§ 15497.5. Local Control and Accountability Plan and Annual Update Template.

Introduction: **LEA: Hesperia Unified** **Contact (Name, Title, Email, Phone Number):David McLaughlin, Superintendent, david.mclaughlin@hesperiausd.org (760) 244-4411** **LCAP Year:_____2015-2018____**

Local Control and Accountability Plan and Annual Update Template

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process	Impact on LCAP
HUSD sought input from all stakeholders, categorized responses and examined trends and patterns allowing the District to determine the processes, goals, targets and criteria that focus on learning. Parents and Staff: During the District Advisory Committee (DAC) meeting on December 17, 2014, the LCFF/LCAP was explained to all members in attendance. The committee has previously heard about the new funding formula under LCFF when budgets have been reviewed. The LCAP process was explained to the members and a powerpoint presented information on progress made towards the goals. Members were given a questionnaire to gather what they wanted for their children and what they needed to help their child be successful in school. The suggestions were summarized and disseminated to members. This group met on April 15 to review a draft of the plan. Members were guided through the plan with an explanation of actual outcomes and expenditures for the 2014-15 school year and the updated goals, actions and expenditures for the 2015-2018 plan and given opportunity to ask questions and offer suggestions. Final draft was presented on May 20 with an opportunity for questions. There were no questions. EL: At the District English Language Advisory Committee (DELAC) meeting on January 22, 2015, the LCFF/LCAP was explained to all members in attendance. The new funding of the districts and the focus on English Learners (EL), Low Income (LI) and Foster Youth (FY) was discussed. Representatives from most schools were in attendance. During the meeting, Darrel Nickolaisen presented the district's LCAP goals and gave examples of planned actions to support them. He also presented data on the progress made in meeting the goals of 2014-15 and the actions, services and expenditures as of that date. DELAC members asked clarifying questions and expressed appreciation for being included in the process. Parent Advisory: On February 3, the Superintendent held a Superintendent Parent Advisory Group meeting to provide information regarding the LCAP and to review progress made in 2014-15 and give input on the goals and actions for the 2015-18 plan.	**Upon completion of the various stakeholder input meetings, the District has identified common, recurring themes that are identified below. These themes are reflected in the goals, action/services and expenditures of the District. Common themes included:** • Use of technology • Extended class/coursework study outside the classroom • Attract and retain quality personnel • Focus on student learning and application • Reduce class size-more one on one • More career technical educational courses • Improve study skills • Expand Regional Occupational Program • Provide rewards, address absences and tardiness • Increase project-based and activity-based instruction • Implement Common Core State Standards instruction • Implement site-based funding; fund programs according to needs • Provide industry-driven courses such as, internships, work experience, job placement • Partner with business, community groups, non-profits, etc. to increase opportunities for students • Increase tutoring • Promote AVID • Utilize multiple ways to measure success • Increase counseling services • Expand creative thinking and learning across all academic and extracurricular teaching/programs Advisory Groups: 1. A well-rounded education 2. College or career-ready 3. Importance of every child having good self-esteem and wanting to be in school 4. Open communication lines with parents and school 5. Academic, social and athletic opportunities for all students

