

LCAP Year 2017–18 2018–19 2019–20

Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[LCFF Evaluation Rubrics](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Big Valley Joint Unified School District		
Contact Name and Title	Paula Silva Superintendent/Principal	Email and Phone	psilva@bigvalleyschool.org 5302945231 x 6201

2017-20 Plan Summary

THE STORY

Briefly describe the students and community and how the LEA serves them.

Big Valley Joint Unified School District's Mission: We encourage students to become lifelong learners by providing strong, yet accommodating, academic programs. Through the cooperative efforts of staff, students, parents and our community, the mission of Big Valley Joint Unified School District is to ensure a safe and caring environment and to provide every student the opportunity to graduate as a responsible, confident citizen. We will create opportunities for each student to successfully cultivate his or her utmost potential.

BVJUSD has 146 students enrolled in the district. There are 84 unduplicated students which is 57.5% of the student population. BVJUSD serves the following student populations: 77% White or 112 students, 10% Hispanic or 15 students, 7% American Indian or Alaska Native or 10 students, 1.32% Black (Non-Hispanic) or 1 student, 60.05% Socioeconomically disadvantaged, 4.7% English learners, 7.35% Students with disabilities, and 0% Foster Youth.

BVJUSD is located in Bieber, California. The town of Bieber is situated in rural Lassen County on Highway 299, approximately 100 miles east of Redding, California where the school district houses two campuses Big Valley Elementary School and Big Valley Jr./Sr. High School. Big Valley is an isolated frontier area with residents primarily employed in the ranching and logging industries along with government service. Big Valley Joint Unified School District is a major employer in our community. BVJUSD is the center of the community and it has leveraged a variety of opportunities to forge relationships with the multiple community partners. The district reopened the Big Valley Adult School this fall which has been closed for the last three years. It has leased the closed Adin Primary School which was shuttered in 2008 to the newly voter approved Southern Cascades Community Services District. The Adin Primary School houses a regional 24 hour emergency ground and flight crews. The Big Valley One Stop Resource Center is currently renting a building on the campus and is operating a preschool to help prepare the district's future students.

Big Valley Joint Unified School District, a Positive Behavior Interventions and Supports (PBIS) district, has adopted a unified set of school-wide positive expectations. The school-wide positive expectations establishes a common vision, language, and experience for all students, parents/guardians, staff, and community members. The three expectations are Be Responsible, Be Respectful and Be a Problem Solver, and these expectations serve as the district's three (3) LCAP goals.

Big Valley Junior/Senior High School has been providing a quality education. We serve the following student populations: 81.58% White or 62 students, 13.16% Hispanic or 10 students, 3.95% American Indian or Alaska Native or 3 students, 1.32% Black (Non-Hispanic) or 1 student, 54.70% Socioeconomically disadvantaged or 42 students, 4.7%

English learners or 4 students, 7.0% Students with disabilities or 5 students, and 0% Foster Youth or 0 students. Although the school has been through some major changes in facilities, personnel, and student enrollment during the last 20 years, the staff and administration has adjusted as necessary to continue meeting the community's diverse needs. Currently, the facilities have one major building and four smaller ones. The main building contains seven standard classrooms, one science lab/classroom, one kitchen classroom, one computer lab, the district office, and a library. The small gymnasium has a weight room and locker rooms. One auxiliary building contains an agricultural barn and another auxiliary building contains the woodshop. A small greenhouse sits between the woodshop and main high school building. Seven full-time teachers which includes an academic intervention teacher and a English Language Learner support teacher are on staff along with a full-time secretary. Both campuses share a librarian and a custodian. The high school curriculum is aligned with CSU/UC A-G requirements. All students graduating from BVHS have been taking a rigorous course of study which will allow them to meet the entrance requirements to four year universities or colleges. Our Big Valley Booster Club supports the students, teachers, and the school by supplementing our extra-curricular offerings.

Big Valley Elementary School is a highly effective place for children to learn. We serve the following student populations: 83.33% White or 60 students, 6.94% Hispanic or 5 students, 9.72% American Indian or Alaska Native or 7 students, 65.40% Socioeconomically disadvantaged or 47 students, 4.7% English learners or 3 students, 7.7% Students with disabilities or 6 students, and 0.0% Foster Youth or 0 students. The staff is dedicated to teaching a rigorous and thought-provoking curriculum to all students. All certificated staff are highly qualified and are properly credentialed. All four instructional aides either have a 2 year degree or have passed appropriate exams to be in the classrooms. In order to focus on the achievement gap of our English language learners, an English Language Learner Intervention teacher is assigned to provide 30 minutes of daily academic intervention for our Spanish speaking students. She also provides translation services during parent conferences and for the quarterly newsletter. For a third year, an intervention teacher has been working with at risk students who are not meeting grade level benchmarks as determined by state testing and district benchmarks. BVES teachers are using the state adopted math curriculum and English Language Arts curriculum for Common Core State Standards. Our Big Valley Elementary Parent Club supports the students, teachers, and the school by organizing fundraisers, supplementing classroom budgets, and providing enrichment activities, such as Read-a-thon, field trips, and a series of performances. Through 11 years of fundraising, the parent club contributed \$10,000 to the construction of a brand new playground structure at the elementary school. The new playground structures allows our K-6 students a place to play, socialize, and promote a healthy lifestyle. Not only does BVES offer education for grade K-6 students, there is also an after-school program operated by the Lassen County Office of Education which is open to students in grades K - 9. Students are able to receive academic tutoring, homework support, and enrichment activities through the after-school program.

The Lassen County Office of Education manages most services provided to Big Valley's special need students. The district has one full-time credentialed special education teacher and one paraprofessional who are shared between both campuses. For the 2017-18 school year, BVJUSD has contracted with the county office to provide a mental health and behavior counselor one day a week to meet with students who have been identified through our PBIS system and need additional support. The county office provides a school nurse once a week to complete state mandates and provide support with health related issues.

LCAP HIGHLIGHTS

Identify and briefly summarize the key features of this year's LCAP.

Big Valley Joint Unified School District has developed a comprehensive Local Control and Accountability Plan. Through analysis of our state and local data and input from staff and stakeholders, we identified our key features to be addressed. Based on this process, the actions and services in the LCAP fell into the following areas of influence:

1. Improving academic achievement in all classrooms,
2. Supporting students emotionally and academically both inside and outside of the classroom and/or the school day when they struggle.

Key LCAP actions to support these areas are:

1. targeted support services to address our high needs students,
 - a) expand PBIS framework to improve the continuum of multi-tiered system of supports at the Tier 2 and Tier 3 levels.
 - b) hire a PBIS behavior aide to provide a continuum of behavior supports for all students.
2. increased professional development for staff, and
 - a) provide professional development to address the deficiencies in mathematics and English-Language Arts.
 - b) provide staff with Trauma Informed Care training, suicide prevention training, and PBIS Tier 2 & 3 trainings
3. additional academic and counseling support at both sites.

- a) hire a math aide to help provide academic support to all students
- b) continue to offer a K-12 Intervention teacher
- c) continue to offer a K-12 English Language Learner Intervention teacher

REVIEW OF PERFORMANCE

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

BVJUSD is most proud of its safe and secure environment, commitment to support professional development, allocation of state adopted instructional resources, and good conditions of district facilities.

BVJUSD will maintain a safe and secure school environment for students and staff. Based on a review of performance on the state indicator included in the California School Dashboard, BVJUSD will maintain the expulsion rate of 0% and will maintain the feeling of safety as surveyed by students on both campuses. By offering Multi-Tiered System of Supports through PBIS, these actions and services offer "alternatives to suspensions" for each student and should increase student engagement. All students will benefit.

BVJUSD will allocate resources for teachers to receive professional development from the curriculum providers and will utilize monthly collaboration time for unit planning and development. Currently 90% of teachers are fully credentialed in the subject areas and for the pupils they are teaching as evidenced by our Student Information System (AERIES). BVJUSD will continue to allocate resources for new teachers to complete their credential in the ATE program and will continue to utilize the Effective Educator grant to augment professional development. This action improves teacher effectiveness by providing support and retention to new teachers. All students will benefit.

GREATEST PROGRESS

BVJUSD will provide state adopted instructional resources. 100% of our classrooms have sufficient instructional materials as verified by a district board resolution and Williams report. BVJUSD purchased state adopted mathematics curriculum, Math Expressions in 14/15 and state adopted English Language Arts California Wonders and California StudySync curriculum in 16/17. The district is partnering FuelEd for our 9th -12th grades mathematics program to provide students equitable learning opportunities that are personalized to serve each student's unique learning style. California Wonders for K-6 and California StudySync for 7th -12 grades provides a connected and designated ELA/ELD program, built on the CA Framework and Common Core Standards and designed to reach the needs of diverse learners. All students will benefit.

BVJUSD will continue to improve the maintenance operations of the facilities. Overall BVJUSD has a rating of good condition as verified by the most recent inspection using the Facility Inspection Tool (FIT) on 09/02/2016 and the SARC. HVAC replacement was completed on October 2016 in classrooms M1 and M2. Wireless thermostats are being installed throughout the campus to help the district become more energy efficient. This will allow most of the district to have central monitoring of the heating units and provide greater energy efficiency. All students will benefit.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Based on the review of state indicators reported from the California School Dashboard, there are three areas in the Student Group Report where "Orange" performance is reported and one "Red" performance area in ELA:

Orange performances have been identified for suspension rates for the Hispanic or Latino subgroup and the White subgroup.

Orange performance has been identified in mathematics for Socioeconomically Disadvantaged students subgroup.

The LEA has actions/services in Goal 1 to address the need for improvement in the suspension rates for the Hispanic or Latino and White subgroups. Targeted Support Services will address these subgroups: Actions 1 & 3 will continue to improve the expansion of the Positive Behavior Interventions and Support (PBIS) framework to improve the continuum of multi-tiered system of supports at the Tier 2 and Tier 3 levels. BVJUSD will attempt to hire a PBIS behavior aide to provide a continuum of behavior supports for all students. In addition, BVJUSD will provide staff with Trauma Informed Care training, suicide prevention training, and PBIS Tier 2 & 3 trainings.

The LEA has actions/services in Goal 2 to increased professional development for staff in mathematics for Socioeconomically Disadvantage students subgroup: Actions 2 and 4 will provide for multiple professional development opportunities to address the deficiencies in mathematics and for high school mathematics, the district will attempt to hire a math aide to help provide academic support to all students. BVJUSD has assigned one credentialed teacher to facilitate the online mathematics program (Fuel Education). For the elementary school, there will be continuing professional development occurring with the Math Expressions curriculums and the Wonders ELA.

Red performance has been identified in English-Language Arts for all students and two subgroups: White subgroup, and Socioeconomically Disadvantaged subgroup.

The LEA has actions/services in Goal 3 to address the need for improvement in English-Language Arts for all students:

Improve academic achievement in all classrooms: Action 9 & 10 will provide for additional academic support by providing a K-12 Intervention teacher and K-12 English Language Learner Intervention teacher. The academic performance of the District in ELA is very low, as measured by both the state and local academic indicators in ELA. For the jr/sr high school, continuing professional development will occur with the English-Language Arts, StudySync curricula.

GREATEST NEEDS

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

PERFORMANCE GAPS

The California School Dashboard for Big Valley Joint Unified School District does not have any subgroup scoring two or more performance levels below the "all students" group. BVJUSD will continue to assess and monitor all student groups during the 2017-18 school year; specifically the suspension rates for the Hispanic or Latino subgroup and the White subgroup, mathematics for Socioeconomically Disadvantaged students subgroup, and English-Language Arts for all students, the White subgroup, and the Socioeconomically Disadvantaged subgroup.

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

The three most significant ways that Big Valley Joint Unified School District will increase or improve services for low-income, English learners, and foster youth will be targeting support services, enhancing instruction through ongoing professional development in ELA, Math, and Multi-Tiered System of Supports, and offer additional academic and counseling support.

Key LCAP actions to increase or improve services:

1. targeted support services to address our high needs students,
 - a) expand PBIS framework to improve the continuum of multi-tiered system of supports at the Tier 2 and Tier 3 levels.
 - b) hire a PBIS behavior aide to provide a continuum of behavior supports for all students.
2. increased professional development for staff, and
 - a) provide professional development to address the deficiencies in mathematics and English-Language Arts.
 - b) provide staff with Trauma Informed Care training, suicide prevention training, and PBIS Tier 2 & 3 trainings
3. additional academic and counseling support at both sites.
 - a) hire a math aide to help provide academic support to all students
 - b) continue to offer a K-12 Intervention teacher

BUDGET SUMMARY

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION

AMOUNT

Total General Fund Budget Expenditures for LCAP Year

\$2,333,682.00

Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year

\$282,987.00

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

BVJUSD's General Fund Expenditures for 2017-18 total \$2,333,682. The majority of the expenditures not included in the LCAP are personnel costs of \$1,528,105 for salary, health benefits contributions, statutory employer payroll taxes for all certificated and classified employees. Books and Supplies account for \$112,894. Services and Other Operating accounts for \$384,443, this includes professional services some examples of professional services are: home to school transportation, liability insurance, technology support, and utilities. Other outgo counts for \$57,353 which is the cost of the SELPA bill back. Capital Outlay accounts for \$28,500. Transfers account for \$0.

\$1,833,206.00

Total Projected LCFF Revenues for LCAP Year

Annual Update

LCAP Year Reviewed: 2016-17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

For the 2016/17 school year, Goal 1: Respectful: Socially responsible to our global community. BVJUSD strives to create a positive school climate that promotes student wellness, student engagement, and increases parent involvement in the school community.

State and/or Local Priorities Addressed by this goal:

STATE	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input checked="" type="checkbox"/>	3	<input type="checkbox"/>	4	<input checked="" type="checkbox"/>	5	<input checked="" type="checkbox"/>	6	<input type="checkbox"/>	7	<input type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

ANNUAL MEASURABLE OUTCOMES

EXPECTED

3A: Increase the # of parent surveys returned by 5%.
 3B: Increase the % of EL parents participating in Big Valley Elementary School Site Council. We currently have 10% and want to improve to 20%.
 3C: Increase the % of Exceptional Needs parents participating in school functions and meetings. We currently have 5% and want to improve to 10%.

5A. Student attendance rates will increase from 89.03% to 91%.
 5B. Reduce chronic absenteeism by 4% from 9% to 5%.
 5C. Maintain middle school dropout rates.
 5D. High school cohort dropout rates will decrease in numbers from 9.5% to 4.5%.
 5E. High school cohort graduation rates will increase from 85.71% to 95%.

6A. Reduce the suspension rates by 2% from 7.1% in 2017/18.
 6B. Maintain the expulsion rate of 0%.
 6C. Increase feeling of safety as measured by parent/student survey by 2%.

ACTUAL

3A: 16% of the BVJUSD Family Involvement Survey parent surveys were completed and returned to the school district, as evidenced by survey responses from parents.
 3B: We currently have 9 English Learners and no English Learner parent participation on site council, as evidenced by School Site Council roster.
 3C: We currently have 5% of Exceptionally Needs parents (16 students) participating in school functions and meetings, as evidenced by parent sign-in sheets.

5A. Student Attendance Rates increased. The Attendance Rate is 91.7%, as evidenced by Aeries.
 5B. Chronic Absenteeism rate increased to 16%, as evidenced by Aeries.
 5C. The middle school dropout rate is 0%, as evidenced by Aeries.
 5D. High school cohort dropout rates decrease in numbers from 9.5% to 0.0% as evidenced by CALPADS.
 5E. High school cohort graduation rates increased from 85.71% to 94.1%, as evidenced by CALPADS..

