

Introduction:

LEA: Spencer Valley Elementary School District Contact: Julie Z. Weaver, Superintendent spencervalley@svesd.net 760-765-0336 LCAP Year: 2015-2016

Local Control and Accountability Plan and Annual Update Template

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process	Impact on LCAP
<p>Advisory and Community and School Board Meetings (Aug. 27th, Jan. 21st, Feb. 12th, Feb. 24th, March 12th, April 9th, April 28th, May 14th, May 21st, May 28th)</p> <p>August 27, 2014 – Community meeting all parents</p> <p>January 21, 2015 – Site Advisory Committee (SAC)</p> <p>February 24, 2015 - Parent/LCAP/Site Advisory Committee Meeting</p>	<p>Spencer Valley School District staff presented parents with an overview of the new Common Core sample lessons for 4 grade levels and shared the student products from those lessons. Administrator discussed LCAP process and new state priorities with emphasis on improved school attendance for Spencer Valley.</p> <p>Reviewed site academic metrics and goals and began discussion for safety goals and discussed transition to LCAP Committee and Common Core guidelines</p> <p>Approved revisions to safety goals, added goal for improvement in student attendance and tardy students, reviewed survey results on school program and school climate, and began discussion roundtable to gather input regarding student needs and parent and community “wish list” to support their children and improve the school program in the 2015-16 school year. A survey of questions was developed through this discussion distributed to all parents to reflect upon and use during the April 28st LCAP meeting</p>

<p>SVESD Governing Board Updates</p> <ul style="list-style-type: none"> September 11 February 12 March 12 April 9 May 14 <p>LCAP/SAC Parent, Student and Teacher Meetings</p> <ul style="list-style-type: none"> April 28 May 21 June 2 <p>June 9 Public hearing held</p> <p>June 12 Board approval</p>	<p>Business manager and Superintendent presented LCFF and implications for coming years Board Member chosen as LCAP representative and overview of process given Business overview of LCFF actuals for the district to identify funding parameters for 14-18 Board report on progress regarding current program assessment and formation of goals for the LCAP with information from the High School Meeting.</p> <p>To facilitate alignment between plans, information and study/progress report on Single Plan for Student Achievement and Local Control Accountability Plan preliminary goals and actions collections from parents, teachers and community groups were collected. Students facilitated whole group meetings for their peers to gather input on focus questions.</p> <p>Needs, goals and activities final decisions on the input by LCAP work group incorporating requirements and identified student needs Local Control Accountability goals presented by LCAP representatives and SAC members to parents for viewing and to solicit work group participation during the summer</p> <p>No public comments</p> <p>No public comments</p>
<p>Annual Update: SVESD Governing Board Updates August 8, and October 17 December 12 February 27 March 12 April 9</p> <p>May 21</p>	<p>Annual Update: Business manager and Superintendent presented LCFF and implications for coming years Board Member chosen as LCAP representative and overview of process given Business overview of LCFF actuals for the district to identify funding parameters for 14-18 Board report on progress regarding current program assessment and formation of goals for the LCAP with information from the High School Meeting.</p> <p>To facilitate alignment between plans, information and study/progress report on Single Plan for Student Achievement and Local Control Accountability Plan preliminary goals and actions collections from</p>

<p>May 21</p>	<p>parents, teachers and community groups were collected. Students facilitated whole group meetings for their peers to gather input on focus questions.</p> <p>Needs, goals and activities final decisions on the input by LCAP work group incorporating requirements and identified student needs</p>
<p>June 9 Public hearing held</p>	<p>Local Control Accountability goals presented by LCAP representatives and SAC members to parents for viewing and to solicit work group participation during the summer</p> <p>No public comments</p>
<p>June 12 Board Approval</p>	<p>No public comments</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).

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

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

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

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

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

Guiding Questions:

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement” (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA’s goal(s) to address any locally-identified priorities?

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

GOAL:	GOAL 1) Increase the number of students who score proficient or advanced in English/ Language Arts and Math		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 type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify _____
Identified Need :	From NWEA testing and Local performance task results in math and writing, 20% of students need to improve comprehension and writing in RLA and proficient performance task completion in Math.		
Goal Applies to:	Schools:	Spencer Valley	
	Applicable Pupil Subgroups:	All Students <ul style="list-style-type: none"> • Low Income • Students with disabilities 	
LCAP Year 1: 2015-16			
Expected Annual Measurable	Maintain the percentage of fully credentialed teachers at 100%		

Outcomes: Maintain the percentage of classrooms with standards-aligned materials at 100%

Students will receive instruction that is increasingly aligned to the CCSS as measured by classroom observations

Increase of 3% from previous year of students scoring proficient in reading and mathematics on the NWEA

Establish a baseline of students demonstrating reading skills and strategies at grade level in post DIBELS score for those students who are not reading at grade level.

Establish baseline performance on locally-developed performance tasks for individual students to be determined in this academic year.

2015 will establish a baseline for the revised Academic Performance Index (API), and baseline established for Smarter Balanced Testing

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Personalized learning environment instruction for students <ul style="list-style-type: none"> • Provide CCSS materials and supplies, curriculum adoption, and appropriate assessments: formative and summative • Reduce class size, provide interventions, small group instruction, Rtl, interactive web learning by decreasing student teacher ratio • Peer educators and tutors (in class) 	Spencer Valley	<input checked="" type="checkbox"/> ALL <hr/> 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)_____	\$20,000 Object: 4100 Res: 4035/7405/0000 \$221,200 Object: 1100/3000 \$12,000 Object: 5800
Personalized learning environment instruction for students <ul style="list-style-type: none"> • Provide CCSS materials and supplies, curriculum adoption, and appropriate assessments: formative and summative • Reduce class size, provide interventions, 	Spencer Valley	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners	UDL/reflected above

<p>small group instruction, Rtl, interactive web learning by decreasing student teacher ratio</p> <ul style="list-style-type: none"> • Training for Rtl2 strategies to integrate in class and during after school tutoring for students who qualify • Peer educators and tutors (in class) will be given target assignments to work on with qualifying students in RLA and Math 		<p><input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <u>Educationally Disadvantaged, and Students with disabilities</u></p>	<p>\$121,400 Objects: 1100 3000 Res: 7090 6512</p> <p>\$1500 Object: 5200 Res: 6500</p> <p>\$13,000 Object: 5800</p>
<p>Build the capacity of the adults both in professional learning and collaboration time to support students attainment of CCSS and provide intervention for those who are not meeting expectations</p> <ul style="list-style-type: none"> • Provide staff with professional development effective strategies for interventions and CCSS implementation. • Staff will collaborate and purchase activities to support the Plan-Do-Review afternoon cycle 	<p>Spencer Valley</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <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>\$1,500 Objects: 5200 Res:4035 Res:0000</p> <p>Not to exceed \$1000 Object: 4300</p>
		<p><input type="checkbox"/> ALL</p>	