	6. Literacy programs for parents 7. Parent classes on how to fill out applications for colleges, scholarships and financial aid.
EL, LI, & FY: Stakeholder meetings were held during the months of December, 2014 and January, 2015 at every school site in the district. There were scheduled LCAP input meetings along with the information being shared at SSC meetings and ELAC meetings. Parents of the subgroups were specifically given letters asking for their attendance at the meetings. Members of the subgroups were in attendance at the meetings. A Connect-Ed call went home to all families from the individual sites inviting their attendance at one of the meetings to give input on actions and services that the district should continue, increase, or stop providing to students. Parents were provided data on how the district students performed on previous State tests, graduation rate, and College Ready assessment results and progress made in achieving the goals in the 2014-15 plan and asked to complete a questionnaire regarding what they wanted for their children and what they needed to help them be successful.	Parents, EL, LL & FY: 1. Students need to be prepared for college 2. Provide career ready courses and mentoring programs 3. Students need to be able to use skills in everyday life 4. Additional resources are needed for parents to help support learning 5. Communication between teachers, students and parents needs to be open, honest and on-going 6. EL parents want help learning English and also for their students to improve their language skills 7. Parents want staffs to have positive attitudes, show interest in the students, be positive role models, and instill a love of learning 8. Parents just want their children to graduate 9. Parents need scholarship information 10. Parents want their children to be comfortable at school and grow socially 11. Parents want their children to be confident and motivated, organized and independent
Foster Youth: On May 7, 2015, the San Bernardino County Superintendent of Schools (SBCSS) Foster Youth Liaison, representatives representing Foster Youth Agencies that serving our students, Foster Youth representative from Victor Valley College (VVC), and Child Family Services representatives met with the district Foster Youth Liaison and the LCAP team to review the LCAP and give suggestions to help support Foster Youth.	Foster Youth: 1. Since there isn't a central enrollment center, are FY given information about clubs, etc.? 2. FY need to meet with counselor immediately upon enrollment to gather information on credit recovery 3. FY need to be made aware of AVID program and allowed to enter right away 4. How are schools ensuring that FY are getting support they need? 5. VVC would like to meet with students to assist in the transition from high school to college. Impact: There will be a meeting before school starts to inform foster parents/agencies of procedures and available services. Schools will have an assigned administrator to ensure that information is given to foster youth throughout the year. A meeting will be arranged with VVC and counselors (CAR) to help with transition to college.

Students: Students at the comprehensive and alternative high schools met with staff to discuss what they liked about school and what worried them or what they felt was lacking. Representatives then met with students from other high desert schools as part of a Student Advisory Group for SBCSS on April 18, 2015.	Students: Positives: 1. 4 year plans 2. Career Centers 3. Teachers 4. Peer counseling 5. Safety – overall Concerns: 1. Cyberbullying 2. Social media 3. Peer pressure 4. Personal counseling regarding personal/social problems, class/school problems, drugs/alcohol, and crisis response not just academic 5. Expectations for students are all at a high level 6. Need help managing personal time and schedules 7. Have teachers make connections to students on a personal level to help not get lost in the crowd 8. Not enough career options and skill classes
Staff: During the months of January and February, each site reviewed the 2014-15 LCAP with staff, gathering input on the site's progress towards meeting the goals and suggestions for changes to the 2015-18 plan. The LCAP was continually referenced during meetings with both certificated and classified management teams. A summary of progress and expenditures was presented during the 11/20, 1/15, 2/19, 3/19, 4/2 and 5/14 meetings. Opportunity was given for questions and comments.	Staff: 1. A need for additional support and training to supports Students with Disabilities 2. PLCs have been collaborating, developing, reviewing and providing re-teaching opportunities based on common formative assessments but additional time is needed for planning 3. Look into possibility of providing alternative educational opportunities for middle school students 4. Use a Blended Learning Model and Project-Based Learning for credit recovery 5. Hire additional teachers on assignment for support
Bargaining Groups: In March, information was shared with CSEA to gather input on specific actions or services they felt should be included in the plan. On March 31, the Hesperia Teachers Association's rep council met and was presented with the LCAP info. They were asked to gather input from their sites and submit the information	Bargaining Groups: CSEA-None HTA: 1. Elementary schools need certificated teacher in computer lab for coaching teachers, working with students, help with instructional use, and maintaining