6A. The suspension rates actually increased by 3.5% to 10.1%, as evidenced by the California School Dashboard. All students increased to 10.1%, +.02% increase. Socioeconomically Disadvantaged is high at 11.8%, but fell -1.6%, Hispanic increased from 0% to 7.1%. Whites decreased to 11.2%, a drop of -1.3%.
 6B. The expulsion rate is maintained at 0%, as evidenced by the California School Dashboard.
 6C. The feeling of safety increased by 4%, as measured by parent/student survey and California Healthy Kids Survey.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

<p>Action 1</p>	<p>PLANNED Provide counseling services to the general education population at both school sites through purchasing 1 day a week of a behavior counselor from Lassen County Office of Education. (Priority 5 & 6)</p>	<p>ACTUAL Action Met. One behavioral counselor from Lassen County Office of Education visited the school district once a week to provide Tier 2 and 3 Behavior Intervention as part of the PBIS program. The counselor meets with about 13% of the student population. (Priority 5 & 6)</p>
<p>Expenditures</p>	<p>BUDGETED Increase pupil engagement 5000-5999: Services And Other Operating Expenditures Base \$15,000</p>	<p>ESTIMATED ACTUAL Employed one behavior counselor 5000-5999: Services And Other Operating Expenditures Supplemental \$15,000</p>
<p>Action 2</p>	<p>PLANNED Continue to provide on-going PBIS incentives with focus on low income students, Fund PBIS store and End of the Year Field Trip. (Priority 5 and 6)</p>	<p>ACTUAL Action Met. The PBIS store operated once a month. Students use their accumulated PBIS positive behavior tickets to purchase items. The elementary school rewards the student body by providing an End of the Year field trip to Redding Aquatics Center. PBIS t-shirts were purchased to facilitate school spirit and personal responsibility for student ownership. (Priority 5 and 6)</p>
<p>Expenditures</p>	<p>BUDGETED Increase pupil engagement 0001-0999: Unrestricted: Locally Defined Supplemental \$7500</p>	<p>ESTIMATED ACTUAL PBIS incentives, field trip, and supplies 0001-0999: Unrestricted: Locally Defined Supplemental \$2673.23</p>
<p>Action 3</p>	<p>PLANNED Continue to develop PBIS Tier 2 wraparound services for increased student engagement and positive school climate across the district. (Priority 6)</p>	<p>ACTUAL Action Met. BVJUSD continues to subscribe to the web-based information system (SWIS Suite) to collect,</p>

<p>Expenditures</p>	<p>BUDGETED Reduce suspensions 1000-1999: Certificated Personnel Salaries Supplemental \$500</p>	<p>summarize, and use student behavior data for decision-making. (Priority 6)</p> <p>ESTIMATED ACTUAL Reduce suspensions 1000-1999: Certificated Personnel Salaries Supplemental \$460.00</p>
<p>Action 4</p>	<p>PLANNED Provide positive school climate interactions for students through the PBIS Anti-Bullying program (or like program) in the District. (Priority 5 & 6)</p> <p>BUDGETED Reduce suspensions and student drop out 4000-4999: Books And Supplies Supplemental \$250</p>	<p>ACTUAL Action Met. The elementary school participated in a Anti-Bullying Assembly through the Bureau of Lectures. The puppet show addressed topics such as bullying, selfishness, competition, ingenuity, and the affirmation that children can achieve great things. (Priority 5 & 6)</p> <p>ESTIMATED ACTUAL Address Bullying and Teach Character Education 5000-5999: Services And Other Operating Expenditures Supplemental \$325</p>
<p>Action 5</p>	<p>PLANNED Provide two (2) site discipline coordinators. One for elementary school and the other one for the junior high/high school to maintain a learning atmosphere that is safe, conducive to learning, and free from unnecessary disruption. (Priority 5 & 6)</p> <p>BUDGETED Increase the feeling of safety on campus 1000-1999: Certificated Personnel Salaries Base \$3000</p>	<p>ACTUAL Action Met. Two (2) site discipline coordinators utilize the positive interventions to support the PBIS program. (Priority 5 & 6)</p> <p>ESTIMATED ACTUAL Increase the feeling of safety on campus. 1000-1999: Certificated Personnel Salaries Base \$3000</p>
<p>Action 6</p>	<p>PLANNED Provide an academic counselor who will oversee college and career planning for high--risk students, increase access to college-prep courses, and monitoring of 4 year high school plan.(Priority 5)</p> <p>BUDGETED Prevent student drop out 1000-1999: Certificated Personnel Salaries Supplemental \$2500</p>	<p>ACTUAL Action Met. An academic counselor supports junior high and high school students by organized parent conferences for high-risk students, chaperoned college visitations, montored 4 year high school plans, review high school transcripts, and made schedule adjustments for students. (Priority 5)</p> <p>ESTIMATED ACTUAL Prevent student drop out 1000-1999: Certificated Personnel Salaries Supplemental \$2500</p>

Action **7**

Actions/Services	PLANNED Continue to provide nutritious breakfast and lunch programs for pupils eligible for free and reduced-priced meals on a daily basis. (Priority 5 and 6)	ACTUAL Action Not Met. Due to budget reductions, the food services department was reduced to one employee. The employee was transitioning to operating the department and was not able to expand menu options at this time. (Priority 5 and 6)
Expenditures	BUDGETED Increase pupil engagement 5000-5999: Services And Other Operating Expenditures Other \$1000	ESTIMATED ACTUAL Increase pupil engagement 5000-5999: Services And Other Operating Expenditures Other 0

Action **8**

Actions/Services	PLANNED Provide summer school for high school students not on track to graduate. (Priority 5)	ACTUAL Action Met. Offer summer school for credit recovery for 7th - 12th grade students. (Priority 5)
Expenditures	BUDGETED Increase graduation rates 1000-1999: Certificated Personnel Salaries Supplemental \$2500	ESTIMATED ACTUAL Increase graduation rates 1000-1999: Certificated Personnel Salaries Supplemental \$2500

Action **9**

Actions/Services	PLANNED Continue to provide and maintain camera system with the ability to monitor video data when needed to help reduce negative behavior and vandalism by students while on campus and to increase student safety. (Priority 6)	ACTUAL Action Met. Since the video system and video data system did not have any problems, we repaired the district radio and charger which is used for maintaining a safe campus. (Priority 6)
Expenditures	BUDGETED Maintain student safety 5000-5999: Services And Other Operating Expenditures Base \$3000	ESTIMATED ACTUAL Maintain student safety 0001-0999: Unrestricted: Locally Defined Base \$496.42

Action **10**

Actions/Services	PLANNED Provide and establish regular, meaningful communications between home and school through the use of Facebook, School Blog posts, and school website. (Priority 3)	ACTUAL Action Met. BVJUSD contracted with Catapult K-12 to upgrade the district's website. It has improved the security and reduced vulnerability from cyberattacks. (Priority 3)
Expenditures	BUDGETED No Cost. 0	ESTIMATED ACTUAL Catapult K-12 Website and Blackboard Inc. 0001-0999: Unrestricted: Locally Defined Base \$6562.45

Action **11**

<p>Actions/Services</p>	<p>PLANNED Ensure that all parents have regular access to clear, concise, and easily readable information about their children's school and classroom including in Spanish: Parents Rights Booklets, Nutrition Nuggets, school newsletter, school website, classroom newsletter, and biweekly bulletin. (Priority 3)</p>	<p>ACTUAL Action Met. Parents Rights Booklets were mailed in the August 2016 school newsletter. Nutrition Nuggets are mailed in the school newsletter four times a year. School newsletters are mailed to district and community members four times a year. Big Valley Jr/Sr High School maintains an electronic biweekly bulletin compiled by the district librarian. An extensive email list has been compiled for timely and cost effective distribution of school activities and important events. Safe Guide from Center for Education was purchased. (Priority 3)</p>
<p>Expenditures</p>	<p>BUDGETED Increase parent/family engagement 5000-5999: Services And Other Operating Expenditures Supplemental \$1200</p>	<p>ESTIMATED ACTUAL Increase parent/family engagement 4000-4999: Books And Supplies Supplemental \$1074.95</p>

Action **12**

<p>Actions/Services</p>	<p>PLANNED Improve recruitment and training to involve families as volunteers and as audiences at the school by providing a space for the Parent Volunteer Room. (Priority 3)</p>	<p>ACTUAL Action Met. Increased parent or community volunteers involvement by 5% as measured by new volunteer applications. (Priority 3)</p>
<p>Expenditures</p>	<p>BUDGETED Increase parent/family engagement 0000: Unrestricted Base \$100</p>	<p>ESTIMATED ACTUAL Increase parent/family engagement 0000: Unrestricted Base 0</p>

Action **13**

<p>Actions/Services</p>	<p>PLANNED Improve attendance rate by engaging students in a campaign that offers positive rewards for getting to school on-time. (Priority 3)</p>	<p>ACTUAL Action Met. Generated excitement and increased student engagement by offering quarterly incentives to students who have great or perfect attendance, as measured by Aeries. (Priority 3)</p>
<p>Expenditures</p>	<p>BUDGETED Increase pupil engagement 0001-0999: Unrestricted: Locally Defined Supplemental \$800</p>	<p>ESTIMATED ACTUAL Increase pupil engagement 0001-0999: Unrestricted: Locally Defined Supplemental \$208.95</p>

Action **14**

<p>Actions/Services</p>	<p>PLANNED</p>	<p>ACTUAL</p>
-------------------------	-----------------------	----------------------

	<p>Provide three college visit field trip opportunities for students to visit Lassen College, Shasta College, or College of the Siskiyou. (Priority 3 & 5)</p>	<p>Action Met. Big Valley High School students participated in the College and Career Fair at Lassen College. 12th graders participated in the College Visitation and Fair at Shasta College. 12th graders visited College of the Siskiyou for a College and Career Fair. 7th & 8th visited Chico State University for a college visit. 7th Grade attended career fair in Susanville. 8th Grade attended college fair at Lassen Community College. (Priority 3 & 5)</p>
Expenditures	<p>BUDGETED Increase pupil engagement and increase graduation rates 5000-5999: Services And Other Operating Expenditures Base \$6,000</p>	<p>ESTIMATED ACTUAL Increase pupil engagement and increase graduation rates. Cost of substitutes. 5000-5999: Services And Other Operating Expenditures Base \$888 Cost of transportation 5000-5999: Services And Other Operating Expenditures Base \$1553.14</p>

Action **15**

Actions/Services	<p>PLANNED Provide all students with student planners to promote students' academic success by facilitating time management and promote character building skills. (Priority 3 & 5)</p>	<p>ACTUAL Action Met. Students received student planners on the first day of school. (Priority 3 & 5)</p>
Expenditures	<p>BUDGETED Increase student engagement 4000-4999: Books And Supplies Supplemental \$650.00</p>	<p>ESTIMATED ACTUAL Increase student engagement 4000-4999: Books And Supplies Supplemental \$622.35</p>

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Goal #1: BVJUSD strives to create a positive school climate that promotes student wellness, student engagement, and increases parent involvement in the school community. Overall, the majority of the actions/services to achieve the articulated goal were met. BVJUSD expanded their multi tiered system of support through Positive Behavior Interventions and Supports (PBIS). A general education counselor visited both school sites once a week and met with identified general education students who were referred by staff or themselves. The PBIS store operated once a month and the K-8 grades attended the End of the Year PBIS field trip to Redding Aquatics Center. PBIS t-shirts were purchased to facilitate school spirit and personal responsibility for student ownership and unified staff. As an alternative to suspensions, BVJUSD continued to subscribe to the web-based information system (SWIS Suite) to collect, summarize, and use student behavior data for decision-making. The Bureau of Lectures Assembly company presented a K-6 PBIS Anti-Bullying Assembly. The puppets in the assembly promoted a positive school climate interactions for students through fables and storytelling. One K-6 and one 7-12 teachers were designated as the Two (2) site discipline coordinators. Both of them utilized positive interventions to support the PBIS program. BVJUSD provided multiple opportunity for positive

student engagement by providing an academic counselor who supported junior high and high school students by organizing parent conferences for high-risk students, chaperoned college visitations, monitored 4 year high school plans, review high school transcripts, and facilitated A-G course submissions. One staff member was hired to supervise and instructor summer school for students who need credit recovery (7th - 12th grade students). A perfect attendance incentive system was implemented to improved attendance rates. Big Valley Jr./Sr. High School students participated in multiple College and Career Fair trips throughout the school year.

BVJUSD provided and improved regular and meaningful communications between home and school. Catapult K-12 updated and improved the security of the school website. Parents Rights Booklets were mailed in the August 2016 school newsletter. Nutrition Nuggets are mailed in the school newsletter four times a year. School newsletters are mailed to district and community members four times a year. Big Valley Jr/Sr High School maintains an electronic biweekly bulletin compiled by the district librarian. An extensive email list has been compiled for timely and cost-effective distribution of school activities and important events.

The action not met was Action 7. Since the cafeteria department saw a reduction in staff by one, the cook was not able to expand the breakfast and lunch menu options for the school district due to the transition of the department moving from two full time employees to one full time employee.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

After multiple reviews of the actions/services throughout the school year, the consensus from the advisory committee and results from the Actual Measurable Outcomes demonstrates these actions/services positively supported the outcomes for Goal 1. As the school year moved along, more students requested access to see the general education counselor. Attendance rates improved dramatically and more support services were offered to parents and students. The suspension rate showed an increase. We were hoping to see a decrease. To address the suspension rate and maintain the increase in attendance rates, BVJUSD will attempt to hire a PBIS behavior aide to provide a continuum of multi tiered system of supports for all students and provide staff with additional PBIS Tier 2 & 3 trainings.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

In Goal 1, the budgeted amount was \$44,000 and the estimated actuals were \$37,864.49 which is approximately \$6,135.51 less than what was budgeted. Actions 2, 9, 12, 13, and 14 expenditures were less than what was anticipated to fund it. These actions utilized the necessary funds to successfully provide on-going PBIS incentives, video and radio maintenance for student safety, training for school volunteers, attendance incentives, and college field trips.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Analysis:

Overall the actions and services in Goal 1 provided a positive outcome for students and families. The actions in Goal 1 required one new action and a modification to a second one.

Change:

Action 3 is a new action. BVJUSD will hire a PBIS Behavior Aide to help reduce suspensions and increase student success through PBIS Tier 2 & 3 behavior supports. Action 9 has been modified to include video and radio maintenance. The action is for staff to have consistent communications for the the ability to help reduce negative behavior and to increase student safety.



Annual Update

LCAP Year Reviewed: 2016-17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 2

For the 2016/17 school year, Goal 2: Responsible: Dedicated lifelong learners. BVJUSD offers access to all students including a broad course of study, appropriately assigned, fully credentialed teachers, access to standards-aligned instructional materials, and facilities in good repair.

State and/or Local Priorities Addressed by this goal:

STATE	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input checked="" type="checkbox"/>	7	<input type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Metric:
 Priority 1: Basic
 1A: 100% of District's teachers and staff are appropriately assigned and credentialed using HQT report and/or SARC and/or Williams report.
 1B: 100% of our classrooms have sufficient instructional materials as verified by a district board resolution and/or Williams report.
 1C: District will continue to have 100% of their schools in good or exemplary condition as measured by the Facility Inspection Tool (FIT)/Williams report.

Priority 2: Implementation of State Standards
 2A: 100% of the lessons taught use CA State Standards. We currently have 100% of our teachers using CA State Standards based lessons.
 2A: District is using a needs assessment to gather data on the areas of PD Needs.
 2B: 90% of our teachers will attend CA State Standards trainings that include the ELA/ELD standards.

Priority 7: Course Access
 7A: All of our students will have access to a visual and/or performing arts class throughout the year as evidenced by the master schedule.
 7A: All of our students will have access to a Career and Technical Education class at least one semester out of the three as evidenced by the master schedule .

ACTUAL

Metric:
 Priority 1: Basic
 1A: 90% of District's teachers and staff are appropriately assigned and credentialed using the SARC report.
 1B: 100% of our classrooms have sufficient instructional materials as verified by a district board resolution.
 1C: As of 09/02/16, the District has 100% of their schools exemplary condition as measured by the Facility Inspection Tool (FIT)/Williams report.

Priority 2: Implementation of State Standards
 2A: Teachers are moving from "Beginning development" to "Initial Implementation" in implementing the California standards for English Language Arts/English Language Development, NGSS, history/social science, physical education, and visual and performing arts and world language, as evidenced by survey results.
 2B: 90% of our teachers attended ELA/ELD CA State Standards trainings through Wonders (K-6) and StudySync professional development (7-12). 100% of our teachers attended differentiation training for standards implementation at the Lassen County Profession Institute Day in September 23, 2016 which was a focus on English Learners.

Priority 7: Course Access
 7A: One year of high school Art class and one semester of junior high Art class were added to the 2016-17 master schedule. An Agriculture Career and Technical Education pathway is offered with a credentialed Agriculture teacher for all class levels including the junior high was added to the 2016-17 master schedule.

7B: All of our unduplicated pupils will have access to A-G College Preparatory classes as evidenced by the master teaching schedule.
 7C: All of our students with exceptional needs will have full course access or access to courses offered in the master schedule.