<p>Build the capacity of the adults both in professional learning and collaboration time to support students attainment of CCSS and provide intervention for those who are not meeting expectations</p> <ul style="list-style-type: none"> • Provide staff with professional development effective strategies for interventions and CCSS implementation. • Staff will collaborate and purchase activities to support the Plan-Do-Review afternoon cycle 	<p>Spencer Valley</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 checked="" type="checkbox"/> Other Subgroups:(Specify) <input type="checkbox"/> Educationally Disadvantaged, Students with disabilities _____</p>	<p>\$1500 Not to exceed \$1000. Reference above</p>
<p>Increased services will be in the areas of student support and interventions, where a personal education is structured for each student to address deficiencies and coordinate all services available to fill academic and social/emotional gaps</p> <ul style="list-style-type: none"> • Using peer tutors allows greater access to the core curriculum, and the ability for teachers to double up on lessons to accelerate growth. • Students have one to one after school support. • Extra teacher support is available when students access Odyssey Compass Learning program during school day; before and after school, and during the summer 	<p>Spencer Valley</p>	<p>_____ ALL</p> <hr/> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <input type="checkbox"/> Educationally Disadvantaged, Students with disabilities _____</p>	<p>\$100,500 Objects: 1100 2100 5800 Res: 7090, 5810 – 100, 6500</p> <p>Reflected above Object: 5800 Res:7090</p>
<p>LCAP Year 2: 2016-17</p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>Maintain the percentage of fully credentialed teachers at 100%</p> <p>Maintain the percentage of classrooms with standards-aligned materials at 100%</p>		

Students will receive instruction that is increasingly aligned to the CCSS as measured by classroom observations

Increase of 3% from previous year of students scoring proficient in reading and mathematics on the NWEA

Increase by 3% from the baseline of students demonstrating reading skills and strategies at grade level in post DIBELS score for those students who are not reading at grade level.

Increase by 3% from the baseline on locally-developed performance tasks for individual students to be determined in this academic year.

District will meet Academic Performance Index (API) growth targets and make at least one point growth for all student and for all sub-groups

Increase by 3% from the baseline established for Smarter Balanced Testing

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Personalized learning environment instruction for students</p> <ul style="list-style-type: none"> • Provide CCSS materials and supplies, curriculum adoption, and appropriate assessments: formative and summative • Reduce class size, provide interventions, small group instruction, Rtl, interactive web learning by decreasing student teacher ratio • Peer educators and tutors (in class) 	<p>Spencer Valley</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$20,000 Object: 4100 Res: 4035/7405/0000</p> <p>\$230,200 Object: 1100/3000</p> <p>\$12,000 Object: 5800</p>
<p>Personalized learning environment instruction for students</p> <ul style="list-style-type: none"> • Provide CCSS materials and supplies, curriculum adoption, and appropriate 	<p>Spencer Valley</p>	<p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups:(Specify)_____ Educationally</p>	<p>UDL/reflected above</p>

<p>assessments: formative and summative</p> <ul style="list-style-type: none"> • Reduce class size, provide interventions, small group instruction, Rtl, interactive web learning by decreasing student teacher ratio • Peer educators and tutors (in class) 		<p>Disadvantaged, Students with disabilities_____</p>	<p>\$125,000 Objects: 1100 3000 Res: 7090 6512</p> <p>\$1500</p> <p>\$13,000 Object: 5800</p>
<p>Build the capacity of the adults both in professional learning and collaboration time to support students attainment of CCSS and provide intervention for those who are not meeting expectations</p> <ul style="list-style-type: none"> • Provide staff with professional development effective strategies for interventions and CCSS implementation. • Staff will collaborate and purchase activities to support the Plan-Do-Review afternoon cycle 	<p>Spencer Valley</p>	<p><u>ALL</u> OR: __Low Income pupils <u>X</u> English Learners __Foster Youth __Redesignated fluent English proficient <u>X</u> Other Subgroups:(Specify) <u>Educationally Disadvantaged, Students with disabilities</u></p>	<p>\$1500 Object: 5300</p> <p>Rti squared and monthly review</p> <p>Not to exceed \$1000 Object: 4300</p>
<p>Build the capacity of the adults both in professional learning and collaboration time to support students attainment of CCSS and provide intervention for those who are not meeting expectations</p> <ul style="list-style-type: none"> • Provide staff with professional development effective strategies for interventions and CCSS implementation. • Staff will collaborate and purchase activities to support the Plan-Do-Review afternoon 	<p>Spencer Valley</p>	<p><u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>\$3,000 Object: 5300</p> <p>Reflected above Object: 4300</p>

cycle			
<p>Increased services will be in the areas of student support and interventions, where a personal education is structured for each student to address deficiencies and coordinate all services available to fill academic and social/emotional gaps</p> <ul style="list-style-type: none"> Using peer tutors allows greater access to the core curriculum, and the ability for teachers to double up on lessons to accelerate growth. Students have one to one after school support. Extra teacher support is available when students access Odyssey Compass Learning program during school day; before and after school, and during the summer 	Spencer Valley	<p><u>ALL</u></p> <hr/> <p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Educationally Disadvantaged, Students with disabilities</u></p>	<p>\$103,500 Objects: 1100 2100 5800 Res: 7090, 5810 – 100, 6500</p> <p>Reflected above Object: 5800 Res:7090</p>

LCAP Year 3: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<p>Maintain the percentage of fully credentialed teachers at 100%</p> <p>Maintain the percentage of classrooms with standards-aligned materials at 100%</p> <p>Students will receive instruction that is increasingly aligned to the CCSS as measured by classroom observations</p> <p>Increase of 3% from previous year of students scoring proficient in reading and mathematics on the NWEA</p> <p>Increase by 3% from the baseline of students demonstrating reading skills and strategies at grade level in post DIBELS score for those students who are not reading at grade level.</p> <p>Increase by 3% from the baseline on locally-developed performance tasks for individual students to be determined</p>
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in this academic year.

