators and refreshments for parent trainings. 5000-5999: Services And Other Operating Expenditures Supplemental 13,000</p> <p>Contract with consultants to facilitate trainings. 5800: Professional/Consulting Services And Operating Expenditures Supplemental 13,000</p>	<p>Purchase Curriculum and Instructional materials for parent training. 4000-4999: Books And Supplies Supplemental 5,000</p> <p>Expenses related to child care, translators and refreshments for parent trainings. 5000-5999: Services And Other Operating Expenditures Supplemental 12,500</p> <p>Contract with consultants to facilitate trainings. 5800: Professional/Consulting Services And Operating Expenditures Supplemental 12,500</p>
		<p>2. Increase counseling services at AEC, Yermo and Newberry Schools.</p>					<p>One certificated FTE (Counselor) 1000-1999: Certificated Personnel Salaries Supplemental 65,000</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
						Associated Health & Welfare Benefits. 3000-3999: Employee Benefits Supplemental 25,000	Associated health & welfare benefits cost. 3000-3999: Employee Benefits Supplemental 25,000
Build individual leadership skill of teachers, administrators and parents for fostering positive relationships, effective communication, and creating a culture of recognition and excellence.	Basic Services (1),	Expand Leadership Opportunities for Teacher, Classified and Administrative Staff.	LEA-Wide		Substitute employees for staff attending leadership professional development trainings as necessary. 1000-1999: Certificated Personnel Salaries Base 8,000 Associated Health & Welfare Benefits. 3000-3999: Employee Benefits Base 1,200 Provide Leadership professional development at all levels of the organization. 5800: Professional/Consulting Services And Operating Expenditures Base 20,000 Provide consultants/coaches and/or registration fees for leadership development trainings. 5800: Professional/Consulting Services And Operating Expenditures Base 20,000		

- C. Describe the LEA's increase in funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5). Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496. For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school site in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state priority areas. (See 5 CCR 15496(b) for guidance.)

The increase in LCAP funding for Supplemental grant is estimated at \$609,917 for the 2014-2015 school year. Approximately \$90,000 will be used to design and implement a comprehensive summer school program that will primarily target EL, Foster Youth and SED students (K-12 All Sites). \$162,000 will be used to provide EL, Foster Youth and SED students with lower class size at the TK and Kindergarten levels and to provide before and/or after school enrichment and interventions (Newberry Elementary School and Yermo Elementary School). Approximately \$280,000 will be used to purchase Read 180 / System 44, Waterford and Successmaker software to serve our EL, Foster Youth and SED students who are struggling readers and for ELD instruction (All Sites). Fort Irwin Middle School will pilot an AVID program that will target EL, Foster Youth and SED students and Silver Valley Unified will begin GLAD training for teachers as well. Finally, parent leadership courses will be piloted at Tiefert View and Yermo Schools, focused on the parents of EL, Foster Youth and SED students.

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

Silver Valley Unified School District's unduplicated pupil count percentage is 50.45%.

1. Positive Behavior Interventions and Supports implemented at every site to encourage a safe, learning environment.
2. Summer School Program that includes interventions and enrichments designed to meet the needs of EL, Foster Youth and SED students.
3. RTI teachers and software (Read 180) for struggling readers.
4. Lower class size for Transitional Kindergarten and Kindergarten students at Newberry and Yermo Schools (approximately 90% SED).
5. Comprehensive Professional Development Plan that emphasizes the 4 C's to prepare all students for college and career.
6. Parent Education / Leadership classes designed to empower parents and involve them in their student's education.
7. GLAD training for certificated staff to meet the needs of English Learners.
8. New student desktops, iPad / notebook centers, additional computer labs and upgraded infrastructure will help develop 21st Century Learning Skills.

These increases and improvements will allow us to meet our 4.06% MPP for the 2014-2015 school year.

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.