7A: All students have access to one-to-one Chromebook computers for each student in 7th -12th grades to fully access technology, Fuel Education online courses, Cyberhigh.org courses, and Lassen Community College courses, as evidence by the 2016-17 master schedule.
 7B: All of our unduplicated pupils not only have access to the onsite master schedule, but all students have access to our A-G approved virtual learning programs: Fuel Education, Cyberhigh.org., Lassen Community College concurrent enrollment, as evidence by the 2016-17 master schedule.
 7C: Students with exceptional needs not only have access to the onsite master schedule, but all students have access to our A-G approved virtual learning programs: Fuel Education, Cyberhigh.org., Lassen Community College concurrent enrollment, as evidence by the 2016-17 master schedule.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **1**

<p>Actions/Services</p>	<p>PLANNED Continue to ensure all teachers are qualified and appropriately credentialed by providing Beginning Teacher Support and Assessment (BTSA) for all new teachers and second year teachers. (Priority 1)</p>	<p>ACTUAL Action met. One elementary school teacher completed year 2 of the renamed BTSA program now known as Alliance for Teaching Excellence (ATE). One high school teacher completed year 1 of the renamed BTSA program now known as Alliance for Teaching Excellence (ATE). (Priority 1)</p>
<p>Expenditures</p>	<p>BUDGETED Professional Development 1000-1999: Certificated Personnel Salaries Title II \$6,400</p>	<p>ESTIMATED ACTUAL Professional Development 1000-1999: Certificated Personnel Salaries Title II \$6,481</p>

Action **2**

<p>Actions/Services</p>	<p>PLANNED Provide professional development (workshops, coaching, planning time) to support the implementation of the Common Core (CCSS); including the support of formative and summative assessments and Next Generation Science Standards (NGSS); including the integration of technology. Instructional Focus on the differentiation of instruction to meet the needs of our unduplicated pupils.</p>	<p>ACTUAL Action met. Two elementary school teachers and two instructional aides attended Lindamood Bell (LIPS) professional development. Action met. one high school English teacher attended an AP Conference and participated in The College Board mentoring program. (Priority 1 & 2)</p>
-------------------------	---	--

	(Priority 1 & 2)	
Expenditures	<p>BUDGETED</p> <p>Professional Development 1000-1999: Certificated Personnel Salaries Title II \$12,000</p>	<p>ESTIMATED ACTUAL</p> <p>Professional Development 1000-1999: Certificated Personnel Salaries Title II \$1958.23</p> <p>Lindamood-Bell Learning Process Training 5000-5999: Services And Other Operating Expenditures Title II \$3,340.20</p>

Action **3**

Actions/Services	<p>PLANNED</p> <p>Provide teachers with the high--quality math curriculum, supports, and enhancement materials needed to support students struggling in math at the junior high and high school. (Priority 2)</p>	<p>ACTUAL</p> <p>Action met. Fuel Education online math curriculum provided with access to online math teachers. (Priority 2)</p>
Expenditures	<p>BUDGETED</p> <p>Increase course access by implementing Fuel Education Online Curriculum 5000-5999: Services And Other Operating Expenditures Base \$20,000</p>	<p>ESTIMATED ACTUAL</p> <p>High-quality math curriculum and supports 5000-5999: Services And Other Operating Expenditures Base \$36,712.48</p>

Action **4**

Actions/Services	<p>PLANNED</p> <p>Recruit and retain high school math teacher. (Priority 1 & 7)</p>	<p>ACTUAL</p> <p>Action not met. Unable to hire a high school math teacher. Attended two recruitment fairs, advertised in Northstate and Oregon newspapers, and posted job announcement on Edjoin.org website. (Priority 1 & 7)</p>
Expenditures	<p>BUDGETED</p> <p>Recruitment costs and financial incentives for hard to fill teaching position. 1000-1999: Certificated Personnel Salaries Base \$20,000.00</p> <p>Recruitment Fair costs 5000-5999: Services And Other Operating Expenditures Base \$20,000</p>	<p>ESTIMATED ACTUAL</p> <p>Recruitment Fair and travel costs. 1000-1999: Certificated Personnel Salaries Base \$1,179.18</p> <p>Newspaper advertisements in the North State 5000-5999: Services And Other Operating Expenditures Base \$1,222,00</p>

Action **5**

Actions/Services	<p>PLANNED</p> <p>Support Science, Technology, Engineering and Math (STEM) activities through field trips A Day in the Desert, A Day in the Forest, and Whiskeytown Environmental Science Camp .(Priority 7)</p>	<p>ACTUAL</p> <p>Action was partially met. Seven 4th-9th grade students attended a Coding camp at Richmond School District. The 6th grade attended A Day in the Desert near Susanville. K-6th grades attended A Day in the Forest near Canby, CA on May 25, 2017. The 5th did not attend, but the 6th grades attended last year's Whiskeytown Environment Science Camp. After evaluation of the camp, the 5th/6th grades will attend it every other year. (Priority 7)</p>
------------------	---	---

Expenditures	<p>BUDGETED software, literature and materials to help further our STEAM initiative 0000: Unrestricted Base \$10,000.00</p>	<p>ESTIMATED ACTUAL Increased hands-on experiences 0000: Unrestricted Base \$350</p>
Action 6		
Actions/Services	<p>PLANNED Oversee At--risk students to increase access to college prep courses, and provide appropriate academic support programs with Intervention Support for these students by providing an Academic Counselor. (Priority 7)</p>	<p>ACTUAL Action met. An academic counselor provided college and career counseling, improved parent communication with At-Risk students, and facilitated parent-teacher conferences. (Priority 7)</p>
Expenditures	<p>BUDGETED Academic Counselor 1000-1999: Certificated Personnel Salaries Supplemental \$3,000.00</p>	<p>ESTIMATED ACTUAL Academic Counselor 1000-1999: Certificated Personnel Salaries Supplemental Already Calculated</p>
Action 7		
Actions/Services	<p>PLANNED Increase course pathways and enrollment in Career and Technical Education (CTE) courses at the high school through outreach efforts (CAL-FIRE) and Agricultural Incentive Grant. (Priority 7)</p>	<p>ACTUAL Action partially met. Enrollment increased in Career and Technical Education (CTE) courses for Agriculture, but not for fire-fighting (Cal Fire). The high school did not have enough student who were old enough (18 years old) and interested in the program. (Priority 7)</p>
Expenditures	<p>BUDGETED Registration fees, transportation and materials for CTE programs 4000-4999: Books And Supplies Base \$5,000.00</p>	<p>ESTIMATED ACTUAL Registration fees, transportation and materials for CTE programs 4000-4999: Books And Supplies Carl D. Perkins Career and Technical Education \$1534.00</p>
Action 8		
Actions/Services	<p>PLANNED Increase elective options through concurrent enrollment at Lassen Community College and/or Cyberhigh.org online program. Enrollment Fees and College Visits with a focus on low income students. (Priority 7)</p>	<p>ACTUAL Action met. One student enrolled and passed two classes concurrently enrolled at Lassen College. Five students enrolled in Cyberhigh.org online program for elective classes. (Priority 7)</p>
Expenditures	<p>BUDGETED Program fees and book fees 4000-4999: Books And Supplies Supplemental \$2,400.00</p>	<p>ESTIMATED ACTUAL Program fees and book fees 5000-5999: Services And Other Operating Expenditures Supplemental \$10.85</p>
Action 9		
Actions/Services	<p>PLANNED</p>	<p>ACTUAL</p>

Expenditures	Continue with Barton's System, LIPS, and CTOPP's screening for intervention help and materials with focus on low income students. (Priority 1 & 7)	Action Not Met. Did not purchase additional materials. However, the district will continue to use the Barton's System, LIPS, and CTOPP's screening to identify low performing students and provide intervention.
	BUDGETED Materials and Software specifically low performing students with academic achievement 4000-4999: Books And Supplies Supplemental \$5,000	ESTIMATED ACTUAL 0

Action **10**

Expenditures	PLANNED Continue to refine After School Tutoring and Saturday School Academic Support programs for low income students. (Priority 1 & 7)	ACTUAL Action partially met. Due to lack of available staff, after school tutoring academic support did not place, but Saturday School did occur four times during the year. (Priority 1 & 7)
	BUDGETED Staff and Faculty Stipends 1000-1999: Certificated Personnel Salaries Supplemental \$2500	ESTIMATED ACTUAL Staff and Faculty Stipends 1000-1999: Certificated Personnel Salaries Supplemental \$937.84

Action **11**

Expenditures	PLANNED Continue to improve facilities by utilizing Prop 39 HVAC work fund. Upgrade thermostats, replace boiler and fuel tank project. (Priority 1)	ACTUAL Action met. BVJUSD upgraded and installed thermostats, replaced boiler, and fuel tank project. Prop 39 funds have been exhausted. (Priority 1)
	BUDGETED Prop 39 5800: Professional/Consulting Services And Operating Expenditures Other \$130,000	ESTIMATED ACTUAL Prop 39 5800: Professional/Consulting Services And Operating Expenditures Other \$27,422.50 Bulb replacement, hard drives, laptop screen, battery, lamps, toner, etc 4000-4999: Books And Supplies Supplemental \$2,663.42

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Overall, the majority of the actions/services to achieve the articulated goal were implemented. One elementary school teacher is in year 2 of the renamed BTSA program now known at Alliance for Teaching Excellence (ATE). One high school teacher is in year 1 of the renamed BTSA program now known at Alliance for Teaching Excellence (ATE). Two elementary school teachers and two instructional aides attended Lindamood Bell (LIPS) professional development. One high school English teacher attended an AP Conference and participated in The College Board mentoring program. Fuel Education online math curriculum provided access to online credentialed math teachers. An academic counselor provided college and career counseling, improved parent communication with At-Risk students, and facilitated parent-

teacher conferences. One student enrolled and passed two classes concurrently enrolled at Lassen College. Five students enrolled in Cyberhigh.org online program for elective classes. BVJUSD upgraded and installed thermostats, replaced boiler, and fuel tank project. Prop 39 funds have been exhausted. In addition, bulbs, hard drives, toner, laptop screens, battery, and lamps has been replaced out of the supplemental fund.

Action 4 was rated as not met due to inability to recruit a high school math teacher. The superintendent/principal attended two recruitment fairs, advertised in Northstate and Oregon newspapers, and posted job announcement on Edjoin.org website.

Action 9 was rated as not met because additional materials were not purchased. However, the district will continue to use the Barton's System, LIPS, and CTOPP's screening to identify low performing students and provide intervention.

Action 5 was partially met. Seven 4th-9th grade students attended a Coding camp at Richmond School District. The 6th grade attended A Day in the Desert near Susanville. K-6th grades attended A Day in the Forest near Canby, CA. The 5th/6th grades did not attend Whiskeytown Environment Science Camp. After and evaluation of the camp, the 5th/6th will attend it every other year.

Action 7 was partially met. Enrollment increased in Career and Technical Education (CTE) courses for Agriculture, but not for fire-fighting (Cal Fire). The high school did not have enough student who were old enough (18 years old) and interested in the program.

Action 10 was partially met. Due to the lack of available staff, after school tutoring did not occur. On four Saturdays, Saturday School academic support did take place.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

After multiple reviews of the actions/services throughout the school year, the consensus from the advisory committee and results from the Actual Measurable Outcomes demonstrates these actions/services adequately supported the outcomes for Goal 2. Action 2: Due to some turnover in staff at the junior high level, it has made the implementation of state standards and aligned to high quality professional development challenging. Action 3: The online math curriculum with access to a credentialed math teacher challenged students academically, and it provided flexibility and many options for students within our limited master schedule. Action 4: The lack of an on-campus math teacher proved difficult for some students and mentor teachers to receive timely feedback.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

In Goal 2, the budgeted amount was \$221,300 and the estimated actuals were \$82,632.52 which is approximately \$138,667.48 less than what was budgeted. Action 11 accounts for large portion of the material difference due to the total amount of Prop 39 funding listed. Instead of entering the remaining amount of year 3, Prop 39 funds, the total award of \$130,000 was listed incorrectly on Action 11. Action 2 used a little under half of the allocated funds for professional development. Online webinars for English-Language Arts professional development accounted for an unanticipated cost savings. Action 4 was earmarked for an recruitment and/or signing bonuses which did not materialize when a math teacher could not be hired.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFE Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Analysis:

Overall the actions and services in Goal 2 provided a adequate outcome for students and staff. Action 4 needed to be rewritten as BVJUSD is attempting to recruit within the community and "grow" our own math teacher.

Changes:

Action 4 has been rewritten to hire a high school math paraprofessional. BVJUSD was unable to recruit a high school math teacher after attending two teacher recruitment fairs in Oregon and San Francisco, expanding their advertising reach in North State newspapers, and posting the vacancy online earlier in the school year. The recruitment process is focusing on local people who want to live in the rural area. The suspension rate showed an increased. We were hoping to see a decrease. To address the suspension rate and maintain the increase in attendance rates, BVJUSD will attempt to hire a PBIS behavior aide to provide a continuum of multi tiered system of supports for all students and provide staff with additional PBIS Tier 2 & 3 trainings. Action 11 will be eliminated as the Prop 39 funds have been exhausted.

Annual Update

LCAP Year Reviewed: 2016-17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 3

For the 2016/17 school year, Goal 3: Problem Solvers: Achieve mastery, attain goals and actively seek opportunity. BVJUSD will focus on closing the achievement gap for all students, increasing student achievement in all subject areas and ensuring that all students are prepared for high school, college and career.

State and/or Local Priorities Addressed by this goal:

STATE	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input checked="" type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input type="checkbox"/>	7	<input checked="" type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Priority 4: Pupil Achievement
 4A: Performance on 2016-17 Standardized tests: Since two years of data is needed to determine growth targets, the 2014-15 and 2015-16 CAASPP ELA and Math scores will be used to determine targets.
 4A: CST Science: District will increase 70% of students scoring proficient or above in 5th, 8th, and 11th grade CST science assessment by 5%. We currently have 36% of our students who have scored proficient or above in CST Science.
 4B: Score on Academic Performance Index: Multiple measure replacement for the API I under development.
 4C: 77.78% of pupils that are college and career ready, completing A-G courses (CTE Sequences) will increase by 5%
 4C: 80% of pupils that are college and career ready, completing a CTE Sequence will increase by 5%
 4D: English Proficiency – Our measurable outcome is that their language proficiency level will increase by 1 (one) each school year. This year 80% of our EL students grew by one level.
 4E: EL reclassification rate – Our rate of reclassified EL students will increase by 10% compared to this year's 5%.
 4F: Share of students that pass AP exams with three or higher will increase by 25% from the current 0%.
 4G: Share of students participating in the Early Assessment Program (EAP) will be maintained at 100% from the last year's 100%.
 4G: Share of students determined to be prepared for college by the EAP will increase by 5% from the current percentage of 25%.

ACTUAL

Priority 4: Pupil Achievement
 4A (Based upon 2016 CAASPP Data)
 English Language Arts
 Grade 3: 23.10% met or exceeded
 Grade 4: 0% met or exceeded
 Grade 5: 8.30% met or exceeded
 Grade 6: 0% met or exceeded
 Grade 7: 25% met or exceeded
 Grade 8: 27.27% met or exceeded
 Grade 11: 30.30% met or exceeded

 Overall:
 Mathematics
 Grade 3: 23.10% met or exceeded
 Grade 4: 0% met or exceeded
 Grade 5: 8.3% met or exceeded
 Grade 6: 0% met or exceeded
 Grade 7: 9% met or exceeded
 Grade 8: 9.09% met or exceeded
 Grade 11: 7.70% met or exceeded

 Overall:
 4A: CST Science:
 Grade 5: 17% proficient or above

***Other Assessment Data:**

4H: Increase by 5% the reading performance of our K-2 students by using MAPS. We currently have 75% of our students reading at grade level by the end of the 2nd grade.

4I: Increase by 5% the participation of our 11th & 12th grade students by taking the SAT or ACT Exams. We currently have 25% of our students taking the SAT or ACT Exams by the end of the 12th grade.

Priority 8: Other Pupil Outcomes

8A: The percent of 8th grade students eligible for enrollment in an A-G four-year, academic high school plan at the end of 8th grade will increase by 5%.

8A: The % of students reaching physical fitness targets will increase by 5% as measured by the Annual CA Physical Fitness Test. 83.3% of 5th graders met at least 4 out of 6 Healthy Fitness Zone standards.

69.3% of 7th graders met at least 4 out of 6 Healthy Fitness Zone standards. 66.7% of 9th graders met at least 4 out of 6 Healthy Fitness Zone standards.

8A: 93% of students achieving passing grades in all courses described under 51210 and 51220 (a) – (i).

Grade 8: 32% proficient or above

Grade 10: 35% proficient or above

4B: Score on Academic Performance Index: Multiple measure replacement for the API I under development.

4C: 11% of pupils are college and career ready, completing A-G courses, as reported by the School Accountability Report Card (SARC).

4C: 0% of pupils are college and career ready, completing a CTE Sequence, as reported by the School Accountability Report Card (SARC).

4D: English Proficiency –as reported by the California School Dashboard. Status: Very low 58.3%

4E: EL reclassification rate – CalPads data indicates a reclassification rate of 0 students for the 2016-17 school year.

4F: No students passed AP exams with three or higher, as reported by The College Board.

4G: All eleventh grade students participated in the Early Assessment Program (EAP), as reported by the CASSPP results.

4G: 5% of students are prepared for college by the EAP, as reported by the CASSPP results.

Priority 8: Other Pupil Outcomes

8A: 100% percent of 8th grade students are eligible for enrollment in an A-G four-year, academic high school plan, as reported by AERIES.

8A: 90% of 9th grade students met at least 4 out of 6 Healthy Fitness Zone physical fitness targets met, as measured by the Annual CA Physical Fitness Test. 83.3% of 5th graders met at least 4 out of 6 Healthy Fitness Zone standards. 69.3% of 7th graders met at least 4 out of 6 Healthy Fitness Zone standards.

8A: 93% of students achieving passing grades in all courses described under 51210 and 51220 (a) – (i).

8A: Increase by 5% the reading performance of our K-2 students by using MAPS. We currently have 75% of our students reading at grade level by the end of the 2nd grade.

8A: 7% increase of the participation of our 11th & 12th grade students who took the SAT or ACT Exams, as reported by The College Board and the College and Career Indicator from the California School Dashboard.

8A: 70% of 2013-14 cohort students were at the Approaching Prepared level as measured by the College/Career Indicator of the California Dashboard.