electronically to the president who would then send it to the LCAP team. Community Members/Business Owners: On May 8, 2015, the Superintendent presented the LCAP at the monthly coffee chat of the Hesperia Chamber. They were asked to complete a survey asking three questions: 1. How do you define a successful school? 2. What skills and attributes do students need to possess to be successful in the work force? And, 3. Would you be interested in participating in an intern partnership with the school district? If so, what would it look like for your company? A monthly meeting (8/8, 9/10, 10/8, 11/12, 12/10, 1/14, 2/11, 3/11, 4/8, 5/13) is held with the Educational Services Planning Innovations Committee (EPIC) which consists of representative from the district office, Hesperia Teachers Association (HTA) and California	equipment 2. Recruit and retain highly qualified teachers with comparable salaries to competing districts and fully paid benefits 3. Full-time teacher for ALC (student discipline) 4. Resources for disciplined students, such as but not limited to, behavioral intervention plans with services 5. Full-time campus supervisors/support staff 6. Use a variety of metrics, not just test scores for evaluating goals 7. Professional development 8. Reduce and cap class sizes in elective classes 9. Proactive intervention in TK-2 classes, including but not limited to, class sizes of 20 to 1 10. One time money, base grant, supplemental grant and concentration grant money negotiated with HTA Community/Business Owners: #1. One that prepares all students for higher education and/or work. Where students learn what they are taught A school is successful when its students are active members of their community and society. When students continue to develop their skills in continuing education or certification. A school that will provide students that will be a good asset to the community. Students that take pride of where they live. #2. Work ethics, honest, punctual, takes direction well, not feel entitled, multi task accurately, appearance, etiquette, trainable/teachable, responsible, has integrity/honesty, Read, write and compute, values, teach that work has rewards. #3. Yes-will teach students what they need to know about entering the work force. I will donate money to programs that enhance work skills. Yes-filing clerk, receptionist, cashiers, techs if insurance allows. Not at this time-our employees must be over 18 years of age.

School Employees Association (CSEA) to continually address the progress made in meeting the LCAP goals and offer suggestions for revision. Regular written updates were provided to the Governing Board on 11/2, 2/6, 4/24 and 5/22. The final plan was presented to the Governing Board on June 8 for the first reading and public hearing to give stakeholders an opportunity to ask questions or comment. The Superintendent responded to the comments in writing and the final plan submitted to the Board for approval, along with the 2015-16 budget, on June 18.	
Annual Update: The 2014-2017 LCAP was posted on the district website and made available in the approved format to all stakeholders. It was a continual reference point as HUSD worked to implement the actions and services described in the plan. Schools sites used the plan as a focus while amending their Single Plan for Student Achievement (SPSA). As the plan was reviewed in tangent with achievement data (single assessments, AP/EAP scores), suspension/expulsion data and graduation rates, it was determined that the goals should remain the same for a few years in order to determine effectiveness of actions and services through consistency. Beginning in the fall, school sites held LCAP parent meetings to review data on the progress of each goal, actions and services and expenditures. The parent gave input on what they wanted for their child and asked questions to help determine effectiveness of the goals, actions, and services. The stakeholders gave written input into the update of the plan to help determine priorities. The bargaining groups, management groups, advisory groups and any interested party were given a summary of progress of the LCAP and given opportunity to ask questions and provide input for possible changes. The responses from all meetings were gathered and reviewed. At this time there were no major changes recommended.	**Annual Update:** Upon stakeholder review it was determined that all goals will remain the same for 2015-16 with the exception of the subgoals from 2014-15. In 2014-15, subgoals were listed but as the plan was being reviewed for 2015-16, it was determined that they weren't goals but actually identified needs and part of expected annual measurable outcomes. It was also determined that the "subgoal D was part of the identified need/outcome subgoal A and so it was removed and "subgoal" E became identified need/outcome D. The expected annual measurable outcomes #1 was revised from September to October and January to February in order to address logistical concerns at the sites and district level. As part of our annual stakeholder evaluation of progress in meeting the goals and effectiveness of the actions and services, additional changes were made and are listed after each goal in the annual update section of the LCAP.

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

Instructions:

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

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

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

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

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

Goal: Describe the goal:

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

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

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

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

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

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

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

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

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

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

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

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

Guiding Questions:

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school climate)?
4) What are the LEA's goal(s) to address any locally-identified priorities?
5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA's goals for all pupils?
7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
9) What information was considered/reviewed for individual 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?

Summary of How HUSD is Addressing the Guiding Questions and State Priorities

Research-based practices have identified specific areas of focus that students need in order to be college and/or career ready. These areas of f*ocus are* known as the 4Cs: critical thinking, collaboration, communication, and creativity. The 21st Century student needs to apply, synthesize, and communicate information and to work collaboratively across subjects to solve complex, real-life problems. Hesperia Unified's (HUSD) curriculum is designed to promote the 4Cs and demonstrate depth of knowledge through project-based lessons, utilizing multiple perspectives, technology, and demonstrating strategic and extended thinking.