District will meet Academic Performance Index (API) growth targets and make at least one point growth for all student and for all sub-groups

Increase by 3% from the baseline established for Smarter Balanced Testing

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Personalized learning environment instruction for students</p> <ul style="list-style-type: none"> • Provide CCSS materials and supplies, curriculum adoption, and appropriate assessments: formative and summative • Reduce class size, provide interventions, small group instruction, Rtl, interactive web learning by decreasing student teacher ratio • Peer educators and tutors (in class) 	<p>Spencer Valley</p>	<p><u> </u> <u>X</u> <u> </u> ALL OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups: (Specify) _____</p>	<p>\$20,000 Object: 4100 Res: 4035/7405/0000</p> <p>\$235,200 Object: 1100/3000</p> <p>\$12,000 Object: 5800</p>
<p>Personalized learning environment instruction for students</p> <ul style="list-style-type: none"> • Provide CCSS materials and supplies, curriculum adoption, and appropriate assessments: formative and summative • Reduce class size, provide interventions, 	<p>Spencer Valley</p>	<p><u> </u> <u> </u> <u> </u> ALL OR: <u> </u> X Low Income pupils <u> </u> X English Learners <u> </u> X Foster Youth <u> </u> X Redesignated fluent English proficient</p>	<p>\$130,000 Objects: 1100 3000 Res: 7090 6512</p>

<p>small group instruction, Rtl, interactive web learning by decreasing student teacher ratio</p> <ul style="list-style-type: none"> Peer educators and tutors (in class) 		<p><input checked="" type="checkbox"/> Other Subgroups: (Specify) <input type="checkbox"/> Educationally Disadvantaged, Student with Disabilities _____</p>	
<p>Build the capacity of the adults both in professional learning and collaboration time to support students attainment of CCSS and provide intervention for those who are not meeting expectations</p> <ul style="list-style-type: none"> Provide staff with professional development effective strategies for interventions and CCSS implementation. Staff will collaborate and purchase activities to support the Plan-Do-Review afternoon cycle 	<p>Spencer Valley</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>\$1500 Object: 5300 Rti squared and monthly review Not to exceed \$1000 Object: 4300</p>
<p>Build the capacity of the adults both in professional learning and collaboration time to support students attainment of CCSS and provide intervention for those who are not meeting expectations</p> <ul style="list-style-type: none"> Provide staff with professional development effective strategies for interventions and CCSS implementation. Staff will collaborate and purchase activities to support the Plan-Do-Review afternoon cycle 	<p>Spencer Valley</p>	<p><input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <input type="checkbox"/> Educationally Disadvantaged, Student with Disabilities _____</p>	<p>\$1500 Object: 5300 Rti squared and monthly review Not to exceed \$1000 Object: 4300</p>
<p>Increased services will be in the areas of student support and interventions, where a personal</p>	<p>Spencer Valley</p>	<p><input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p>	<p>\$100,600 Objects: 1100 2100 5800</p>

education is structured for each student to address deficiencies and coordinate all services available to fill academic and social/emotional gaps

- Using peer tutors allows greater access to the core curriculum, and the ability for teachers to double up on lessons to accelerate growth.
- Students have one to one after school support.
- Extra teacher support is available when students access Odyssey Compass Learning program during school day; before and after school, and during the summer

Foster Youth Redesignated fluent English proficient
 Other Subgroups: (Specify) Educationally Disadvantaged, Student with Disabilities

Res: 7090,
5810 – 100,
6500

Reflected above
Object: 5800
Res:7090

GOAL: **GOAL 2) Student will attend school regularly and be engaged in a safe environment that fosters school connectedness**

Related State and/or Local Priorities:
 1 2__ 3 4__ 5 6 7__ 8__
 COE only: 9__ 10__
 Local : Specify _____

Identified Need : District had 811 incidents of tardy or absence in 154 days. In order to increase achievement, students need to arrive to school on time and have good attendance.

Schools: Spencer Valley

Goal Applies to: Applicable Pupil Subgroups: All Students

- Low Income
- Students with disabilities

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes: Decrease the number of tardies and absentees from previous school year (811 incidents of students absent or tardy in 154 days)

Maintain current suspension and expulsion rates (0%)
 Maintain current middle school drop-out rate (0%)

Decrease in chronic absenteeism by 3% in year 1
 All students will have access to a safe and well-maintained learning environments as demonstrated by a “Good” or higher rating on the FIT.

Establish baseline for sense of safety and connectedness parent, student and staff surveys

Establish baseline for parent participation and input in district/school activities (parent attendance at meetings and events, survey completion and volunteers)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Qualifying students have access to limited counseling services at school if access to socio-emotional support is needed during the school day. (teacher and parent request) <ul style="list-style-type: none"> Contract with Vista Hill 	Spencer Valley	<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$4000 Object: 5800 Res: 0000
Implement a system that supports student attendance and behavior.	Spencer Valley	<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient X Other Subgroups:(Specify)_Educationally Disadvantaged, Student with disabilities_____	\$3000 Object: 4300/1100 Res: 5810-100
Implement a system that supports student attendance and behavior.	Spencer Valley	<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$2000 Object: 4300/1100 Res: 5810-100

<p>Research and provide programs and enrichment activities that promote tolerance</p> <ul style="list-style-type: none"> Choose/coordinate at least 2 speakers or activities that will promote tolerance and understanding of global and individual perspectives 	<p>Spencer Valley</p>	<p><u>ALL</u></p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups:(Specify)_Educationally Disadvantaged, Student with disabilities_____</p>	<p>Reflected above Object: 1100 Res: 5810 - 100</p>
<p>Research and provide programs and enrichment activities that promote tolerance</p> <ul style="list-style-type: none"> Choose/coordinate at least 2 speakers or activities that will promote tolerance and understanding of global and individual perspectives 	<p>Spencer Valley</p>	<p><u>X</u> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Reflected above Object: 1100 Res: 5810 - 100</p>