[ACTIONS / SERVICES](#)

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **1**

Actions/Services

PLANNED
Focus instruction on standards aligned material reviewing student performance data to determine how instruction can be adapted to increase student performance. (Priority 4)

ACTUAL
Action met. ELA teachers have received professional development in the new ELA curriculum through webinars and Lassen County Institute Day. One teacher participated in the SEES training through Region 2. (Priority 4)

Expenditures

BUDGETED
Costs associated with training, registration, transportation and materials as well as using staff collaboration time. 1000-1999: Certificated Personnel Salaries Base \$4,500

ESTIMATED ACTUAL
Professional Development costs were included in the purchase of the ELA/ELD curriculum--Wonders and StudySync. 1000-1999: Certificated Personnel Salaries Base 0

Action **2**

Actions/Services

PLANNED
Identify students not meeting targets and tailor instruction toward increasing their performance. (Priority 4)

ACTUAL
Action met. Reading Intervention sessions were increased this year. The Mississippi Dyslexia screener and Barton's screener are used to identify any students who may be experiencing reading difficulties. (Priority 4)

Expenditures

BUDGETED
Use of Student Study Teams, Intervention Teacher, and/or ELL Intervention Teacher and faculty time to plan for improving instruction. 1000-1999: Certificated Personnel Salaries Base \$2,000
Materials and supplies for planning 4000-4999: Books And Supplies Base \$1,000

ESTIMATED ACTUAL
No costs were associated with this action. Most of the time occurred during parent/teacher conference time or during collaboration time. 1000-1999: Certificated Personnel Salaries Base 0
PSAT, AP Exams, Cyber High Exams & materials, Handwriting w/o Tears, Mathway, headphones for testing/computer, Studies Weekly subscription 4000-4999: Books And Supplies Base \$3059.25

Action **3**

Actions/Services

PLANNED
Ensure students who are choosing to enter college upon graduation take appropriate coursework to meet A-G entrance requirements for the Cal State University and University of California system. Employ use of counseling services for this. (Priority 4)

ACTUAL
Action met. As evidenced by the master schedule and student handbook, one year of a foreign language and one year of a fine art is required for high school graduation. (Priority 4)

Expenditures

BUDGETED
Academic Counselor 1000-1999: Certificated Personnel Salaries Supplemental Cost already reported.

ESTIMATED ACTUAL
Academic Counselor 1000-1999: Certificated Personnel Salaries Supplemental Cost already reported.

Action **4**

<p>Actions/Services</p>	<p>PLANNED Ensure students who are choosing to enter college take Early Assessment Program Assessments. Employ use of counseling services for this. (Priority 4)</p>	<p>ACTUAL Action met. The Early Assessment Program has been enveloped into the CAASPP 11th grade ELA assessment. (Priority 4)</p>
<p>Expenditures</p>	<p>BUDGETED Academic Counselor 5000-5999: Services And Other Operating Expenditures Supplemental Cost already reported.</p>	<p>ESTIMATED ACTUAL Academic Counselor 5000-5999: Services And Other Operating Expenditures Supplemental 0</p>

Action **5**

<p>Actions/Services</p>	<p>PLANNED Teacher participates in WASC accreditation process as an official WASC committee member reviewing another school in another county. (Priority 8)</p>	<p>ACTUAL Action met. Two teachers participated in WASC accreditation visits to other schools. (Priority 8)</p>
<p>Expenditures</p>	<p>BUDGETED Certificated Substitutes Cost 1000-1999: Certificated Personnel Salaries Base \$1000</p>	<p>ESTIMATED ACTUAL Certificated Substitutes Cost 1000-1999: Certificated Personnel Salaries Base \$881.94</p>

Action **6**

<p>Actions/Services</p>	<p>PLANNED Maintain an instructional support staff to assist teachers and other certificated staff toward meeting student performance objectives. (Priority 4)</p>	<p>ACTUAL Action met. Instructional support staff were retained. (Priority 4)</p>
<p>Expenditures</p>	<p>BUDGETED Paraprofessionals 2000-2999: Classified Personnel Salaries Title I \$87,000</p>	<p>ESTIMATED ACTUAL Paraprofessionals 2000-2999: Classified Personnel Salaries Title I \$48,289.72</p>

Action **7**

<p>Actions/Services</p>	<p>PLANNED Maintain extra-curricular programs. Continue to provide a well-rounded enrichment programs by offering additional programs to keep students in the district. (Priority 8)</p>	<p>ACTUAL Action met. Extra Curricular programs were maintained at the high school. The junior high extra curricular program added cross country and track this year. (Priority 8)</p>
<p>Expenditures</p>	<p>BUDGETED High School & Junior High School Interscholastic Athletics and Dance Team 1000-1999: Certificated Personnel Salaries Base \$36,600 Equipment for Junior High School Interscholastic Athletics and dance teams 4000-4999: Books And Supplies Base \$900 Athletic Officials and dues 5000-5999: Services And Other Operating Expenditures Base \$12,000 Equipment for High School Interscholastic Athletics and dance teams 4000-4999: Books And Supplies Base \$13,500</p>	<p>ESTIMATED ACTUAL High School & Junior High School Interscholastic Athletics and Dance Team 1000-1999: Certificated Personnel Salaries Base \$32,356 Equipment for Junior High School Interscholastic Athletics and dance teams 4000-4999: Books And Supplies Base 0 Athletic Officials and dues 5000-5999: Services And Other Operating Expenditures Base \$8726 Equipment for High School Interscholastic Athletics and dance teams 4000-4999: Books And Supplies Base \$1784</p>

Action **8**

<p>Actions/Services</p>	<p>PLANNED Maintain co-curricular programs. Continue to provide a well-rounded educational programs by offering additional programs to keep students in the district (Priority 8)</p>	<p>ACTUAL Action met. Co-curricular programs have been maintained. Agriculture education continues to be a popular program. (Priority 8)</p>
<p>Expenditures</p>	<p>BUDGETED Match Agriculture Grant and future CTE grant 4000-4999: Books And Supplies Carl D. Perkins Career and Technical Education \$1500</p>	<p>ESTIMATED ACTUAL Match Agriculture Incentive Grant and CTE grant 4000-4999: Books And Supplies Carl D. Perkins Career and Technical Education Already calculated in Goal 1</p>

Action **9**

<p>Actions/Services</p>	<p>PLANNED Continue to provide K-12 English Language Learner Teacher who will provide daily 30 minutes of direct instruction to EL students. (Priority 4)</p>	<p>ACTUAL Action met. K-12 English Language Learner teacher provides 30 minutes of direct instruction to EL students. (Priority 4)</p>
<p>Expenditures</p>	<p>BUDGETED K-12 English Language Learner Teacher 1000-1999: Certificated Personnel Salaries Supplemental \$24,840</p>	<p>ESTIMATED ACTUAL K-12 English Language Learner Teacher 1000-1999: Certificated Personnel Salaries Supplemental \$24,840</p>

Action **10**

<p>Actions/Services</p>	<p>PLANNED Continue to provide K-12 Intervention Teacher who will provide academic support for students who are below grade level, referred by the SST, or "At Risk" for not graduating on time. (Priority 4)</p>	<p>ACTUAL Action met. K-12 Intervention Teacher provides academic support for students who are below grade level, referred by the SST, or "At Risk" for not graduating on time. (Priority 4)</p>
<p>Expenditures</p>	<p>BUDGETED K-12 Intervention Teacher 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$45,506</p>	<p>ESTIMATED ACTUAL K-12 Intervention Teacher 1000-1999: Certificated Personnel Salaries Supplemental \$45,506</p>

Action **11**

<p>Actions/Services</p>	<p>PLANNED Teachers access formative assessment tools from the digital library provided by the state. Students participate in interim assessments. Students take local assessments in ELA and Math and teachers systematically use data to adjust to students' needs. (Priority 4)</p>	<p>ACTUAL Action not met. Most teachers did not access the digital library. Half of the teachers participated in the interim assessments in ELA. We did not participate in math due to the structure of the online math curriculum. (Priority 4)</p>
<p>Expenditures</p>	<p>BUDGETED Staff and faculty time 1000-1999: Certificated Personnel Salaries Base \$0.00</p>	<p>ESTIMATED ACTUAL Staff and faculty time 1000-1999: Certificated Personnel Salaries Base 0</p>

Action **12**

<p>Actions/Services</p>	<p>PLANNED Acquire performance data on all subjects and subgroups. Systematically share data with teachers. Teachers monitor student progress and adjust instruction and strategies toward getting students to mastery. (Priority 4)</p>	<p>ACTUAL Action met. Teachers received MAPs data three times a year and MobyMax data weekly. (Priority 4)</p>
<p>Expenditures</p>	<p>BUDGETED Materials and supplies 4000-4999: Books And Supplies Lottery \$1,000.00</p>	<p>ESTIMATED ACTUAL MobyMax (Math Intervention program) 4000-4999: Books And Supplies Lottery \$495 MAPS 4000-4999: Books And Supplies Lottery \$2484</p>

Action **13**

<p>Actions/Services</p>	<p>PLANNED Teachers access formative assessment tools from the digital library provided by the state. Students participate in interim assessments. Students take local assessments in ELA and Math and teachers systematically use data to adjust to students' needs. (Priority 4)</p>	<p>ACTUAL This is a duplicate to Action 11. Action met. The planned action should have been to subscribe to Renaissance Learning for Star Renewal. BVES will continue to provide Accelerated Reader with this action. (Priority 4)</p>
<p>Expenditures</p>	<p>BUDGETED Supplies and materials 4000-4999: Books And Supplies Base \$1,500.00</p>	<p>ESTIMATED ACTUAL Renaissance Learning/Accelerated Reader 4000-4999: Books And Supplies Base \$2185</p>

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Overall, the implementation of the actions/services to achieve the articulated goal was met satisfactorily as evidenced by the following: ELA teachers have received professional development in the new ELA curriculum. Two teachers have continued in the Alliance for Teacher Excellence program through Region 2. One teacher participated in the SEES training through Region 2. Reading Intervention sessions were increased this year. The Mississippi Dyslexia screener and Barton's screener are used to identify any students who may be experiencing reading difficulties. One year of a foreign language and one year of a fine art is required for high school graduation starting with the Class of 2017. The Early Assessment Program has been enveloped with the CAASPP 11th grade ELA assessment. Two teachers participated in WASC accreditation visits to other schools. Instructional support staff were retained. Extra Curricular programs were maintained at the high school. The junior high extra curricular program added cross country and track this year. Co-curricular programs have been maintained. Agriculture education continues to be a popular program. K-12 English Language Learner teacher provides 30 minutes of direct instruction to EL students. K-12 Intervention Teacher provides academic support for students who are below grade level, referred by the SST, or "At Risk" for not graduating on time. Teachers received MAPs data three times a year and MobyMax data weekly.

Action 11 was not met. Most teachers did not access the digital library.

Action 13 was not met. This was an error and a duplicate of Action 11. The planned action for Action 13 should have been to subscribe to Renaissance Learning for Star Renewal. BVES will continue to provide Accelerated Reader with this action. For the 2017-20 LCAP, Action 13 has been removed since it is a duplication to Action 11.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The consensus from the advisory committee and results from the Actual Measurable Outcomes demonstrates these actions/services positively supported the outcome for Goal 3. Professional development was offered for beginning teachers. Most teachers participated in professional development for English-Language Arts, science, or agriculture. Action 11 and Action 13 were the actions/services not met.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

In Goal 3, the budgeted amount was \$230,000 and the estimated actuals were \$168,158.91 which is approximately \$61,841.09 less than what was budgeted. Action 6 accounts for large portion of the material difference due to an incorrect amount listed for instructional aide salaries. The actual expenditure for Action 6 was \$48,289.72 and the budgeted amount was \$87,000. This was a difference of \$38,710.28. In addition, Action 1 did not utilize the budgeted amount of \$4500. SEES training occurred on weekends and the mentor traveled to Big Valley for meetings. Action 7 saw a decreased in equipment purchases for the high school.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Analysis:
BVJUSD students will continue to receive additional academic support provided by the academic counselor, access to the intervention teacher or English Language Learner intervention teacher, and expanded course offerings. Certificated staff will be able to acquire performance data on heir students in order to improve their lessons and meet the needs of their students academically. BVJUSD will continue to offer a well-rounded, comprehensive educational program by providing co-curricular activities, extra-curricular activities, and academic supports to all students.

Change:
Action 11 was not met and has been removed. Action 11 was deemed similar and duplicated the same outcomes as Goal 1, Action 2.

Action 12 was met, but the team did not see substantial improvement in student scores with using the MAPS data. The district will provide strategic professional development opportunities addressing the deficiencies in mathematics and English Language Arts (Goal 2, Action 2) and provide additional support in the classroom by employing a math paraprofessional aide (Goal 2, Action 4). As a result, Action 12 has been removed.

Action 13 was a duplicate to Action 11. Action 13 has been removed due to the error.



Stakeholder Engagement

LCAP Year

 2017–18 2018–19 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

10/19/16, 11/08/16, 12/13/16, 01/17/17, 02/21/17, 03/21/17, 04/18/17, and 05/16/17. BVJUSD Administration has been involved in monthly LCAP training meetings or workshops put on by Lassen County Office of Education. This includes all superintendents in Lassen County.

09/21/16, 10/19/16, 11/16/16, 12/14/16, 01/18/17, 02/15/17, 03/17/17, 4/19/17, and 5/17/17. Superintendent/Principal provided a review and ongoing update of the LCAP process to our community and Board of Trustees during monthly board meetings to review the timeline and reflecting the matrix to be used for each of the 8 state priorities to be addressed in the LCAP as required by the California Ed. Code. During these times, the Superintendent/Principal reminded the parents and community about the opportunity to submit comments, at any time throughout the year, about the LCAP.

10/29/16, 2/10/17, 02/21/17, 4/19/17, and 6/12/17. BVJUSD Administration met with Lassen County Superintendent and Assistant Superintendent for LCAP assistance and LCAP review.

12/7/16 and 03/08/17 The superintendent/principal met with the Big Valley migrant families. The LCAP Actions and Services were reviewed and discussed. Then the most recent data (CELDT Scores, CAASPP Scores, and MAPS Scores) from Big Valley Schools was analyzed. Most of the discussion centered around the district's ELLs student scores and the English Language Learner (ELL) teacher. Parent surveys were distributed during the 03/08/17 meeting. 100% of the parents indicated that they want the Big Valley School District to continue with the ELL intervention program.

08/17/16, 10/21/16 and 2/24/17. Big Valley Teachers Association (BVTA) bargaining unit reviewed the eight state priorities and reviewed the LCAP Actions and Services. BVTA carefully analyzed school data and evaluated the findings. Staff surveys were given on 10/21/16.

08/18/16, 12/05/16, and 02/6/17 Classified staff (CSEA) and unrepresented employees reviewed the most recent data (three years) available, analyzed the Actions and Services and offered feedback on LCAP. We utilized collaboration time so as to get as much participation as possible from most school district employees. Staff surveys were given on 10/21/16.

12/14/16, 02/03/17, and 04/05/17. The superintendent/principal has convened Parent and Community LCAP Advisory meetings. The group which included parents, teachers, and community members to review actions and services with a comprehensive conversation around each priority and to review data from Big Valley schools to inform the decision making process. On 05/19/17, the LCAP Advisory group reviewed the actions and services for all three goals and offered feedback to the administration.

10/21/16 BVJUSD Administration met with the 9th, 10th, and 11th grade students in their high school Social Science classes, and the 7th/8th World History class. The LCAP Goals were presented and discussed. The Healthy Kids Surveys were given.

2/15/17 9th-12th graders completed the 10 question needs assessment during their English period classes. 7th/8th Grade class completed the 10 question survey during their elective class.

On 10/21/16, 12/5/16, and 3/6/17, all of the stakeholders were given the last three years of student assessment results for the CST, CAHSEE, CELDT, ACT, and SARC Reports as well as the 2014-15 CAASSP Results, the Fitt Report, attendance rates, graduation rates, dropout rates, and suspension/expulsion data to analyze and evaluate.

Elementary School LCAP Student Survey- 3rd -6th grade students responded to the California Healthy Kids survey. Ideas on ways to improve the school for 2017-18 were identified and information was included in the LCAP where possible.

3/03/17 Parent/family involvement survey, which was included in the March/April 2017 Big Valley Newsletter, was sent to all households asking for feedback .

District Administration - Beginning 10/06/16 and ending 05/04/17, monthly staff meetings were held the first Thursday of each month to discuss issues related to improving student learning and performance. These meetings provided the opportunity to allow all Stakeholders (Parents, Administrators, Certificated, Board Member, Classified, and Lassen County Office of Education personnel) to review the LCAP Goals and to refine the District with direction for 2017-18.

Public Hearing for the LCAP/Budget was held on June 21, 2017. The BVJUSD approved the LCAP/Budget for the Public Hearing on June 21, 2017 when a 4-0 vote. The BVJUSD LCAP/Budget was placed on the board agenda for board approval at the June 28, 2017 regular meeting of the Board of Trustees.

IMPACT ON LCAP AND ANNUAL UPDATE

How did these consultations impact the LCAP for the upcoming year?

Consultations resulted in significant impact on the LCAP for the 2017-18 school year. Most consultations were focused on district performance data and how to improve academic achievement in all classrooms and supporting students emotionally and academically both inside and outside of the classroom and/or the school day when they struggle. The solutions for solving the low student performance and supporting students emotionally and academically varied based on the group consulted. Three key LCAP features were identified and developed to support these areas.