As we transition to new state standards, it is important to assist educators in embedding the 4Cs in their classroom practices. HUSD will provide appropriate professional development to prepare teachers for these shifts and to implement technology as a tool to enhance learning.

It is important to assess the effectiveness of HUSD's instructional program. Multiple measures of performance, both formative and summative, are required to assess student learning. On-going data review with stakeholder input has been, and will continue to be, an essential piece of determining student needs, instructional goals and actions. Outlined in this document are the goals and actions identified to address gaps in student learning and preparedness for college and/or career that have surfaced as a result of our data review.

The LCAP was created in collaboration with community stakeholder groups and encompasses effective, efficient, and exemplary practices in all HUSD's divisions, departments and schools. Working together to achieve these goals supports our vision of "Preparing Today's Students for Tomorrow's World."

Base Program (What is provided for all students)

Student academic, social and emotional success will be a priority for all Hesperia district and site personnel, and will create a cohesive focus for the base program for students. This includes high quality teachers and leaders, safe and clean facilities, standards-based instructional materials, instructional support, operational and human resources. The district's base program lump sum of $153,967,484 reflects the approximate cost for high quality teachers, administrators, classified staff, counselors, district office staff, related materials and resources.

GOAL:	1. To provide high quality classroom curriculum, instruction and assessment to prepare our students for success in college and/or a career.	Related State and/or Local Priorities: 1_X 2_X 3_X 4_X 5_X 6_X 7_X 8_X COE only: 9__ 10__ Local: Specify _____

Identified Need:	A. Increase and monitor proficiency of all students B. All students need appropriate access to a viable curriculum, instruction and assessment C. Increase the number of students attending college or are prepared for careers D. Increase knowledge and practice of staff to transition to CCSS and 21st Century Learning
Goal Applies to:	Schools: All
	Applicable Pupil Subgroups: All

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	Increase and monitor proficiency of all students • District Single Assessment (3 times per year) – Establish baseline in October, 30% increase in individual scores in February, 75% increase in scores by May. Metric: District Single Assessment Results as recorded in Illuminate • Standardized test scores including CELDT – 50% of EL students attending US school 5 years or more will achieve basic or above in English proficiency; 9% of EL students will be reclassified. Metric: CELDT and CAASSP • Data System to measure and monitor student results – Teachers will utilize the results of local assessments. Metric: Illuminate log-in data All students need appropriate access to a viable curriculum, instruction and assessment • Exit rate from remedial/intervention programs - % of students exiting remedial/intervention programs will increase by 5% from previous year. Metric: Site pre/post reports Increase the number of students attending college or are prepared for careers • A-G/ROP-CTE completion – % of students who complete A-G/ROP/CTE requirements will increase by 5%. Metric: Illuminate reports • AP Exams - % of students passing AP exams with a score of 3 or higher will increase by 10%. Metric: College Board AP Test Results • EAP Results – EAP readiness scores in ELA and Math will increase by 5% over previous year. Metric: UC/CSU reports • Schools offering college/career pathways – An additional 20% of schools will offer college/career pathways. Metric: Site program report Increase knowledge and practice of staff to transition to CCSS and 21st Century Learning • District 4C Implementation– Sites will use the rubric to measure growth in implementation of 4Cs. Metric: District 4C

	Rubric • 100% of teachers will be highly qualified- Metric: Database of teacher credentials and assignments

Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures
A. All students will increase performance levels in all subjects	LEA	_x_**ALL**	1) $160,000 **res. 0790** (site 735 additional resources for CMS, OHHS, SHS obj. 4300)
1) Use supplemental resources to integrate and align curriculum with state standards, including ELD standards	CMS, OHHS, SHS	OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
2) Purchase or maintain standards-based district adopted textbooks and/or resources to teach state standards	LEA		2) $450,000 **res. 0756** (site 734 obj. 4100)
3) Purchase digital devices and curriculum, including textbooks, and maintain infrastructure	LEA		3) $500,000 **res. 0504** (site 715 devices obj. 4400)
4) Continue to develop Units of Study	LEA		$2,700,000 **res. 0504** (site 715 device lease payments obj. 5600)
5) Continue reduction of class sizes TK-12	LEA		$300,000 **res. 0701** (site 734 digital curriculum obj. 4100)
6) Integrate arts across the curriculum through supplemental materials	LEA		$64,000 **res. 0701** (site 737 3D printers obj. 4400)
7) Monitor student progress using common formative assessments, District Single Assessment and English language development assessment through data management system	LEA		4) No cost
8) Analyze results of California High School Exit Exam, AP and EAP tests	LEA		5) $2.7 million **res. 0701** (mgmt. SUPP obj. 1100, 3000)
9) California Assessment of Student Performance and Progress (CAASPP)	LEA		6) No cost
10) Staff will begin developing the math curriculum for adoption	LEA		7) $121,000 **res. 0000** (site 737 Data system

			obj. 5800) $60,000 **res. 0000** (site 737 assessment printing obj. 5714) 8) No cost 9) No cost 10) $250,000 **res. 0756** (site 734 over contract, subs. obj. 1100, 3000)
Additional Annual Actions: 11) Teachers will use data to determine additional strategic and intensive support needed	LEA	__ALL OR: _x_**Low Income pupils** __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	11) No cost
12) EL students will be provided academic support to meet specific needs of the core instructional program to ensure that they meet Annual Measurable Achievement Objectives (AMAO 1- 3) 13) Ensure that the teachers are addressing the ELA and ELD standards when instructing English Learners and that a solid consistent program of ELD instruction is provided daily for a minimum of 40-45 minutes per day, differentiated based on English proficiency levels 14) Provide language support services to sites	LEA	__ALL OR: __Low Income pupils _x_**English Learners** __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	12) No cost 13) No cost 14) $280,000 **res. 0790** (site 734 CELDT testers obj. 2x00, 3000)
15) Provide opportunities for foster parents to be trained in how to support students academically	LEA Cottonwood Mission Crest Juniper Oak Hills	__ALL OR: __Low Income pupils __English Learners _x_**Foster Youth** __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	15) $2,000 **res. 0000 mgmt. SUPP** (site 733 obj. 4300)
B. Ensure universal access to a viable curriculum by providing	LEA	_x_**ALL**	1) No cost

alternative ways to access the curriculum 1) Provide online courses-credit recovery and core programs 2) Provide supplemental materials, curriculum, supplies to support students with disabilities 3) Differentiate, personalize and pace lessons to meet student needs through project-based learning, etc. 4) Establish schedules that provide all students with sufficient access to instruction, courses and learning time necessary to master college and/or career readiness skills 5) Conduct content area interventions during the school day and potentially before/after school (certificated and classified over-contract) 6) Provide Alternative Education Program support 7) Summer school for credit recovery (certificated/classified over-contracts, supplemental resources) 8) Psychologists/counselors will provide academic guidance, socio-emotional support and foster school connectedness and assist in the development of individual learning plans (hire 2 additional psychologists) 9) Hire Coordinator and coaches to support Students with Disabilities	 LEA LEA LEA LEA LEA MHS/CRHS All secondary sites LEA LEA	OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	2) $75,000 **res. 6500** (site 731 obj. 4300) 3) No cost 4) No cost 5) No cost 6) $30,000 **res. 0701** (site 510 & 515 (obj. 5800) 7) $200,000 **res. 0100 mgmt. SUPP** (site 737 obj. 1100, 2x00, 3000, 4000) 8) $200,000 **res. 6500 mgmt. SUPP**(site 731 obj. 1100, 3000) 9) $210,000 **res. 6500 mgmt. SUPP** (site 731 obj. 1100, 3000)
Additional Annual Actions: 10) Ensure universal access is provided to all students through additional time, ancillary support materials and differentiated instruction designed to support learner's acquisition of core concepts and skills	LEA	__ALL OR: _x_**Low Income pupils** _x_**English Learners** _x_**Foster Youth** __Redesignated fluent English proficient _x_**Other Subgroups:(Specify)__Students with Disabilities**_____	10) $10,000 **res. 0790** (site 735 obj. 4300)
11) Allocate funds for academic supports, tests and remediation; transportation; and costs and fees for athletics and extracurricular programs	LEA	__ALL OR: _x_**Low Income pupils** __English Learners _x_**Foster Youth** __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	11) $20,000 **res. 0080 Mgmt. SUPP** (site 737 obj. 5800)
12) Teachers will use data to determine additional strategic	LEA	__ALL	12) No cost