LCAP Year 2: 2016-17

<p>Expected Annual Measurable Outcomes:</p>	<p>Decrease the number of tardies and absentees from previous school year (811 incidents of students absent or tardy in 154 days)</p> <p>Maintain current suspension and expulsion rates (0%)</p> <p>Maintain current middle school drop-out rate (0%)</p> <p>Decrease in chronic absenteeism by 3% in year 2</p> <p>All students will have access to a safe and well-maintained learning environments as demonstrated by a “Good” or higher rating on the FIT.</p> <p>Increase percentage of parents and students indicating a positive response for sense of safety and connectedness</p> <p>Increase the percentage of parents participating or providing input at district and school activities</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Qualifying students have access to limited counseling services at school if access to socio-emotional support is needed during the school day. (teacher and parent request)</p> <ul style="list-style-type: none"> Contract with Vista Hill 	Spencer Valley	<p><u> X </u> ALL</p> <hr/> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____</p>	<p>\$4635 Object: 5800 Res: 0000</p>
<p>Implement a system that supports student attendance and behavior.</p>	Spencer Valley	<p><u> X </u> ALL</p> <hr/> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____</p>	<p>\$3090 Object: 4300/1100 Res: 5810-100</p>
<p>Implement a system that supports student attendance and behavior.</p>	Spencer Valley	<p><u> </u> ALL</p> <hr/> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> X </u> Other Subgroups:(Specify) <u> </u> Educationally Disadvantaged, <u> </u> Student with disabilities</p>	<p>\$2060 Object: 4300/1100 Res: 5810-100</p>
<p>Research and provide programs and enrichment activities that promote tolerance</p> <ul style="list-style-type: none"> Choose/coordinate at least 2 speakers or activities that will promote tolerance and understanding of global and individual perspectives 	Spencer Valley	<p><u> X </u> ALL</p> <hr/> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____</p>	<p>Reflected above Object: 1100 Res: 5810 - 100</p>
<p>Research and provide programs and enrichment activities that promote tolerance</p> <ul style="list-style-type: none"> Choose/coordinate at least 2 speakers or activities that will promote tolerance and 	Spencer Valley	<p><u> </u> ALL</p> <hr/> <p>OR:</p> <p><u> X </u> Low Income pupils <u> X </u> English Learners <u> </u> Foster Youth <u> X </u> Redesignated fluent English proficient <u> X </u> Other Subgroups:(Specify) <u> </u> Educationally disadvantaged,</p>	<p>Reflected above Object: 1100 Res: 5810 - 100</p>

understanding of global and individual perspectives

Students with disabilities _____

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:

- Decrease the number of tardies and absentees from previous school year (811 incidents of students absent or tardy in 154 days)
- Maintain current suspension and expulsion rates (0%)
- Maintain current middle school drop-out rate (0%)
- Decrease in chronic absenteeism by 3% in year 3
- All students will have access to a safe and well-maintained learning environments as demonstrated by a “Good” or higher rating on the FIT.
- Increase percentage of parents and students indicating a positive response for sense of safety and connectedness
- Increase the percentage of parents participating or providing input at district and school activities

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Qualifying students have access to limited counseling services at school if access to socio-emotional support is needed during the school day. (teacher and parent request) <ul style="list-style-type: none"> Contract with Vista Hill 	Spencer Valley	<u> X </u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	\$4635 Object: 5800 Res: 0000
Implement a system that supports student attendance and behavior.	Spencer Valley	<u> X </u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	\$3090 Object: 4300/1100 0000 Res: 5810-100

Implement a system that supports student attendance and behavior.	Spencer Valley	<u>__ ALL</u> OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient <u>X</u> Other Subgroups:(Specify) Educationaly disadvantaged, Students with disabilities__	\$2060 Object: 4300/1100 0000 Res: 5810-100
Research and provide programs and enrichment activities that promote tolerance <ul style="list-style-type: none"> Choose/coordinate at least 2 speakers or activities that will promote tolerance and understanding of global and individual perspectives 	Spencer Valley	<u>X ALL</u> OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Reflected above Object: 1100 Res: 5810 - 100
Research and provide programs and enrichment activities that promote tolerance <ul style="list-style-type: none"> Choose/coordinate at least 2 speakers or activities that will promote tolerance and understanding of global and individual perspectives 	Spencer Valley	<u>__ ALL</u> OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient _ <u>X</u> Other Subgroups:(Specify) Educationaly disadvantaged, Students with disabilities__	Reflected above Object: 1100 Res: 5810 - 100

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

GOAL:	GOAL 3) Students will have more access to enrichment opportunities both during the school day and after school through increased School-Family-Community Partnerships and community involvement	Related State and/or Local Priorities: 1__ 2__ 3X 4X 5X 6__ 7X 8X COE only: 9__ 10__ Local : Specify _____
Identified Need :	Engage students in a full complement of remediation and enrichment activities to increase achievement and	

	attendance
Goal Applies to:	Schools: Spencer Valley
	Applicable Pupil Subgroups: All Students <ul style="list-style-type: none"> • Low Income • Students with disabilities

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	Increase by 3% the number of individual students who have increased opportunities and experiences for learning enrichment and access to a broad course of study.
	Decrease the number of tardies and absentees from previous school year (811 incidents of students absent or tardy in 154 days)
	Increase the number high quality of relationships/interactions with chosen entities and increase the number of community partnerships and activities available to students over previous year to prepare students for college and career. Research measures to discern quality and effect on learning, attendance and life skills.
	Establish baseline for parent participation and input in district/school activities (parent attendance at meetings and events, survey completion and volunteers)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide students opportunities to participate in service learning to connect school to the broader community. <ul style="list-style-type: none"> • Service Learning Opportunities: <ol style="list-style-type: none"> 1) Holiday Winter Program Giving 2) Singing for Senior Citizens 3) Volcan Mountain Volunteer 	Spencer Valley	<u> X </u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	\$0 Reimbursed through Foundation and Donations from Community
	Spencer Valley	<u> X </u> ALL	Reflected in other

<p>College and Career Readiness</p> <ul style="list-style-type: none"> Julian High School to provide speakers as appropriate to reinforce college and career readiness; part of PET program agreement <p>Coordinate partnerships with outside agencies</p> <ul style="list-style-type: none"> Community Partnerships Julian High School SVEA <ol style="list-style-type: none"> Field experiences chosen according to curricular need and time constraints. Foundation support and Scholarship opportunities Family outing (if possible) with district provided transportation Shakespeare Production <p>Implement ways Julian High School can partner with Spencer Valley, with emphasis in the career development, student achievement and the arts.</p>		<p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>goal Object:5800 Res: 7090</p> <p>\$2060 Object: 1100 Res: 7090</p> <p>\$51,500 Object: 7281 Res: 7090</p>
<p>College and Career Readiness</p> <ul style="list-style-type: none"> Julian High School to provide speakers as appropriate to reinforce college and career readiness; part of PET program agreement <p>Coordinate partnerships with outside agencies</p> <ul style="list-style-type: none"> Community Partnerships Julian High School SVEA <ol style="list-style-type: none"> Field experiences chosen according to curricular need and time constraints. Foundation support and Scholarship opportunities Family outing (if possible) with district provided transportation Shakespeare Production 	<p>Spencer Valley</p>	<p><u>ALL</u></p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify)_Educationally disadvantaged, <input type="checkbox"/> Students with disabilities__</p>	<p>Reflected in other goal Object:5800 Res: 7090</p> <p>\$2060 Object: 1100 Res: 7090</p> <p>\$51,500</p>