Key LCAP features to support these areas are:

1. Targeted support services to address our high needs students,
 - a) expand PBIS framework to improve the continuum of multi-tiered system of supports at the Tier 2 and Tier 3 levels.
 - b) hire a PBIS behavior aide to provide a continuum of behavior supports for all students.
2. Increased professional development for staff, and
 - a) provide professional development to address the deficiencies in mathematics and English-Language Arts.
 - b) provide staff with Trauma Informed Care training, suicide prevention training, and PBIS Tier 2 & 3 trainings
3. Additional academic and counseling support at both sites.
 - a) hire a math aide to help provide academic support to all students
 - b) continue to offer a K-12 Intervention teacher
 - c) continue to offer a K-12 English Language Learner Intervention teacher

These meetings gathered staff, parents, unduplicated parents, students, and community to review the actions and services of the 2017-20 Big Valley Joint Unified School District LCAP.

BVTA believed that BVJUSD could improve student access to socio-emotional counseling and support, improve PBIS Tier 2 & 3 Multi Tiered System of Supports, and increase professional development.

CSEA believed that BVJUSD could improve student access to socio-emotional counseling and support and hire a PBIS Behavior aide. An additional concern occurred over the course of the year about the lack of a credentialed high school math teacher.

Big Valley Migrant parents believed that BVJUSD needed to continue with K-12 English Language Learner Intervention program.

Students identified the need to keep adding electives and AP Classes, continue offering extra-curricular activities and hire a certificated math teacher.

District parents completed paper surveys provided another opportunity for Stakeholders to have a voice. The results from the surveys were collected, reviewed, and where possible, included in the plan.

Some of the comments from the surveys included:

1. Implement social and emotional counseling for all students;
2. Need to increase additional behavior supports for students with challenging behaviors;
3. Recruit and retain a credentialed high school math teacher.

The LCAP was submitted to the Governing Board for the Public Hearing on June 21, 2017.

The BVJUSD LCAP/Budget was placed on the board agenda and approved at the June 28, 2017 regular meeting of the Board of Trustees. It was an unanimous vote of approval: 4-0.



Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

New
 Modified
 Unchanged

Goal 1

BVJUSD strives to create a positive school climate that promotes student wellness, student engagement, and increases parent involvement in the school community.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL

Identified Need

Need: BVJUSD strives to improve communication with parents, increase participation with ELL parents and exceptional needs parents, and increase student engagement. The need for Priority 3 is to increase communication and participation by parents/guardians of the school district. The need for Priority in 5 is to increase pupil engagement. The need for Priority 6 is to increase the feeling of safety for all students.

Metric: Parent Surveys, BVES Site Council Sign in Sheets, SARC, PBIS (discipline data: SWIS), CAL PADS attendance/truancy reports, California Healthy Kids Surveys

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 3: Local Indicator/Parent Involvement/Local Evaluation Tool	3A: 16% of the BVJUSD Family Involvement Survey parent surveys were completed and returned to the school district, as evidenced by survey responses from parents.	3A: Increase the # of parent surveys returned by 5% to 21% of the BVJUSD Family Involvement Survey parent surveys, as evidenced by survey responses from parents.	3A: Increase the # of parent surveys returned by 3% to 24% of the BVJUSD Family Involvement Survey parent surveys, as evidenced by survey responses from parents.	3A: Increase the # of parent surveys returned by 3%. to 27% of the BVJUSD Family Involvement Survey parent surveys, as evidenced by survey responses from parents. .
Priority 3: Local Indicator/Parent Involvement/Local Evaluation Tool	3B: We currently have 9 English Learners & no parent participated on site council.	3B: Increase by 1% of EL parents participating in Big Valley Elementary School Site Council.	3B: Increase by 1% of EL parents participating in Big Valley Elementary School Site Council.	3B: Increase by 1% of EL parents participating in Big Valley Elementary School Site Council.
Priority 3: Local Indicator/Parent Involvement/Local Evaluation Tool	3C: We currently have 5% of Exceptionally Needs parents (16 students) participating in school	3C: Increase by 1% to 6% of Exceptionally Needs parents participating in school functions	3C: Increase by 1% to 7% of Exceptionally Needs parents participating in school functions	3C: Increase by 1% to 8% of Exceptionally Needs parents participating in school functions

	functions and meetings, as evidenced by parent sign-in sheets.	and meetings, as evidenced by parent sign-in sheets.	and meetings, as evidenced by parent sign-in sheets.	and meetings, as evidenced by parent sign-in sheets.
Priority 5: State Indicator/Student Engagement/Chronic absenteeism rates	5A. Student Attendance Rates increased. The Attendance Rate is 91.7%, as evidenced by Aeries.	5A. Increase student attendance rates to 93.7%, as evidenced by Aeries.	5A. Maintain student attendance rates at 93.7% district wide, as evidenced by Aeries.	5A. Maintain student attendance rates at 93.7% district wide, as evidenced by Aeries.
Priority 5: State Indicator/Student Engagement/Chronic absenteeism rates	5B. Chronic Absenteeism rate increased to 16%, as evidenced by Aeries.	5B. Reduce chronic absenteeism to 14%, as evidenced by Aeries.	5B. Reduce chronic absenteeism to 12%, as evidenced by Aeries.	5B. Reduce chronic absenteeism to 10%, as evidenced by Aeries.
Priority 5: State Indicator/Student Engagement/Chronic absenteeism rates	5C. The middle school dropout rate is 0%, as evidenced by Aeries.	5C. Maintain middle school dropout rates at 0%, as evidenced by Aeries.	5C. Maintain middle school dropout rates at 0%, as evidenced by Aeries.	5C. Maintain middle school dropout rates at 0%, as evidenced by Aeries.
Priority 5: State Indicator/Student Engagement/Chronic absenteeism rates	5D. High school cohort dropout rates decrease in numbers from 9.5% to 0.0% as evidenced by CALPADS.	5D. Maintain the high school cohort dropout rates at less than 5% from 9.5%, as evidenced by CALPADS.	5D. Maintain the high school cohort dropout rates at less than 5%, as evidenced by CALPADS.	5D. Maintain the high school cohort dropout rates at less than 5%, as evidenced by CALPADS.
Priority 5: State Indicator/Student Engagement/High School Graduation Rate Indicator	5E. High school cohort graduation rate is 94.1%, as evidenced by CALPADS.	5E. Increase high school cohort graduation rates by 2% to 96.1%, as evidenced by CALPADS.	5E. Increase the high school cohort graduation rates by 2% to 98.1%, as evidenced by CALPADS .	5E. Increase the high school cohort graduation rates to 100%, as evidenced by CALPADS.
Priority 6: State Indicator/Student Suspension Indicator	6A. The suspension rates actually increased by 3.5% to 10.1%, as evidenced by the California School Dashboard. All students increased to 10.1%, +.02% increase. Socioeconomically Disadvantaged is high at 11.8%, but fell -1.6%, Hispanic increased from 0% to 7.1%. Whites decreased to 11.2%, a drop of -1.3%.	6A. Reduce the suspension rates to 8.1% overall, as evidenced by the California School Dashboard.	6A. Reduce the suspension rates to 6.1% overall, as evidenced by the California School Dashboard.	6A. Reduce the suspension rates to 4.1% overall, as evidenced by the California School Dashboard.
Priority 6: Local Indicator/Local tool for school climate	6B. The expulsion rate is maintained at 0%, as evidenced by the California School Dashboard.	6B. Maintain the expulsion rate of 0%, as evidenced by the California School Dashboard.	6B. Maintain the expulsion rate of 0%, as evidenced by the California School Dashboard.	6B. Maintain the expulsion rate of 0%, as evidenced by the California School Dashboard.
Priority 6: Local Indicator/Local tool for school climate	6C. The feeling of safety increased by 4% to 71.3%, as	6C. Increase the feeling of safety as measured by	6C. Increase feeling of safety as measured by parent/student	6C. Increase feeling of safety as measured by parent/student

measured by parent/student survey and California Healthy Kids Survey.

parent/student survey and California Healthy Kids Survey by 3% to 74.3%.

survey and California Healthy Kids Survey by 3% to 77.3.

survey and California Healthy Kids Survey by 3% to 80.3%.

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/>
<u>Location(s)</u>	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Maintain counseling services to the general education population at both school sites through purchasing 1 day a week of a behavior counselor from Lassen County Office of Education. (Priority 5 & 6)

2018-19

New Modified Unchanged

Maintain counseling services to the general education population at both school sites through purchasing 1 day a week of a behavior counselor from Lassen County Office of Education. (Priority 5 & 6)

2019-20

New Modified Unchanged

Maintain counseling services to the general education population at both school sites through purchasing 1 day a week of a behavior counselor from Lassen County Office of Education. (Priority 5 & 6)

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount	\$15,300.00	Amount	\$15,300	Amount	\$15,300
Source	Other	Source	Other	Source	Other
Budget Reference	5000-5999: Services And Other Operating Expenditures behavior counselor	Budget Reference	5000-5999: Services And Other Operating Expenditures behavior counselor	Budget Reference	5000-5999: Services And Other Operating Expenditures behavior counselor

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Continue to provide on-going PBIS incentives with focus on low income students, Fund PBIS store and End of the Year Field Trip. (Priority 5 and 6)

2018-19

New Modified Unchanged

Continue to provide on-going PBIS incentives with focus on low income students, Fund PBIS store and End of the Year Field Trip. (Priority 5 and 6)

2019-20

New Modified Unchanged

Continue to provide on-going PBIS incentives with focus on low income students, Fund PBIS store and End of the Year Field Trip. (Priority 5 and 6)

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount	\$3000	Amount	\$3000	Amount	\$2500
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	4000-4999: Books And Supplies PBIS incentives	Budget Reference	4000-4999: Books And Supplies PBIS incentives	Budget Reference	4000-4999: Books And Supplies PBIS incentives

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Hire a PBIS Behavior Aide to provide support and coordination of activities within the District related to the implementation of Positive Behavior Support and for assisting with the behavioral needs of students throughout the District. An addition to our PBIS Tier 2 & 3 discipline options. (Priority 6)

2018-19

New Modified Unchanged

Hire a PBIS Behavior Aide to provide support and coordination of activities within the District related to the implementation of Positive Behavior Support and for assisting with the behavioral needs of students throughout the District. An addition to our PBIS Tier 2 & 3 discipline options. (Priority 6)

2019-20

New Modified Unchanged

Assess and evaluate the six year PBIS program. Maintain the position of a PBIS Behavior Aide to provide support and coordination of activities within the District related to the implementation of Positive Behavior Support and for assisting with the behavioral needs of students throughout the District. (Priority 6)

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount	\$12,773.00	Amount	\$12,773.00	Amount	\$12,773.00
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries	Budget Reference	2000-2999: Classified Personnel Salaries	Budget Reference	2000-2999: Classified Personnel Salaries

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Provide positive school climate interactions for students through the PBIS Anti-Bullying program (or like program) in the District. (Priority 5 & 6)

2018-19

New Modified Unchanged

Assess and evaluate the positive school climate interactions for students through the PBIS Anti-Bullying program (or like program) in the District. (Priority 5 & 6)

2019-20

New Modified Unchanged

Assess and evaluate the positive school climate interactions for students through the PBIS Anti-Bullying program (or like program) in the District. (Priority 5 & 6)

BUDGETED EXPENDITURES

2017-18

Amount \$250

2018-19

Amount \$500

2019-20

Amount \$500

Source	Supplemental
Budget Reference	4000-4999: Books And Supplies Costs associated with field trips and materials to continue to engage all students in our positive behavior support plan

Source	Supplemental
Budget Reference	4000-4999: Books And Supplies Costs associated with field trips and materials to continue to engage all students in our positive behavior support plan

Source	Supplemental
Budget Reference	4000-4999: Books And Supplies Costs associated with field trips and materials to continue to engage all students in our positive behavior support plan

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/>
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Provide two (2) site discipline coordinators. One for elementary school another for the junior high/high school to maintain a learning atmosphere that is safe, conducive to learning, and free from unnecessary disruption. (Priority 5 & 6)

2018-19

New Modified Unchanged

Continue to provide two (2) site discipline coordinators. One for elementary school and another for the junior high/high school to maintain a learning atmosphere that is safe, conducive to learning, and free from unnecessary disruption. (Priority 5 & 6)

2019-20

New Modified Unchanged

Continue to provide two (2) site discipline coordinators. One for elementary school and another for the junior high/high school to maintain a learning atmosphere that is safe, conducive to learning, and free from unnecessary disruption.

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount	\$3000	Amount	\$3000	Amount	\$3000
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries	Budget Reference	1000-1999: Certificated Personnel Salaries	Budget Reference	1000-1999: Certificated Personnel Salaries

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Provide a stipend for academic counselor who will oversee college and career planning for high-risk students, increase access to college-prep courses, and monitoring of 4 year high school plans. (Priority 5)

2018-19

New Modified Unchanged

BVJUSD will utilize the College and Career Readiness Grant from Lassen County Office of Education to contract with College Options for two years to provides students with programs and services to help students make informed decisions about post-high school educational opportunities (Year 1). (Priority 5)

2019-20

New Modified Unchanged

BVJUSD will utilize the College and Career Readiness Grant from Lassen County Office of Education to contract with College Options for two years to provides students with programs and services to help students make informed decisions about post-high school educational opportunities (Year 2). (Priority 5)

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$2500	Amount	\$20000	Amount	\$20000
Source	Supplemental	Source	Other	Source	Other
Budget Reference	1000-1999: Certificated Personnel Salaries Academic Counselor	Budget Reference	5000-5999: Services And Other Operating Expenditures College Options	Budget Reference	5000-5999: Services And Other Operating Expenditures College Options

Action **7**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Continue to provide nutritious breakfast and lunch programs for pupils eligible for free and reduced-priced meals on a daily basis. (Priority 5 and 6)	Continue to provide nutritious breakfast and lunch programs for pupils eligible for free and reduced-priced meals on a daily basis. (Priority 5 and 6)	Continue to provide nutritious breakfast and lunch programs for pupils eligible for free and reduced-priced meals on a daily basis. (Priority 5 and 6)

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
---------	---------	---------

Amount	0	Amount	\$500	Amount	\$500
Source	Base	Source	Base	Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures	Budget Reference	5000-5999: Services And Other Operating Expenditures	Budget Reference	5000-5999: Services And Other Operating Expenditures

Action **8**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Big Valley Jr./Sr. High School Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Provide summer school for high school students not on track to graduate and evening adult school for high school students who are not on track to graduate. (Priority 5)

2018-19

New Modified Unchanged

Continue to provide summer school and evening adult school for high school students who are not on track to graduate. (Priority 5)

2019-20

New Modified Unchanged

Continue to provide summer school and evening adult school for high school students who are not on track to graduate. (Priority 5)

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount	\$3000	Amount	\$3000	Amount	\$3000
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Summer School Stipend	Budget Reference	1000-1999: Certificated Personnel Salaries Summer School Stipend	Budget Reference	1000-1999: Certificated Personnel Salaries Summer School Stipend

Action 9

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Continue to add or upgrade camera system with the ability to monitor video data and repair the radio system when needed to help reduce negative behavior and vandalism by students while on campus and to increase student safety. (Priority 6)

2018-19

New Modified Unchanged

Continue to add or upgrade camera system with the ability to monitor video data and repair the radio system when needed to help reduce negative behavior and vandalism by students while on campus and to increase student safety. (Priority 6)

2019-20

New Modified Unchanged

Continue to add or upgrade camera system with the ability to monitor video data and repair the radio system when needed to help reduce negative behavior and vandalism by students while on campus and to increase student safety. (Priority 6)

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount	\$1500	Amount	\$1500	Amount	\$1000
Source	Base	Source	Base	Source	Base
Budget Reference	4000-4999: Books And Supplies Security cameras and radio system	Budget Reference	4000-4999: Books And Supplies Security cameras and radio system	Budget Reference	4000-4999: Books And Supplies Security cameras and radio system

Action 10

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students with Disabilities

Location(s)

All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Continue to provide regular, meaningful communications between home and school through the use of ConnectEd (phone), Facebook, School Blog posts, and school website. (Priority 3)

2018-19

New Modified Unchanged

Continue to provide regular, meaningful communications between home and school through the use of ConnectEd (phone), Facebook, School Blog posts, and school website. (Priority 3)

2019-20

New Modified Unchanged

Continue to provide regular, meaningful communications between home and school through the use of ConnectEd (phone), Facebook, School Blog posts, and school website. (Priority 3)

BUDGETED EXPENDITURES

2017-18

Amount \$6562.45

2018-19

Amount \$3000.00

2019-20

Amount \$3000.00

Source	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures Catapult K-12 and Blackboard Inc

Source	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures Catapult K-12 and Blackboard Inc

Source	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures Catapult K-12 and Blackboard Inc

Action **11**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/>
Location(s)	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
Scope of Services	<input checked="" type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Location(s)	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

[ACTIONS/SERVICES](#)

2017-18

New Modified Unchanged

Ensure that all parents have regular access to clear, concise, and easily readable information about their child's school and classroom including in Spanish: Weekly Grade Checks, school newsletter, school website, classroom newsletter, and biweekly bulletin. (Priority 3)