Implement ways Julian High School can partner with Spencer Valley, with emphasis in the career development, student achievement and the arts.			Object: 7281 Res: 7090
Parent School Communication • Communicate results of parent needs survey to SVEA in order to facilitate partnerships with entities supporting SV students' after school enrichment	Spencer Valley	<u>X ALL</u> OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _ X Other Subgroups:(Specify)_Educationally disadvantaged, _Students with disabilities__	\$0 Object: 1100 Reflected above
Parent School Communication • Communicate results of parent needs survey to SVEA in order to facilitate partnerships with entities supporting SV students' after school enrichment	Spencer Valley	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _ X Other Subgroups:(Specify)_Educationally disadvantaged, _Students with disabilities__	\$2060 Object: 1100 Res: 5810-100

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	<p>Increase by 3% the number of individual students who have increased opportunities and experiences for learning enrichment and access to a broad course of study.</p> <p>Decrease the number of tardies and absentees from previous school year (811 incidents of students absent or tardy in 154 days)</p> <p>Increase the number high quality of relationships/interactions with chosen entities and increase the number of community partnerships and activities available to students over previous year to prepare students for college and career. Research measures to discern quality and effect on learning, attendance and life skills.</p> <p>Increase the percentage of parents participating or providing input at district and school activities</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Provide students opportunities to participate in service learning to connect school to the broader community.</p> <ul style="list-style-type: none"> Service Learning Opportunities: <ol style="list-style-type: none"> Holiday Winter Program Giving Singing for Senior Citizens Volcan Mountain Volunteer 	Spencer Valley	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$0</p> <p>Reimbursed through Foundation and Donations from Community</p>
<p>College and Career Readiness</p> <ul style="list-style-type: none"> Julian High School to provide speakers as appropriate to reinforce college and career readiness; part of PET program agreement <p>Coordinate partnerships with outside agencies</p> <ul style="list-style-type: none"> Community Partnerships Julian High School SVEA 4) Field experiences chosen according to curricular need and time constraints. Foundation support and Scholarship opportunities 5) Family outing (if possible) with district provided transportation <p>Explore and implement additional ways Julian High School can partner with Spencer Valley, with emphasis in the career development, student achievement and the arts.</p>	Spencer Valley	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Reflected in other goal Object:5800 Res: 7090</p> <p>\$2060 Object: 1100 Res: 7090</p> <p>\$51,500 Object: 7281 Res: 7090</p>

<p>College and Career Readiness</p> <ul style="list-style-type: none"> Julian High School to provide speakers as appropriate to reinforce college and career readiness; part of PET program agreement <p>Coordinate partnerships with outside agencies</p> <ul style="list-style-type: none"> Community Partnerships Julian High School SVEA <p>6) Field experiences chosen according to curricular need and time constraints. Foundation support and Scholarship opportunities</p> <p>7) Family outing (if possible) with district provided transportation</p> <p>Explore and implement additional ways Julian High School can partner with Spencer Valley, with emphasis in the career development, student achievement and the arts.</p>	<p>Spencer Valley</p>	<p><u>__</u> ALL</p> <hr/> <p>OR:</p> <p><u>__</u> Low Income pupils <u>__</u> English Learners</p> <p><u>__</u> Foster Youth <u>__</u> Redesignated fluent English proficient</p> <p><u>X</u> Other Subgroups:(Specify) <u>Educationally disadvantaged, Students with disabilities</u></p>	<p>Reflected in other goal Object:5800 Res: 7090</p> <p>\$2060 Object: 1100 Res: 7090</p> <p>\$51,500 Object: 7281 Res: 7090</p>
<p>Parent School Communication</p> <ul style="list-style-type: none"> Communicate results of parent needs survey to SVEA in order to facilitate partnerships with entities supporting SV students' after school enrichment 	<p>Spencer Valley</p>	<p><u><u>X</u></u> ALL</p> <hr/> <p>OR:</p> <p><u>__</u> Low Income pupils <u>__</u> English Learners</p> <p><u>__</u> Foster Youth <u>__</u> Redesignated fluent English proficient</p> <p><u>__</u> Other Subgroups:(Specify) _____</p>	<p>\$0 Object: 1100 Reflected in other goal</p>
<p>Parent School Communication</p> <ul style="list-style-type: none"> Communicate results of parent needs survey to SVEA in order to facilitate partnerships with entities supporting SV students' after school enrichment 	<p>Spencer Valley</p>	<p><u>__</u> ALL</p> <hr/> <p>OR:</p> <p><u><u>X</u></u> Low Income pupils <u><u>X</u></u> English Learners</p> <p><u>__</u> Foster Youth <u><u>X</u></u> Redesignated fluent English proficient</p> <p><u>X</u> Other Subgroups:(Specify) <u>Educationally Disadvantaged, Students with disabilities</u></p>	<p>\$2060 Object: 1100 Res: 5810-100</p>

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:

Increase by 3% the number of individual students who have increased opportunities and experiences for learning enrichment and access to a broad course of study.

Decrease the number of tardies and absentees from previous school year (811 incidents of students absent or tardy in 154 days)

Increase the number high quality of relationships/interactions with chosen entities and increase the number of community partnerships and activities available to students over previous year to prepare students for college and career. Research measures to discern quality and effect on learning, attendance and life skills.

Increase the percentage of parents participating or providing input at district and school activities

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Provide students opportunities to participate in service learning to connect school to the broader community.</p> <ul style="list-style-type: none"> Service Learning Opportunities: <ol style="list-style-type: none"> Holiday Winter Program Giving Singing for Senior Citizens Volcan Mountain Volunteer 	Spencer Valley	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>\$0</p> <p>Reimbursed through Foundation and Donations from Community</p>
<p>College and Career Readiness</p> <ul style="list-style-type: none"> Julian High School to provide speakers as appropriate to reinforce college and career 	Spencer Valley	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>Reflected in other goal Object:5800 Res: 7090</p>

<p>readiness; part of PET program agreement</p> <p>Coordinate partnerships with outside agencies</p> <ul style="list-style-type: none"> • Community Partnerships • Julian High School • SVEA <p>8) Field experiences chosen according to curricular need and time constraints. Foundation support and Scholarship opportunities</p> <p>9) Family outing (if possible) with district provided transportation</p> <p>Explore and implement additional ways Julian High School can partner with Spencer Valley, with emphasis in the career development, student achievement and the arts.</p>			<p>\$2060 Object: 1100 Res: 7090</p> <p>\$51,500 Object: 7281 Res: 7090</p>
<p>College and Career Readiness</p> <ul style="list-style-type: none"> • Julian High School to provide speakers as appropriate to reinforce college and career readiness; part of PET program agreement <p>Coordinate partnerships with outside agencies</p> <ul style="list-style-type: none"> • Community Partnerships • Julian High School • SVEA <p>10) Field experiences chosen according to curricular need and time constraints. Foundation support and Scholarship opportunities</p> <p>11) Family outing (if possible) with district provided transportation</p>	<p>Spencer Valley</p>	<p><u>ALL</u></p> <p>OR:</p> <p><u>__Low Income pupils __English Learners</u></p> <p><u>__Foster Youth __Redesignated fluent English proficient</u></p> <p><u>X Other Subgroups:(Specify) Educationally Disadvantaged.</u></p> <p><u>Students with disabilities</u></p>	<p>Reflected in other goal Object:5800 Res: 7090</p> <p>\$2060 Object: 1100 Res: 7090</p> <p>\$50,000 Object: 7281</p>

<p>Explore and implement additional ways Julian High School can partner with Spencer Valley, with emphasis in the career development, student achievement and the arts.</p>			Res: 7090
<p>Parent School Communication</p> <ul style="list-style-type: none"> Communicate results of parent needs survey to SVEA in order to facilitate partnerships with entities supporting SV students' after school enrichment 	Spencer Valley	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	\$0 Object: 1100 Reflected in other goal
<p>Parent School Communication</p> <ul style="list-style-type: none"> Communicate results of parent needs survey to SVEA in order to facilitate partnerships with entities supporting SV students' after school enrichment 	Spencer Valley	<p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Educationally Disadvantaged, Students with disabilities</u></p>	\$2060 Object: 1100 Res: 5810-100

Annual Update

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

Guiding Questions:

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?

- 3) How have the actions/services addressed the identified needs and goals of specific schoolsites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

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

Original GOAL from prior year LCAP:	GOAL 1) Increase the number of students who score proficient or advanced in English/ Language Arts and Math		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools: LEA Wide/Spencer Valley	Applicable Pupil Subgroups:	All students • Low income • Students with disabilities	
Expected Annual Measurable Outcomes:	Maintain the percentage of fully credentialed teachers at 100%		Actual Annual Measurable Outcomes:	100% fully credentialed teachers
	Maintain the percentage of classrooms with standards-aligned materials at 100%			100% CCSS Math, RLA Pilot in 2016 school year.
	Students will receive instruction that is increasingly aligned to the CCSS			All students participated in the Challenge Thursday performance tasks and other integrated projects which were aligned to the CCSS
	Increase of 3% from previous year of students scoring proficient in reading and mathematics on the NWEA.			Increase of 9% from previous year of students scoring proficient in reading and mathematics on the NWEA.

Establish a baseline of students demonstrating reading skills and strategies at grade level in post DIBELS score for those students who are not reading at grade level.
 Establish baseline performance on locally-developed performance tasks for individual students to be determined in this academic year.

2015 will establish a baseline for the revised Academic Performance Index (API), and baseline established for Smarter Balanced Testing

Students were individually measured, all who participated in tutoring made progress of at least one level.

Some locally developed performance tasks from SDCOE were assessed and used, however they were not completed at all grade levels.

Grade level testing completed, awaiting official SBAC scores.

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Personalized learning environment instruction for students <ul style="list-style-type: none"> • Provide CCSS materials and supplies, curriculum adoption, and appropriate assessments: formative and summative • Reduce class size, provide interventions, small group instruction, Rtl, interactive web learning by decreasing student teacher ratio • Peer educators and tutors (in class) • Provide opportunities for students to engage in 21st century learning with access to technology to support 	\$20,000 Object: 1000/3000 GF \$300,000 EIA LCFF Object: 1000/3000 EIA/LCFF \$23,000 Object: 2000/3000 EIA Not to exceed \$20,000 General Common Core	Everyday Math materials and supplies, training (August 2015), curriculum and assessments purchased. Staffing and interventions (double dosing and after school tutoring and aide support allowed for student teacher ration to be lowered and strategic teaching to take place in the classrooms. High School mentors worked (2 to 3 times per week) with students and completed projects to support student learning in RLA and Math.	\$7000 Object: 4100 Res. 0000 \$340,000 Object: 1100/3000 \$10,000 Object: 5800 EIA

achievement of CCSS		Technology	District purchased servers looking towards 15-16 to complete new tech purchases	\$5000 Object: 4100 Res. 0000
Scope of service:	LEA wide		Scope of service:	Spencer Valley
<input checked="" type="checkbox"/> ALL			<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)_____			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) <u>EDY, Students with disabilities</u>	
Personalized learning environment instruction for students <ul style="list-style-type: none"> • Provide CCSS materials and supplies, curriculum adoption, and appropriate assessments: formative and summative • Reduce class size, provide interventions, small group instruction, Rtl, interactive web learning by decreasing student teacher ratio • Peer educators and tutors (in class) 		\$20,000 Object: 1000/3000 GF \$300,000 EIA LCFF Object: 1000/3000 EIA/LCFF \$23,000 Object: 2000/3000 EIA	Everyday Math materials and supplies, training (August 2015), curriculum and assessments purchased. Staffing and interventions (double dosing and after school tutoring and aide support allowed for student teacher ration to be lowered and stratgeic teaching to take place in the classrooms. High School mentors worked (2 to 3 times per week) with students and completed projects to support student learning in RLA and Math.	\$7000 Object: 4100 Res. 0000 \$340,000 Object: 1100/3000 \$13,000 Object: 5800 EIA
Scope of service:	LEA wide		Scope of service:	Spencer Valley
<input type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners			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 checked="" type="checkbox"/> Other Subgroups:(Specify)_____			<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>EDY, Students with disabilities</u>		
Build the capacity of the adults both in professional learning and collaboration time to support students attainment of CCSS and provide intervention for those who are not meeting expectations <ul style="list-style-type: none"> • Provide staff with professional development effective strategies for interventions and CCSS implementation. • Staff will collaborate and purchase activities to support the Plan-Do-Review afternoon cycle 		Not to exceed \$5000 common core general Not to exceed \$1000 EIA	Professional development took place in Next Generation Science, Social Studies, Close Reading, Writing, with Math in summer of 2015. Purchased		\$3800 Object: 5200 \$1000 Object: 4300 Res. 7405
Scope of service:	Spencer Valley		Scope of service:	Spencer Valley	
<input checked="" type="checkbox"/> ALL			<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)_____			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)_____		
Build the capacity of the adults both in professional learning and collaboration time to support students attainment of CCSS and provide intervention for those who are not meeting expectations <ul style="list-style-type: none"> • Provide staff with professional development effective strategies for interventions and CCSS implementation. • Staff will collaborate and purchase 		Not to exceed \$5000 EIA/General Not to exceed	Compass Learning Oddysey, NWEA, Discovery Learning purchased Servers purchased Fall 2015		\$6700 Object: 5300