2018-19

New Modified Unchanged

Maintain and confirm that all parents have regular access to clear, concise, and easily readable information about their child's school and classroom progress including in Spanish: Weekly Grade Checks, ConnectEd, school newsletter, school website, classroom newsletter, and biweekly bulletin. (Priority 3)

2019-20

New Modified Unchanged

Maintain and confirm that all parents have regular access to clear, concise, and easily readable information about their child's school and classroom progress including in Spanish: Weekly Grade Checks, ConnectEd, school newsletter, school website, classroom newsletter, and biweekly bulletin. (Priority 3)

[BUDGETED EXPENDITURES](#)

2017-18

2018-19

2019-20

Amount	\$1000	Amount	\$500	Amount	\$500
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures Improve Parent Communication	Budget Reference	4000-4999: Books And Supplies Improve Parent Communication	Budget Reference	4000-4999: Books And Supplies Improve Parent Communication

Action 12

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Continue recruitment and develop an outreach strategy to involve families as volunteers and as audiences at the school. (Priority 3)

2018-19

New Modified Unchanged

Continue to approach and ask families to become involved in the school as an outreach strategy. (Priority 3)

2019-20

New Modified Unchanged

Continue to approach and ask families to become involved in the school as an outreach strategy. (Priority 3)

BUDGETED EXPENDITURES

2017-18

Amount \$100

2018-19

Amount \$100

2019-20

Amount \$100

Source Supplemental
 Budget Reference 5000-5999: Services And Other Operating Expenditures
 Volunteer recruitment

Source Supplemental
 Budget Reference 5000-5999: Services And Other Operating Expenditures
 Volunteer recruitment

Source Supplemental
 Budget Reference 5000-5999: Services And Other Operating Expenditures
 Volunteer recruitment

Action **13**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#) All Students with Disabilities

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#) English Learners Foster Youth Low Income

[Scope of Services](#) LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Improve the attendance rate by engaging students in a campaign that offers positive rewards for getting to school on-time. (Priority 3)

2018-19

New Modified Unchanged

Evaluate the attendance rate by engaging students in a campaign that offers positive rewards for getting to school on-time. (Priority 3)

2019-20

New Modified Unchanged

Evaluate the attendance rate by engaging students in a campaign that offers positive rewards for getting to school on-time. (Priority 3)

BUDGETED EXPENDITURES

2017-18

Amount \$500

2018-19

Amount \$300

2019-20

Amount \$250

Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	4000-4999: Books And Supplies Attendance Incentive	Budget Reference	4000-4999: Books And Supplies Attendance Incentive	Budget Reference	4000-4999: Books And Supplies Attendance Incentive

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

New
 Modified
 Unchanged

Goal 2

BVJUSD offers access to all students including a broad course of study, appropriately assigned, fully credentialed teachers, access to standards-aligned instructional materials, and facilities in good repair.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL

Identified Need

Need:
 Graduating students need to be prepared for college and career. All students will have access to a broad course of study, taught by highly qualified teachers, which includes all the subjects described in Education Code 51210 and 51220, preparing all to graduate from high school ready for success in college and career. The need for Priority 1 is to recruit and retain Highly Qualified Teachers, provide all students with sufficient instructional materials, and maintain both schools in good or exemplary condition as measured by the Facility Inspection Tool (FIT). The need for Priority 2 is to increase student academic achievement through the use of the of the state standards and use of multiple assessments. The need for Priority 7 is to add a required elective options to the junior high master schedule and to maintain course access to all students for A-G College Preparatory classes.
 Metric:
 SARC, Williams Report, FIT report, Master Schedule, CALPADS, CAASPP results, CELDT scores; Maps assessment results, Student/Parent survey(s).

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 1: Local Indicator/Teacher credential	Priority 1: Basic 1A: 90% of District's teachers and staff are appropriately assigned and credentialed using the SARC report.	For 2017-18 school year: Metric: Priority 1: Basic 1A: Continue to maintain 90% of District's teachers & staff are appropriately assigned & credentialed using HQT report and/or SARC and/or Williams report.	For 2018-19 school year: Metric: Priority 1: Basic 1A: Increase by 5% to have 95% of District's teachers and staff are appropriately assigned and credentialed using HQT report and/or SARC and/or Williams report.	For 2019-20 school year: Metric: Priority 1: Basic 1A: Increase by 5% to have 100% of District's teachers and staff are appropriately assigned and credentialed using HQT report and/or SARC and/or Williams report.

Priority 1: Local Indicator/ Instructional materials	1B: 100% of our classrooms have sufficient instructional materials as verified by a district board resolution and/or Williams Report.	1B: Continue to maintain 100% of our classrooms have sufficient instructional materials as verified by a district board resolution and/or Williams report.	1B: Maintain 100% of our classrooms have sufficient instructional materials as verified by a district board resolution and/or Williams report.	1B: Maintain 100% of our classrooms have sufficient instructional materials as verified by a district board resolution and/or Williams report.
Priority 1: Local Indicator/ Facilities in good repair	1C: As of 09/02/16, the District has 100% of their schools exemplary condition as measured by the Facility Inspection Tool (FIT)/Williams report.	1C: Continue to maintain that the District will have 100% of their schools in good or exemplary condition as measured by the Facility Inspection Tool (FIT)/Williams report	1C: Maintain 100% of our schools in good or exemplary condition as measured by the Facility Inspection Tool (FIT)/Williams report	1C: Maintain 100% of our schools in good or exemplary condition as measured by the Facility Inspection Tool (FIT)/Williams report
Priority 2: Local Indicator/Implementation of State Standards/Local Evaluation Tool	2A: Teachers are moving from "Beginning development" to "Initial Implementation" in implementing the California standards for English Language Arts/English Language Development, NGSS, history/social science, physical education, and visual and performing arts and world language, as evidenced by survey results.	2A: Continue to have the District use a needs assessment to gather data on the areas of PD Needs. Maintain 100% of the lessons taught use CA State Standards.	2A: Continue to have the District use a needs assessment to gather data on the areas of PD Needs. Maintain 100% of the lessons taught use CA State Standards.	2A: The goal would see teachers have moved into the "Beginning development" stage in the implementation survey Continue to use a needs assessment to gather data on the areas of PD Needs. Maintain 100% of the lessons taught use CA State Standards.
Priority 2: Local Indicator/Implementation of State Standards/ELD	2B: 90% of our teachers attended ELA/ELD CA State Standards trainings through Wonders (K-6) and StudySync professional development (7-12). 100% of our teachers attended differentiation training for standards implementation at the Lassen County Profession Institute Day in September 23, 2016 which was a focus on English Learners.	2B: Maintain that 90% of our teachers will attend CA State Standards trainings that include the ELA/ELD standards.	2B: Maintain 95% of our teachers will attend CA State Standards trainings that include the ELA/ELD standards.	2B: Maintain 95% of our teachers will attend CA State Standards trainings that include the ELA/ELD standards.
Priority 7: State Indicator/College/ Career Indicator (HS only)	7A: All students have access to one-to-one Chromebook computers for each student in 7th -12th grades to fully access technology, Fuel Education online courses, Cyberhigh.org courses, and Lassen Community College courses, as evidence by the 2016-17 master schedule.	7A: Continue to offer students access to a Career and Technical Education class at least one semester out of the three as evidenced by the master schedule.	7A: Maintain student access to a Career and Technical Education class at least one semester out of the three as evidenced by the master schedule	7A: Maintain student access to a Career and Technical Education class at least one semester out of the three as evidenced by the master schedule

<p>Priority 7: Local Metric/A broad course of study</p>	<p>7A: One year of high school Art class and one semester of junior high Art class were added to the 2016-17 master schedule. An Agriculture Career and Technical Education pathway is offered with a credentialed Agriculture teacher for all class levels including the junior high was added to the 2016-17 master schedule.</p>	<p>7A: Continue to offer students access to a visual and/or performing arts class throughout the year as evidenced by the master schedule.</p>	<p>7A: Maintain student access to a visual and/or performing arts class throughout the year as evidenced by the master schedule.</p>	<p>7A: Maintain student access to a visual and/or performing arts class throughout the year as evidenced by the master schedule.</p>
<p>Priority 7: Local Metric/Programs/services developed and provided to unduplicated pupils</p>	<p>7B: All of our unduplicated pupils not only have access to the onsite master schedule, but all students have access to our A-G approved virtual learning programs: Fuel Education, Cyberhigh.org., Lassen Community College concurrent enrollment, as evidence by the 2016-17 master schedule.</p>	<p>7B: Continue to offer our unduplicated pupils access to A-G College Preparatory classes as evidenced by the master teaching schedule.</p>	<p>7B: Maintain that our unduplicated pupils will have access to A-G College Preparatory classes as evidenced by the master teaching schedule.</p>	<p>7B: Maintain that our unduplicated pupils will have access to A-G College Preparatory classes as evidenced by the master teaching schedule.</p>
<p>Priority 7: Local Metric/Programs/services developed and provided to individuals with exceptional needs</p>	<p>7C: Students with exceptional needs not only have access to the onsite master schedule, but all students have access to our A-G approved virtual learning programs: Fuel Education, Cyberhigh.org., Lassen Community College concurrent enrollment, as evidence by the 2016-17 master schedule.</p>	<p>7C: Continue to offer our students with exceptional needs full course access or access to courses offered in the master schedule.</p>	<p>7C: Maintain that our students with exceptional needs will have full course access or access to courses offered in the master schedule.</p>	<p>7C: Maintain that our students with exceptional needs will have full course access or access to courses offered in the master schedule.</p>

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA’s Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#) All Students with Disabilities

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#) English Learners Foster Youth Low Income

[Scope of Services](#) LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Continue to ensure all teachers are qualified and appropriately credentialed by providing Beginning Teacher Support and Assessment (BTSA) which is now know as Alliance for Teacher Excellence (ATE) for all new teachers and second year teachers. (Priority 1)

2018-19

New Modified Unchanged

Continue to ensure all teachers are qualified and appropriately credentialed by providing Alliance for Teacher Excellence (ATE) for all new teachers and second year teachers. (Priority 1)

2019-20

New Modified Unchanged

Continue to ensure all teachers are qualified and appropriately credentialed by providing Alliance for Teacher Excellence (ATE) for all new teachers and second year teachers. (Priority 1)

BUDGETED EXPENDITURES

2017-18

Amount	\$6,400.00
Source	Title II
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Professional Development

2018-19

Amount	\$6400
Source	Title II
Budget Reference	1000-1999: Certificated Personnel Salaries Professional Development

2019-20

Amount	\$6400
Source	Title II
Budget Reference	1000-1999: Certificated Personnel Salaries Professional Development BTSA/ATE

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#) All Students with Disabilities

[Location\(s\)](#) All Schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#) English Learners Foster Youth Low Income

[Scope of Services](#) LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#) All Schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Provide professional development (workshops, coaching, planning time) to support the implementation of the Common Core (CCSS);including the support of formative and summative assessments and Next Generation Science Standards (NGSS); including the integration of technology. Instructional focus on the differentiation of instruction to meet the needs of our unduplicated pupils. (Priority 1 & 2)

2018-19

New Modified Unchanged

Provide professional development (workshops, coaching, planning time) to support the implementation of the Common Core (CCSS);including the support of formative and summative assessments and Next Generation Science Standards (NGSS); including the integration of technology. Instructional focus on the differentiation of instruction to meet the needs of our unduplicated pupils. (Priority 1 & 2)

2019-20

New Modified Unchanged

Provide professional development (workshops, coaching, planning time) to support the implementation of the Common Core (CCSS);including the support of formative and summative assessments and Next Generation Science Standards (NGSS); including the integration of technology. Instructional focus on the differentiation of instruction to meet the needs of our unduplicated pupils. (Priority 1 & 2)

BUDGETED EXPENDITURES

2017-18

Amount	\$4600
Source	Title II
Budget Reference	5000-5999: Services And Other Operating Expenditures Professional Development

2018-19

Amount	\$4,600
Source	Title II
Budget Reference	5000-5999: Services And Other Operating Expenditures Professional Development

2019-20

Amount	\$4,600
Source	Title II
Budget Reference	5000-5999: Services And Other Operating Expenditures Professional Development

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Provide teachers with the high-quality math curriculum, supports, and enhancement materials needed to support students struggling in math at the junior high and high school. (Priority 2)

2018-19

New Modified Unchanged

Provide teachers with the high-quality math curriculum, supports, and enhancement materials needed to support students struggling in math at the junior high and high school. (Priority 2)

2019-20

New Modified Unchanged

Provide teachers with the high-quality math curriculum, supports, and enhancement materials needed to support students struggling in math at the junior high and high school. (Priority 2)

BUDGETED EXPENDITURES

2017-18

Amount	\$25,000.00
Source	Supplemental
Budget Reference	4000-4999: Books And Supplies Fuel Education Online Curriculum

2018-19

Amount	\$20,000
Source	Supplemental
Budget Reference	4000-4999: Books And Supplies Fuel Education Online Curriculum

2019-20

Amount	\$20,000
Source	Supplemental
Budget Reference	4000-4999: Books And Supplies Fuel Education Online Curriculum

Action **4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Hire a high school math paraprofessional to help supplement the high-quality math curriculum needed to support students struggling in math at the high school. (Priority 1 &7)

2018-19

New Modified Unchanged

Hire a high school math paraprofessional to help supplement the high-quality math curriculum needed to support students struggling in math at the high school. (Priority 1 & 7)

2019-20

New Modified Unchanged

Recruit and retain high school math teacher. (Priority 1 &7)

BUDGETED EXPENDITURES

2017-18

Amount	\$11,354
Source	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries high school math paraprofessional

2018-19

Amount	\$11,354
Source	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries high school math paraprofessional

2019-20

Amount	\$11,354
Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries high school math teacher

Action **5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#) All Students with Disabilities

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#) English Learners Foster Youth Low Income

[Scope of Services](#) LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Support Science, Technology, Engineering and Math (STEM) activities through field trips . (Priority 7)
A Day in the Desert
A Day in the Forest
Whiskeytown Environmental Science Camp.

2018-19

New Modified Unchanged

Support Science, Technology, Engineering and Math (STEM) activities through field trips . (Priority 7)
A Day in the Desert
A Day in the Forest
Whiskeytown Environmental Science Camp.

2019-20

New Modified Unchanged

Support Science, Technology, Engineering and Math (STEM) activities through field trips . (Priority 7)
A Day in the Desert
A Day in the Forest

BUDGETED EXPENDITURES

2017-18

Amount	\$1,000.00
Source	Base
Budget Reference	4000-4999: Books And Supplies Enrichment Activities

2018-19

Amount	\$3000
Source	Base
Budget Reference	4000-4999: Books And Supplies Enrichment Activities

2019-20

Amount	\$2500
Source	Base
Budget Reference	4000-4999: Books And Supplies Enrichment Activities

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Oversee At--risk students to increase access to college prep courses, and provide appropriate academic support programs with Intervention Support for these students by providing an Academic Counselor. (Priority 7)

2018-19

New Modified Unchanged

Oversee At--risk students to increase access to college prep courses, and provide appropriate academic support programs with Intervention Support for these students by providing an Academic Counselor. (Priority 7)

2019-20

New Modified Unchanged

Oversee At--risk students to increase access to college prep courses, and provide appropriate academic support programs with Intervention Support for these students by providing an Academic Counselor. (Priority 7)

BUDGETED EXPENDITURES

2017-18

Amount	0 (Goal 1, Action 6)
Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Program fees and book fees

2018-19

Amount	0 (Goal 1, Action 6)
Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Already calculated in Goal #1

2019-20

Amount	0 (Goal 1, Action 6)
Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Already calculated in Goal #1

Action **7**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities

Location(s) All Schools Specific Schools: Big Valley Jr./Sr. High School Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Increase course pathways and enrollment in Career and Technical Education (CTE) courses at the high school through outreach efforts (CAL-FIRE) and Agricultural Incentive Grant. (Priority 7)

2018-19

New Modified Unchanged

Increase course pathways and enrollment in Career and Technical Education (CTE) courses at the high school through outreach efforts (CAL-FIRE) and Agricultural Incentive Grant. (Priority 7)

2019-20

New Modified Unchanged

Increase course pathways and enrollment in Career and Technical Education (CTE) courses at the high school through outreach efforts (CAL-FIRE) and Agricultural Incentive Grant. (Priority 7)

BUDGETED EXPENDITURES

2017-18

Amount	\$1,000.00
Source	Other
Budget Reference	4000-4999: Books And Supplies Materials, equipment, registration, and transportation for CTE programs

2018-19

Amount	\$1,000
Source	Other
Budget Reference	4000-4999: Books And Supplies Registration fees, transportation and materials for CTE programs

2019-20

Amount	\$1,000
Source	Other
Budget Reference	4000-4999: Books And Supplies Registration fees, transportation and materials for CTE programs

Action **8**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Increase elective options through concurrent enrollment at Lassen Community College and/or Cyberhigh.org online program. Enrollment Fees and College Visits with a focus on low income students. (Priority 7)

2018-19

New Modified Unchanged

Increase elective options through concurrent enrollment at Lassen Community College and/or Cyberhigh.org online program. Enrollment Fees and College Visits with a focus on low income students. (Priority 7)

2019-20

New Modified Unchanged

Increase elective options through concurrent enrollment at Lassen Community College and/or Cyberhigh.org online program. Enrollment Fees and College Visits with a focus on low income students. (Priority 7)

BUDGETED EXPENDITURES

2017-18

Amount	\$1900
Source	Other
Budget Reference	4000-4999: Books And Supplies Program fees and book fees

2018-19

Amount	\$1900
Source	Other
Budget Reference	4000-4999: Books And Supplies Program fees and book fees

2019-20

Amount	\$1900
Source	Other
Budget Reference	4000-4999: Books And Supplies Program fees and book fees

Action **9**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities

Location(s) All Schools Specific Schools: Big Valley Elementary School Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Continue with Barton's System, LIPS, and CTOPP's screening for intervention help and materials with focus on low income students. (Priority 1 & 7)

2018-19

New Modified Unchanged

Continue with Barton's System, LIPS, and CTOPP's screening for intervention help and materials with focus on low income students. (Priority 1 & 7)

2019-20

New Modified Unchanged

Continue with Barton's System, LIPS, and CTOPP's screening for intervention help and materials with focus on low income students. (Priority 1 & 7)

BUDGETED EXPENDITURES

2017-18

Amount	\$1000
Source	Supplemental
Budget Reference	4000-4999: Books And Supplies Materials and Software specifically low performing students with academic achievement

2018-19

Amount	\$1500
Source	Supplemental
Budget Reference	4000-4999: Books And Supplies Materials and Software specifically low performing students with academic achievement

2019-20

Amount	\$1500
Source	Supplemental
Budget Reference	4000-4999: Books And Supplies Materials and Software specifically low performing students with academic achievement

Action **10**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Continue to refine After School Tutoring and Saturday School Academic Support programs for low income students. (Priority 1 & 7)

2018-19

New Modified Unchanged

Continue to refine After School Tutoring and Saturday School Academic Support programs for low income students. (Priority 1 & 7)

2019-20

New Modified Unchanged

Continue to refine After School Tutoring and Saturday School Academic Support programs for low income students. (Priority 1 & 7)

BUDGETED EXPENDITURES

2017-18

Amount	\$1500
Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Staff and Faculty Stipends

2018-19

Amount	\$1500
Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Staff and Faculty Stipends

2019-20

Amount	\$1500
Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Staff and Faculty Stipends

Action **11**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Continue to improve facilities by utilizing WaterStone Organization Grant to replace the school Marquee. (Priority 1)

2018-19

New Modified Unchanged

Seal coat the outdoor playground areas (blacktop). (Priority 1)

2019-20

New Modified Unchanged

Refurbished the outdoor playground areas (blacktop). (Priority 1)

BUDGETED EXPENDITURES

2017-18

Amount	\$28,500
Source	Base
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures WaterStone Organization (\$20,000) & BVJUSD (\$8500)

2018-19

Amount	\$10,500
Source	Base
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Elementary blacktop and high school basketball blacktop area

2019-20

Amount	\$7,500
Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures Refurbished the outdoor playground areas

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

New
 Modified
 Unchanged

Goal 3

BVJUSD will focus on closing the achievement gap for all students, increasing student achievement in all subject areas and ensuring that all students are prepared for high school, college and career.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL

Identified Need

Need: The following needs were identified as a result of stakeholder input and reviewing data from state and local metrics. A. High student performance on state standardized assessments. (Priority 4) B. Elementary School exit Program Improvement. (Priority 4) C. Both schools meeting Academic Performance Index (API) targets. (Priority 4) D. Students being college or career ready or both upon graduation from the high school. (Priority 4) E. Students who desire a college pathway demonstrate readiness. (Priority 4) F. Development of a cohesive Career Technical Education (CTE) Coursework/Internship Plan. (Priority 8)

Metric:
 CAASPP Results, CST Results, API, SARC, CELDT, AP Data, EAP, MAPS, Physical Fitness Results, AERIES

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 4: State Indicator/Academic Indicator/Grades 3-8 ELA SBAC results	4A (Based upon 2016 CAASPP Data) English Language Arts Grade 3: 23.10% met or exceeded Grade 4: 0% met or exceeded Grade 5: 8.30% met or exceeded Grade 6: 0% met or exceeded Grade 7: 25% met or exceeded Grade 8: 27.27% met or exceeded	For 2017-18 school year: Priority 4: Pupil Achievement 4A: Increase the ELA performance on 2017-18 CAASPP by 3%. Grade 3: 26.10% met or exceeded Grade 4: 3% met or exceeded Grade 5: 11.30% met or exceeded Grade 6: 3% met or exceeded Grade 7: 28% met or exceeded Grade 8: 30.27% met or exceeded	For 2018-19 school year: Priority 4: Pupil Achievement 4A: Increase the ELA performance on 2018-19 CAASPP by 3%. Grade 3: 29.10% met or exceeded Grade 4: 6% met or exceeded Grade 5: 14.30% met or exceeded Grade 6: 6% met or exceeded Grade 7: 31% met or exceeded Grade 8: 33.27% met or exceeded	For 2019-20 school year: Priority 4: Pupil Achievement 4A: Increase the ELA performance on 2018-19 CAASPPS by 3%. Grade 3: 32.10% met or exceeded Grade 4: 9% met or exceeded Grade 5: 17.30% met or exceeded Grade 6: 9% met or exceeded Grade 7: 34% met or exceeded Grade 8: 36.27% met or exceeded

Priority 4: State Indicator/Academic Indicator/Grades 3-8 mathematics SBAC results	<p>4A (Based upon 2016 CAASPP Data) Mathematics Grade 3: 23.10% met or exceeded Grade 4: 0% met or exceeded Grade 5: 8.3% met or exceeded Grade 6: 0% met or exceeded Grade 7: 9% met or exceeded Grade 8: 9.09% met or exceeded</p> <p>CST Science: Grade 5: 17% proficient or above Grade 8: 32% proficient or above</p>	<p>4A: Increase the Math performance on the 2017-18 CAAPSS by 3%.</p> <p>Grade 3: 26.10% met or exceeded Grade 4: 3% met or exceeded Grade 5: 11.3% met or exceeded Grade 6: 3% met or exceeded Grade 7: 9% met or exceeded Grade 8: 9.09% met or exceeded</p> <p>4A: Field test in Science. No data for two years.</p>	<p>4A: Increase the Math performance on the 2018-19 CAAPSS by 3%.</p> <p>Grade 3: 29.10% met or exceeded Grade 4: 6% met or exceeded Grade 5: 14.3% met or exceeded Grade 6: 6% met or exceeded Grade 7: 12% met or exceeded Grade 8: 12.09% met or exceeded</p> <p>4A: Field test in Science. No data for two years.</p>	<p>4A: Increase the Math performance on the 2019-20 CAAPSS by 3%.</p> <p>Grade 3: 32.10% met or exceeded Grade 4: 9% met or exceeded Grade 5: 17.3% met or exceeded Grade 6: 9% met or exceeded Grade 7: 15% met or exceeded Grade 8: 15.09% met or exceeded</p> <p>4A: Field test in Science. No data for two years.</p>
Priority 4: State Indicator/Academic Indicator/English Language Progress Indicator	<p>4D: English Proficiency –as reported by the California School Dashboard. Status: Very low 58.3%</p>	<p>4D: English Proficiency – Our measurable outcome is that their language proficiency level will increase by 1 (one) each school year. Status: 61.3%</p>	<p>4D: English Proficiency – Our measurable outcome is that their language proficiency level will increase by 1 (one) each school year. Status: 64.3%</p>	<p>4D: English Proficiency – Our measurable outcome is that their language proficiency level will increase by 1 (one) each school year. Status: 67.3%</p>
Priority 4: State Indicator/Academic Indicator/Reclassification rates	<p>4E: EL reclassification rate – CalPads data indicates a reclassification rate of 0 students for the 2016-17 school year.</p>	<p>4E: EL reclassification rate – Our rate of reclassified EL students will increase by 3%.</p>	<p>4E: EL reclassification rate – Our rate of reclassified EL students will increase by 3%.</p>	<p>4E: EL reclassification rate – Our rate of reclassified EL students will increase by 3%.</p>
Priority 4: State Indicator/College and Career Indicator/AP pass rate	<p>4F: No students passed AP exams with three or higher, as reported by The College Board.</p>	<p>4F: Share of students that pass AP exams with three or higher will increase by 3%.</p>	<p>4F: Share of students that pass AP exams with three or higher will increase by 3%.</p>	<p>4F: Share of students that pass AP exams with three or higher will increase by 3%.</p>
Priority 4: State Indicator/College and Career Indicator/Career pathway completion	<p>4A: Grade 11: 30.30% met or exceeded in ELA. Grade 11: 7.70% met or exceeded in Math. Grade 10: 35% proficient or above in science</p>	<p>4A: Increase the ELA, Math, science performance on the 2017-18 CAASPP by 3%.</p> <p>Grade 11: 33.30% met or exceeded in ELA. Grade 11: 10.70% met or exceeded in Math.</p>	<p>4A: Increase the ELA, Math, science performance on the 2017-18 CAASPP by 3%.</p> <p>Grade 11: 36.30% met or exceeded in ELA. Grade 11: 13.70% met or exceeded in Math.</p>	<p>4A: Increase the ELA, Math, science performance on the 2017-18 CAASPP by 3%.</p> <p>Grade 11: 39.30% met or exceeded in ELA. Grade 11: 16.70% met or exceeded in Math.</p>

Priority 4: State Indicator/College and Career Indicator/Career pathway completion	4C: 0% of pupils are college and career ready, completing a CTE Sequence, as reported by the School Accountability Report Card (SARC).	4C: Increase by 3% to 3% of pupils that are college and career ready, completing a CTE Sequence.	4C: Increase by 3% to 6% of pupils that are college and career ready, completing a CTE Sequence.	4C: Increase by 3% to 9% of pupils that are college and career ready, completing a CTE Sequence.
Priority 4: College and Career Ready/A-G course completion	4C: 11% of pupils are college and career ready, completing A-G courses, as reported by the School Accountability Report Card (SARC).	4C: Increase by 3% to 14% of pupils that are college and career ready, completing A-G courses (CTE Sequences).	4C: Increase by 3% to 17% of pupils that are college and career ready, completing A-G courses (CTE Sequences).	4C: Increase by 3% to 20% of pupils that are college and career ready, completing A-G courses (CTE Sequences).
Priority 8: State Indicator/College/Career Indicator (HS only)	8A: 93% of students achieving passing grades in all courses described under 51210 and 51220 (a) – (i).	8A: 93% of students achieving passing grades in all courses described under 51210 and 51220 (a) – (i).	8A: 93% of students achieving passing grades in all courses described under 51210 and 51220 (a) – (i).	8A: 93% of students achieving passing grades in all courses described under 51210 and 51220 (a) – (i).
Priority 8: Local Metric/Other student outcomes (Local Assessments, Interims, MAPs, etc.)	8A: We currently have 55% of our students reading at grade level by the end of the 2nd grade by using the MAPS assessment.	4H: Increase by 3% to 58% the reading performance of our K-2 students by using MAPS.	4H: Increase by 3% to 61% the reading performance of our K-2 students by using MAPS.	4H: Increase by 3% to 64% the reading performance of our K-2 students by using MAP.
Priority 8: Local Metric/Other student outcomes (Reach Higher Shasta K-3 reading, Reach Higher Shasta K-2 math, iReady, local benchmarks, PSAT 8-9, SBAC interims, STAR reading assessment, DIBELS Plus, etc.)	8A: 90% of 9th grade students met at least 4 out of 6 Healthy Fitness Zone physical fitness targets met, as measured by the Annual CA Physical Fitness Test. 83.3% of 5th graders met at least 4 out of 6 Healthy Fitness Zone standards. 69.3% of 7th graders met at least 4 out of 6 Healthy Fitness Zone standards.	8A: Increase by 3% to 93% of students reaching physical fitness targets as measured by the Annual CA Physical Fitness Test.	8A: Increase by 3% to 96% of students reaching physical fitness targets as measured by the Annual CA Physical Fitness Test.	8A: Increase by 3% to 99% of students reaching physical fitness targets as measured by the Annual CA Physical Fitness Test.
Priority 8: Local Metric/Other student outcomes (Reach Higher Shasta K-3 reading, Reach Higher Shasta K-2 math, iReady, local benchmarks, PSAT 8-9, SBAC interims, STAR reading assessment, DIBELS Plus, etc.)	8A: 100% percent of 8th grade students are eligible for enrollment in an A-G four-year, academic high school plan, as reported by AERIES.	8A: Maintain 100% of students achieving passing grades in all courses described under 51210 and 51220 (a) – (i).	8A: Maintain 100% of students achieving passing grades in all courses described under 51210 and 51220 (a) – (i).	8A: Maintain 100% of students achieving passing grades in all courses described under 51210 and 51220 (a) – (i).
Priority 8: State Indicator/College/Career Indicator (HS only)	8A: 70% of 2013-14 cohort students were at the Approaching Prepared level as measured by the	8A: 73% of 2014-15 cohort students reaching the Prepared level as measured by the	8A: 76% of 2015-16 cohort students reaching the Prepared level as measured by the	8A: 79% of 2016-17 cohort students reaching the Prepared level as measured by the

College/Career Indicator of the California Dashboard.

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/>
<u>Location(s)</u>	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Focus instruction on standard's aligned material reviewing student performance data to determine how instruction can be adapted to increase student performance. (Priority 4)

2018-19

New Modified Unchanged

Focus instruction on standard's aligned material reviewing student performance data to determine how instruction can be adapted to increase student performance. (Priority 4)

2019-20

New Modified Unchanged

Focus instruction on standard's aligned material reviewing student performance data to determine how instruction can be adapted to increase student performance. (Priority 4)

BUDGETED EXPENDITURES

2017-18

Amount \$2,000.00

2018-19

Amount \$4,500

2019-20

Amount \$4,500

Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Costs associated with training registration, transportation and materials as well as bringing professional development to our district

Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Costs associated with training, registration, transportation and materials as well as using staff collaboration time

Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Costs associated with training, registration, transportation and materials as well as using staff collaboration time

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Identify students not meeting targets and tailor instruction toward increasing their performance (Priority 4)

2018-19

New Modified Unchanged

Identify students not meeting targets and tailor instruction toward increasing their performance (Priority 4)

2019-20

New Modified Unchanged

Identify students not meeting targets and tailor instruction toward increasing their performance (Priority 4)

BUDGETED EXPENDITURES

2017-18

Amount \$1,000.00

2018-19

Amount \$1000

2019-20

Amount \$1000

Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries Use of Student Study Teams, Intervention Teacher, and/or ELL Intervention Teacher and faculty time to plan for improving instruction	Budget Reference	1000-1999: Certificated Personnel Salaries Use of Student Study Teams, Intervention Teacher, and/or ELL Intervention Teacher and faculty time to plan for improving instruction	Budget Reference	1000-1999: Certificated Personnel Salaries Use of Student Study Teams, Intervention Teacher, and/or ELL Intervention Teacher and faculty time to plan for improving instruction
Amount	\$1,000.00	Amount	\$2000	Amount	\$2000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	4000-4999: Books And Supplies Materials and supplies for planning	Budget Reference	4000-4999: Books And Supplies Materials and supplies for planning	Budget Reference	4000-4999: Books And Supplies Materials and supplies for planning

Action **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities

Location(s) All Schools Specific Schools: Big Valley Jr./Sr. High School Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

Ensure students who are choosing to enter college upon graduation take appropriate coursework to meet entrance requirements for the Cal State University and University of California system. (Priority 4)

Ensure students who are choosing to enter college upon graduation take appropriate coursework to meet entrance requirements for the Cal State University and University of California system. (Priority 4)

Ensure students who are choosing to enter college upon graduation take appropriate coursework to meet entrance requirements for the Cal State University and University of California system. (Priority 4)

BUDGETED EXPENDITURES

2017-18

Amount 0 Cost already calculated Goal #1, Action 6

Source LCFF

Budget Reference 1000-1999: Certificated Personnel Salaries
Academic Counselor

2018-19

Amount 0 Cost already calculated. Goal #1, Action 6

Source LCFF

Budget Reference 1000-1999: Certificated Personnel Salaries
Academic Counselor

2019-20

Amount 0 Cost already calculated. Goal #1, Action 6

Source LCFF

Budget Reference 1000-1999: Certificated Personnel Salaries
Academic Counselor

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

Ensure students who are choosing to enter college meet with the College Options teacher. (Priority 4)

Ensure students who are choosing to enter college meet with the College Options teacher. (Priority 4)

Ensure students who are choosing to enter college meet with the Academic Counselor. (Priority 4)

BUDGETED EXPENDITURES

2017-18

Amount \$20,000
 Source Other
 Budget Reference 1000-1999: Certificated Personnel Salaries
 College Options - \$20,000

2018-19

Amount \$20,000
 Source Other
 Budget Reference 1000-1999: Certificated Personnel Salaries
 College Options - \$20,000

2019-20

Amount Cost already calculated.
 Source Other
 Budget Reference 1000-1999: Certificated Personnel Salaries
 Materials and supplies