activities to support the Plan-Do-Review afternoon cycle		1000 EIA		
Scope of service:	LEA Wide		Scope of service:	Spencer Valley
<input checked="" type="checkbox"/> ALL			<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)_____			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>Increased services will be in the areas of student support and interventions, where a personal education is structured for each student to address deficiencies and coordinate all services available to fill academic and social/emotional gaps</p> <ul style="list-style-type: none"> Using peer tutors allows greater access to the core curriculum, and the ability for teachers to double up on lessons to accelerate growth. Students have one to one after school support. Extra teacher support is available when students access Odyssey Compass Learning program during school day; before and after school, and during the summer 		<p>Staff Salaries \$145,000.00 LCFF</p> <p>Peer Tutor reflected in above goal</p> <p>Reflected above</p> <p>EIA/REAP reflected above</p>	<p>Staff supports students and individuals during peer tutoring in upper and lower classrooms.</p> <p>Peer tutoring took place at Spencer Valley School District</p> <p>Homework hour and tutoring took place Aug to May</p> <p>Classified staff and teachers were available so students could access program made available to students before after school and during the summer</p>	<p>\$98,000 Objects: 1100 2100 5800 Res: 7090 5810 – 100 6500</p> <p>Reflected above Object: 5800 Res:7090</p>
Scope of service:	LEA Wide		Scope of service:	Spencer Valley

<input type="checkbox"/> ALL OR: <input checked="" 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)_____		<input type="checkbox"/> ALL OR: <input checked="" 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)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	We are continuing to implement CCSS in Math summer 2015 and RLA 2015-2016 and revisiting math at Middle School level as staff is displeased with adoption. NONE: Supports interventions from Peer Tutors and staff are working. Continue.		

Original GOAL from prior year LCAP:	GOAL 2) Student will attend school regularly and be engaged in a safe environment that fosters school connectedness.		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 <input checked="" type="checkbox"/> 8__ COE only: 9__ 10__ Local : SPSA Wellness
Goal Applies to:	Schools: Lea Wide/Spencer Valley Applicable Pupil Subgroups:	<ul style="list-style-type: none"> • All students • Low Income • Students with disabilities 	
Expected Annual Measurable Outcomes:	Decrease the number of tardies and absentees from 2013-2104 school year (959 incidents of students absent or tardy) (959/154 days = 83.2% attendance rate) Establish baseline for suspension and expulsion rates. All students will have access to a safe and well-maintained learning environments	Actual Annual Measurable Outcomes:	Beginning with the baseline data - number of tardies and absentee incidents. District did decrease incidents by 5% of 949 days = 48 days for a total of 911 days. UMERIS data, 0% After the survey, it would be shown that students and parents determined that Spencer Valley School is safe, fosters school connectedness and continues to strive to provide a safe environment.

Establish baseline and metric for parent, student and staff surveys.

90% positive responses from school surveys and reflections given at the end of the school year - surveys returned by parents plus staff and student reflections.

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services		Estimated Actual Annual Expenditures	
		Budgeted Expenditures			
Qualifying students have access to limited counseling services at school if access to socio-emotional support is needed during the school day. (teacher and parent request) <ul style="list-style-type: none"> Contract with Vista Hill 		General Fund not to exceed \$400	7 students received services		\$4000.00 Object: 5800
Scope of service:	Spencer Valley		Scope of service:	Spencer Valley	
<input checked="" type="checkbox"/> ALL			<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)_____			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)_____		
Provide leadership development and organizational support in a group (class) setting that support students' healthy socio-emotional development		General Fund contained in other goal	Not initiated this year per parent and teacher requests.		\$0
Scope of service:	Spencer Valley		Scope of service:	Spencer Valley	
<input checked="" type="checkbox"/> ALL			<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)_____			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)_____		

Research and implement a system that supports student attendance and behavior.		Not to exceed \$5000 REAP/General	Student attendance improved ~ 9% using parent awareness discussions during LCAP Meetings, increased use of SARB committee resources, letters home, and incentives offered to families during Spring of 2015.	\$1500.00 Objects: 4300
Scope of service:	Spencer Valley		Scope of service:	Spencer Valley
<input checked="" type="checkbox"/> ALL			<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)_____			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)_____	
Research and provide programs and enrichment activities that promote tolerance <ul style="list-style-type: none"> Choose/coordinate at least 2 speakers or activities that will promote tolerance and understanding of global and individual perspectives 		Staff Salary \$2000 REAP	Completed. Japanese Cultural Art Activity and Morning Circle Meditation Activity. American Legion presentation, European experience:Charlie Beatty, former student, Julian Library, Johathan Hunt, Caldecott presentation.	No cost all volunteers Object:
Scope of service:	Spencer Valley		Scope of service:	Spencer Valley
<input checked="" type="checkbox"/> ALL			<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)_____			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)_____	
Investigate and begin to provide career technical experiences that support students <ul style="list-style-type: none"> Coordinate and schedule Integrated 		Staff Salary \$2000 REAP	NOT COMPLETED - Arts Media and Entertainment (AME) Pathways to the Creative Economy Leadership Institute Attended and High	\$2000 Objects:1100 5200