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

Teacher participates in WASC accreditation process as an official WASC committee member reviewing another school in another county. (Priority 8)

Teacher participates in WASC accreditation process as an official WASC committee member reviewing another school in another county. (Priority 8)

Teacher participates in WASC accreditation process as an official WASC committee member reviewing another school in another county. (Priority 8)

BUDGETED EXPENDITURES

2017-18

Amount

Source

Budget Reference

2018-19

Amount

Source

Budget Reference

2019-20

Amount

Source

Budget Reference

Action **6**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities

Location(s) All Schools Specific Schools: Big Valley Elementary School Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

Maintain an instructional support staff to assist teachers and other certificated staff toward meeting student performance objectives. (Priority 4)

Maintain an instructional support staff to assist teachers and other certificated staff toward meeting student performance objectives. (Priority 4)

Maintain an instructional support staff to assist teachers and other certificated staff toward meeting student performance objectives. (Priority 4)

BUDGETED EXPENDITURES

2017-18

Amount \$48,289.72
 Source Title I
 Budget Reference 2000-2999: Classified Personnel Salaries
 Elementary School paraprofessionals

2018-19

Amount \$48,289.72
 Source Title I
 Budget Reference 2000-2999: Classified Personnel Salaries
 Elementary School paraprofessionals

2019-20

Amount \$48,289.72
 Source Title I
 Budget Reference 2000-2999: Classified Personnel Salaries
 Elementary School paraprofessionals

Action **7**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities

Location(s) All Schools Specific Schools: Specific Grade spans: 6th - 12th Grades

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

Maintain extra-curricular programs. Participation in extracurricular activities may increase students' sense of engagement with school. (Priority 8)

Maintain extra-curricular programs. Participation in extracurricular activities may increase students' sense of engagement with school. (Priority 8)

Maintain extra-curricular programs. Participation in extracurricular activities may increase students' sense of engagement with school. (Priority 8)

BUDGETED EXPENDITURES

2017-18

Amount

Source

Budget Reference

2018-19

Amount

Source

Budget Reference

2019-20

Amount

Source

Budget Reference

Action **8**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#) All Students with Disabilities

[Location\(s\)](#) All Schools Specific Schools: Big Valley Jr./Sr. High School Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#) English Learners Foster Youth Low Income

[Scope of Services](#) LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

Maintain co-curricular programs. Participation may develop higher academic results, better relationships at

Maintain co-curricular programs. Participation may develop higher academic results, better relationships at

Maintain co-curricular programs. Participation may develop higher academic results, better relationships at

school, and are more likely to lead healthy, active lifestyles after school. (Priority 8)

school, and are more likely to lead healthy, active lifestyles after school. (Priority 8)

school, and are more likely to lead healthy, active lifestyles after school. (Priority 8)

BUDGETED EXPENDITURES

2017-18

Amount \$4800

Source Other

Budget Reference 0000: Unrestricted Matching Agriculture Incentive Grant

2018-19

Amount \$4800

Source Other

Budget Reference 0000: Unrestricted Matching Agriculture Incentive Grant

2019-20

Amount \$4800

Source Other

Budget Reference 0000: Unrestricted Matching Agriculture Incentive Grant

Action **9**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#) All Students with Disabilities

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#) English Learners Foster Youth Low Income

[Scope of Services](#) LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Continue to provide K-12 English Language Learner Intervention Teacher who will provide academic support

2018-19

New Modified Unchanged

Continue to provide K-12 English Language Learner Teacher who will provide daily 30 minutes of direct instruction to EL students. (Priority 4)

2019-20

New Modified Unchanged

Continue to provide K-12 English Language Learner Teacher who will provide daily 30 minutes of direct instruction to EL students. (Priority 4)

for students who are below grade level, referred by the SST, or "At Risk" for not graduating on time. (Priority 4)

BUDGETED EXPENDITURES

2017-18

Amount \$12,818.00
 Source Base
 Budget Reference 1000-1999: Certificated Personnel Salaries
 K-12 English Language Learner Teacher

2018-19

Amount \$12,818.00
 Source Base
 Budget Reference 1000-1999: Certificated Personnel Salaries
 K-12 English Language Learner Teacher

2019-20

Amount \$12,818.00
 Source Base
 Budget Reference 1000-1999: Certificated Personnel Salaries
 K-12 English Language Learner Teacher

Action **10**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

Continue to provide K-12 Intervention Teacher who will provide academic support for students who are below

Continue to provide K-12 Intervention Teacher who will provide academic support for students who are below

Continue to provide K-12 Intervention Teacher who will provide academic support for students who are below

grade level, referred by the SST, or "At Risk" for not graduating on time. (Priority 4)

grade level, referred by the SST, or "At Risk" for not graduating on time. (Priority 4)

grade level, referred by the SST, or "At Risk" for not graduating on time. (Priority 4)

BUDGETED EXPENDITURES

2017-18

Amount	\$25,039.83
Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries K-12 Intervention Teacher

2018-19

Amount	\$25,039.83
Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries K-12 Intervention Teacher

2019-20

Amount	\$25,039.83
Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries K-12 Intervention Teacher

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year 2017-18 2018-19 2019-20

Estimated Supplemental and Concentration Grant Funds: \$128,666

Percentage to Increase or Improve Services: 8.32%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds ([see instructions](#)).

2017-18 School Year:

The Big Valley Joint Unified School District has 146 students enrolled in the district. The Big Valley Joint Unified School District funding, under the Local Control Funding Formula, estimates the Supplemental Funding will be approximately \$128,666,000, to support the 84 unduplicated pupils or 57.5%: 9 English Learners, 13 Students with Disabilities, and 87 Low Income. Currently, there are no Foster Youth or Homeless students. Due to the high percentage of unduplicated pupils, this increase of funds will be used on a districtwide basis to support all students, including the unduplicated population. Big Valley Joint Unified School District is dedicated to the goals specified in this LCAP and intends to improve student achievement by targeting support services to all students, including the specified subgroups, increased professional development for staff, and providing additional academic and counseling support at both sites. The Supplemental Funds will be used to implement districtwide services such as: Current and sufficient instructional materials focusing on English Language Development and support materials for differentiation (Goal 3: Action/Service 10) \$25,039.83. Training and coaching for staff for the implementation and use of instructional materials (Goal 2: Action/Service 9) \$1,000. Recruiting qualified paraprofessionals for mentoring, and assisting with the implementation of the California State Standards (Goal 2: Actions/Services 3, 4, 6, and 10) \$37,854. Provide students, parents, and staff with a positive school culture and climate, increasing the feeling of safety and academic success (Goal 1: Actions/Services 2, 3, 4, 5, 6, 8, 10, 11, 12, and 13) \$32,685.42. These Actions/Services will be achieved through base line assessment, formative assessment, and alternative learning experiences (online credit recovery programs and Summer School). The Big Valley Joint Unified School District believes that the services provided in this LCAP are the most effective use of funds to meet the district's Annual Measurable Outcomes for all pupils, including the unduplicated pupils. The District will additionally strive to support all students by implementing and/or maintaining intervention programs, monthly Saturday School Academic help, offer evening Adult School/remediation classes, maintain high quality staff, support parents by targeted support services to address our high needs students, increase professional development for staff, and provide additional academic and counseling support at both sites. The above activities and funds will be used to implement districtwide services that are principally directed towards all unduplicated students, with the goal to increase the percentage of students reaching proficiency on the CELDT/ELPAC, CAASPP, and other locally determined measures.

To meet the minimum proportionality percentage, the Big Valley Joint Unified School District will need to increase the services for all unduplicated students by approximately 8.32%. There are approximately 146 students in the district and 84 are classified as unduplicated which is 57.5% of the district enrollment: 87 Low Income students, 9 English learners, 13 Special Education, 0 Foster Youth, and 0 Homeless. Through the community involvement process input that was gathered from meetings and surveys on areas of focus for the 2017-18 school year: Provide students, parents, and staff with a positive school culture and climate, increasing the feeling of safety and academic success (Goal 1: Actions/Services 2, 3, 4, 5, 6, 8, 10, 11, 12, and 13) \$32,685.42. Training and coaching for staff to with the implementation and use of instructional materials (Goal 2; Actions/Services 9) \$1000. Recruiting qualified paraprofessionals for mentoring, and assisting with the implementation of the California State Standards (Goal 2: Actions/Services 3, 4, 6, and 10) \$37,854. Current and sufficient instructional materials focusing on English Language Development and support materials for differentiation (Goal 3: Actions/Services 10) \$25,039.83. These areas of focus will provide unduplicated students with increased and improved services, above the current base program previously provided. The Big Valley Joint Unified School District believes that the services provided in this LCAP are the most effective use of funds, and are principally directed toward increasing/improving services for all its unduplicated pupils. Additionally, these actions/services will support the District in meeting its Annual Measurable Outcomes for all pupils,

including the unduplicated pupils. Due to the district's significant percentage of unduplicated pupils, the minimum proportionality percentage will be met through the above actions and services. By implementing current and sufficient instructional materials focusing on English Language Development and support materials for differentiation, this action/service will improve the services for English learners, Students with Disabilities, and Low Income (See Goal 3) by providing higher quality daily instruction. Training and coaching for staff for the implementation and use of instructional materials recruiting qualified paraprofessionals for mentoring, and assisting with the implementation of the California State Standards (see Goal 2) and will support a differentiated approach to teaching and learning. By promoting a safe school environment for students, parents, and staff that is positive and supportive will increase the feeling of safety and will also improve the learning environment (See Goal 1). The district's goal will be to raise the academic achievement of all of its unduplicated significant subgroups and improve the outcomes in the intended priority areas and associated metrics.

Revised Local Control and Accountability Plan and Annual Update Template Instructions

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. For school districts and county offices of education, the LCAP is a three-year plan which is reviewed and updated in the second and third years of the plan. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) 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 funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, 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. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, mark the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fg/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for

the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

Using actual annual measurable outcome data, including data from the LCFF Evaluation Rubrics, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Education Code identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. Education Code requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, Education Code Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student 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 specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, mark the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

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 applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

Planned Actions/Services

For each action/service, the LEA must complete either the section “For Actions/Services not contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by checking “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is checked, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA’s overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see [Demonstration of Increased or Improved Services for Unduplicated Students](#) section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify scope of service by indicating “LEA-wide”, “Schoolwide”, or “Limited to Unduplicated Student Group(s)”. The LEA must select one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, place a check mark next to “Limited to Student Groups”.

For charter schools and single-school school districts, “LEA-wide” and “Schoolwide” may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use “LEA-wide” to refer to all schools under the charter and use “Schoolwide” to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use “LEA-wide” or “Schoolwide” provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

New/Modified/Unchanged:

- Check “New” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Check “Modified” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Check “Unchanged” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
 - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may check “Unchanged” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the Goals, Actions, and

Services section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

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.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the Demonstration of Increased or Improved Services for Unduplicated Students table and mark the appropriate LCAP year. Using the copy of the table, complete the table as required for the current year LCAP. Retain all prior year tables for this section for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

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 students as determined pursuant to 5 CCR 15496(a)(5).

Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR 15496(a)(7).

Consistent with the requirements of 5 CCR 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.
- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
 - a. English Language Arts – Common Core State Standards for English Language Arts
 - b. Mathematics – Common Core State Standards for Mathematics
 - c. English Language Development
 - d. Career Technical Education
 - e. Health Education Content Standards
 - f. History-Social Science
 - g. Model School Library Standards
 - h. Physical Education Model Content Standards
 - i. Next Generation Science Standards
 - j. Visual and Performing Arts
 - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy UC or CSU entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the CELDT;
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;

- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

- A. A broad course of study including courses described under Sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under Sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *Education Code* sections 52060 and 52066, as applicable to type of LEA, 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).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

- 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 school sites 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?

Guiding Questions: Stakeholder Engagement

- 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, or 47606.5, as applicable, 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?

Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *Education Code* sections 42238.01 and bgroups 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 school sites?
- 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 school sites, 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?

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	513,146.00	413,261.10	282,987.00	279,924.55	255,374.55	818,286.10
	0.00	0.00	0.00	0.00	0.00	0.00
Base	175,100.00	221,933.86	82,118.00	69,068.00	65,068.00	216,254.00
Carl D. Perkins Career and Technical Education	1,500.00	1,534.00	0.00	0.00	0.00	0.00
LCFF	0.00	0.00	2,000.00	3,000.00	3,000.00	8,000.00
Lottery	1,000.00	2,979.00	0.00	0.00	0.00	0.00
Other	131,000.00	27,422.50	43,000.00	63,000.00	43,000.00	149,000.00
Supplemental	53,640.00	99,322.59	96,579.28	85,566.83	85,016.83	267,162.94
Supplemental and Concentration	45,506.00	0.00	0.00	0.00	0.00	0.00
Title I	87,000.00	48,289.72	48,289.72	48,289.72	48,289.72	144,869.16
Title II	18,400.00	11,779.43	11,000.00	11,000.00	11,000.00	33,000.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type						
Object Type	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	513,146.00	413,261.10	282,987.00	279,924.55	255,374.55	818,286.10
	0.00	0.00	0.00	0.00	0.00	0.00
0000: Unrestricted	10,100.00	350.00	40,300.00	40,300.00	40,300.00	120,900.00
0001-0999: Unrestricted: Locally Defined	8,300.00	9,941.05	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	166,846.00	122,600.19	71,657.83	78,007.83	69,361.83	219,027.49
2000-2999: Classified Personnel Salaries	87,000.00	48,289.72	72,416.72	72,416.72	61,062.72	205,896.16
4000-4999: Books And Supplies	32,700.00	15,901.97	36,150.00	35,200.00	33,650.00	105,000.00
5000-5999: Services And Other Operating Expenditures	78,200.00	188,755.67	27,562.45	43,500.00	51,000.00	122,062.45
5800: Professional/Consulting Services And Operating Expenditures	130,000.00	27,422.50	34,900.00	10,500.00	0.00	45,400.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	513,146.00	413,261.10	282,987.00	279,924.55	255,374.55	818,286.10
		0.00	0.00	0.00	0.00	0.00	0.00
0000: Unrestricted	Base	10,100.00	350.00	35,500.00	35,500.00	35,500.00	106,500.00
0000: Unrestricted	Other	0.00	0.00	4,800.00	4,800.00	4,800.00	14,400.00
0001-0999: Unrestricted: Locally Defined	Base	0.00	7,058.87	0.00	0.00	0.00	0.00
0001-0999: Unrestricted: Locally Defined	Supplemental	8,300.00	2,882.18	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Base	67,100.00	37,417.12	15,618.00	18,068.00	18,068.00	51,754.00
1000-1999: Certificated Personnel Salaries	LCFF	0.00	0.00	1,000.00	1,000.00	1,000.00	3,000.00
1000-1999: Certificated Personnel Salaries	Other	0.00	0.00	20,000.00	20,000.00	0.00	40,000.00
1000-1999: Certificated Personnel Salaries	Supplemental	35,840.00	76,743.84	35,039.83	32,539.83	43,893.83	111,473.49
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	45,506.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Title II	18,400.00	8,439.23	0.00	6,400.00	6,400.00	12,800.00
2000-2999: Classified Personnel Salaries	Supplemental	0.00	0.00	24,127.00	24,127.00	12,773.00	61,027.00
2000-2999: Classified Personnel Salaries	Title I	87,000.00	48,289.72	48,289.72	48,289.72	48,289.72	144,869.16
4000-4999: Books And Supplies	Base	21,900.00	7,028.25	2,500.00	4,500.00	3,500.00	10,500.00
4000-4999: Books And Supplies	Carl D. Perkins Career and Technical Education	1,500.00	1,534.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	LCFF	0.00	0.00	1,000.00	2,000.00	2,000.00	5,000.00
4000-4999: Books And Supplies	Lottery	1,000.00	2,979.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Other	0.00	0.00	2,900.00	2,900.00	2,900.00	8,700.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
4000-4999: Books And Supplies	Supplemental	8,300.00	4,360.72	29,750.00	25,800.00	25,250.00	80,800.00
5000-5999: Services And Other Operating Expenditures	Base	76,000.00	170,079.62	0.00	500.00	8,000.00	8,500.00
5000-5999: Services And Other Operating Expenditures	Other	1,000.00	0.00	15,300.00	35,300.00	35,300.00	85,900.00
5000-5999: Services And Other Operating Expenditures	Supplemental	1,200.00	15,335.85	7,662.45	3,100.00	3,100.00	13,862.45
5000-5999: Services And Other Operating Expenditures	Title II	0.00	3,340.20	4,600.00	4,600.00	4,600.00	13,800.00
5800: Professional/Consulting Services And Operating Expenditures	Base	0.00	0.00	28,500.00	10,500.00	0.00	39,000.00
5800: Professional/Consulting Services And Operating Expenditures	Other	130,000.00	27,422.50	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Title II	0.00	0.00	6,400.00	0.00	0.00	6,400.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal

Goal	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	49,485.45	63,473.00	62,423.00	175,381.45
Goal 2	82,254.00	61,754.00	58,254.00	202,262.00
Goal 3	151,247.55	154,697.55	134,697.55	440,642.65

* Totals based on expenditure amounts in goal and annual update sections.