Vocational Experiences		School SEA program infrastructure in place by summer of 2015.	
Scope of service:	Spencer Valley	Scope of service:	Spencer Valley
<input checked="" type="checkbox"/> ALL		<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)_____		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>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Organizational support developed within the classroom using classroom planner system in the upper grades.</p> <p>Continue incentives and awareness program into 15-16 and add in classroom incentive component.</p> <p>Continue: awareness discussions, use of SARB resources, and incentives.</p> <p>Changes: OSH parent proposal visual reinforcement for OSH students. Staff would like to add new classroom component to incentives.</p>
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Original GOAL from prior year LCAP:	GOAL 3) Students will have more access to enrichment opportunities both during the school day and after school through increased School-Family-Community Partnerships and community involvement	Related State and/or Local Priorities: 1__ 2__ 3X 4X 5X 6__ 7__ 8X COE only: 9__ 10__ Local : SPSA Wellness and Tech plan
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Goal Applies to:	Schools: LEA Wide Applicable Pupil Subgroups: All students Low Income Students with disabilities
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Expected Annual Measurable	Establish a baseline for the number of individual students who have increased opportunities and experiences for learning enrichment.	Actual Annual Measurable	24 of 36 students participated in increased opportunities for enrichment.
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Outcomes:		Establish a baseline of the number of community partnerships and activities.	Outcomes:		8 partnerships were established or maintained to increase enrichment for the students
LCAP Year: 2014-15					
Planned Actions/Services			Actual Actions/Services		
		Budgeted Expenditures			Estimated Actual Annual Expenditures
Provide students opportunities to participate in service learning to connect school to the broader community.		\$0	Students participated in service learning		\$0 Reimbursed through foundation
<ul style="list-style-type: none"> Service Learning Opportunities: <ol style="list-style-type: none"> Holiday Winter Program Giving Singing for Senior Citizens Volcan Mountain Volunteer 					
Scope of service:	Spencer Valley		Scope of service:	Spencer Valley	
<input checked="" type="checkbox"/> ALL			<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)_____			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)_____		
College and Career Readiness		\$2000 PET Program EIA	Planning year, speaker series continued to 2015-2016		Reflected in other goal Object 5800 Res:7090
<ul style="list-style-type: none"> Julian High School to provide speakers as appropriate to reinforce college and career readiness; part of PET program agreement 					
Coordinate partnerships with outside agencies		\$2000 EIA	Completed:		\$2000 Object: 1100 Res: 7090
<ul style="list-style-type: none"> Community Partnerships Julian High School SVEA 					

<p>12)Field experiences chosen according to curricular need and time constraints. Foundation support and Scholarship opportunities</p> <p>13)Family outing (if possible) with district provided transportation</p> <p>Explore and implement additional ways Julian High School can partner with Spencer Valley, with emphasis in the career development, student achievement and the arts.</p>		<p>Science Arts and Economics program planning in process through summer 2015 funds for infrastructure transferred purchases in process.</p>	<p>\$100,000 Object: 7281 Res: 7090</p>		
<p>Scope of service:</p>	<p>Spencer Valley</p>		<p>Scope of service:</p>	<p>Spencer Valley</p>	
<p><input checked="" type="checkbox"/> ALL</p>			<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>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>Parent School Communication</p> <ul style="list-style-type: none"> Communicate results of parent needs survey to SVEA in order to facilitate partnerships with entities supporting SV students' after school enrichment 		<p>Completed.</p>	<p>\$2000 Object: 1100 Res: 5810-100</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>CONTINUE with additional funding considerations as necessary in 2015-2016. YES: Arts, Media, and Entertainment/Career Education Planning completed. Additional allocation of not more than \$100,000 to continue support of the program through 2015-2016</p> <p>NO CHANGES</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.

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:	<u>\$ 15,141.00</u>
<p>The children of this one-school school district will generate \$18,626 in Supplemental Concentration Grant dollars beginning in 2014-2015. These funds are calculated based on the number of English Learners, students identified as low income and foster youth, and students with disabilities.</p> <p>Specifically, these funds will be combined with Economic Impact Aide (EIA) carry-over to support for low-income students and students with disabilities students in Pre-Kindergarten, Transitional Kindergarten, All Day Kindergarten, and First and Second Grade student receive extra reading and math intervention support provided by a support teacher in the primary classroom during core instructional time with the classroom teacher to help students meet grade-level expectations within three years. Lower grade (1-3) students receive extra attention during built in flex group time, and are “double dosed” during the day. Plan-Do-Review (developmental learning time) is designed for ESK, Transitional K, and K, and some 1st grade students needing remediation or different instructional methods to increase reading, writing, math, communication, technology, and organizational skills for struggling students.</p> <p>In the upper grade (3rd-8th) room, two teachers provide instruction for a six grade level span in six core subjects daily. EIA carryover funding and LCFF funds are currently used to support low-income students and students with disabilities and reduce class-size by enabling the school to hire additional credentialed staff and implement a peer tutor program. This allows for grade level instruction and individualized support throughout the day, before and after school by the students’ own credentialed classroom teacher, and a full time hourly support teacher, admin/teacher and technology person.</p> <p>After school 1-to-1 tutoring by certificated teachers is available for qualifying upper grade students who have tested basic and below basic district measures and on CCSS performance tasks. Students receive extra individual support during the day and three days during the week in the after school one-on- one tutoring. Homework Club is</p>	

held three days a week and is for available for students needing extra homework support.

Staff meets with a counselor each week and monitors counselor academic or behavior goals at least once per week to support student progress toward improved classroom and playground behavior.

Schoolwide implementation of these learning practices will not only have an impact on the learning environment and positive climate of our school, but have a disproportionately positive impact on the targeted subgroups.

- 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.

0.96	%
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Spencer Valley provided opportunities for low income students, foster youth, English learners, educationally disadvantaged and students with disabilities through new partnerships with Live Well San Diego and Studio Samadhi (after school tinkering class), The increased services are at least equal to the 1.18% (minimum proportionality percentage) of the total LCFF budget. This proportionality percentage is met by analyzing the difference between the LCFF base funding and the total LCFF budget which includes supplemental and concentration allocations. Qualitative analysis of the increase and improvement of services will be reviewed every year using as evidence improved student outcomes on achievement assessments, and parent, student, and staff surveys. For the summer, the Lunch at the Library program by the Seamless Summer nutrition program at the Julian Library and supported by the Julian Districts was also available to all students.

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).