and intensive support (including building academic vocabulary both orally and in reading and writing) needed for English Learners (EL) as outlined in the District's Effective Model of Instruction. 13) Require and monitor teacher use of Specially Designed Academic Instruction for English (SDAIE) using programs such as Sheltered Instruction Observation Protocol (SIOP) and GLAD to support EL students and meet their linguistically appropriate goals	 LEA	OR: __Low Income pupils _x_**English Learners** __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	13) No cost
C. Increase the percentage of students who are college and/or career ready with 21st Century Skills by promoting critical thinking, collaboration, creativity, and using a variety of communication modes 1) Ensure that students K-12 have access to a variety of coursework and curriculum that is college and/or career oriented, including Advancement Via Individual Determination (AVID) 2) Encourage school sites to develop a focus/theme, i.e.: early college, medical, STEM, manufacturing, global citizenship, etc., that will allow students to have exposure to a variety of learning opportunities and provide supplemental materials to integrate the curriculum. Sites will develop college/career programs such as Science, Technology, Engineering, Arts, and Math (STEAM), health pathways, etc. to meet the needs of their students as outline in site Single Plans 3) Support Adult and Career Technical Education such as adult basic education, CTE Pathways, ROP, ESL, GED and Citizenship	LEA LEA LEA Hollyvale (HV) Mesa Grande (MG) Hesperia High (HHS) Cypress (CYP) Maple LEA	_x_**ALL** OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	1) No cost (contract) $44,999 **res. 1100 Mgmt. 0013** (AVID Site 736 Tutors obj. 2x00, 3000) 2) $1,093,985 **res. 0790** (site 735 distributed to each site based on ADA obj. 1000, 2x00, 3000, 4000, 5000) $10,000 **res. 0701** (Site 200 HV STEAM obj. 4300) $20,000 **res. 0506** (Site 130 MG health and medical lab resources obj. 4300) $100,000 **res. 0701** (Site 737 High Schools Pathway Support obj. 4300) $175,000 **res. 0505** (Site 737 HHS Early College obj. 4300) $67,531 **res. 0701** (Site

			230 Cyp Music teacher 1000, 3000) $46,000 **res. 0314** (Site 734 STEM/Robotics obj. 4300) $150,000 res. 0701 (site 702 Superintendent Projects obj. 4300) $100,000 **res. 0701** (site 730 Assistant Superintendent Projects obj. 4300) 3) $913,742 **res. 9650** (site 530 ROP/CTE obj. 2x00, 3000, 4000)
Additional Annual Actions: 4) Prepare for and implement AVID Excel for middle school long-term EL students (Title III funded) 5) Implement a College/Career Readiness program for high school long-term EL students: Instructional assistants to meet with students and set meaningful goals (Title III funded)	LEA LEA	__ALL OR: __Low Income pupils _x_**English Learners** __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	4) $27,000 **res. 4203** (site 734 obj. 4300) 5) $45,000 **res. 4203** (site 734 obj. 2100, 3000)
6) Parents and students receive both high school graduation requirements and UC/CSU entrance requirements annually beginning in the 6th grade 7) Hold scholarship workshops for all high school RFEP students and their parents 8) Provide lower counselor:student ratios for RFEP students so that each RFEP student enrolls in coursework that is UC/CSU approved and participates in college preparation programs and workshops	LEA LEA LEA	__ALL OR: __Low Income pupils __English Learners __Foster Youth _x_**Redesignated fluent English proficient** __Other Subgroups:(Specify)_____	6) No cost 7) No cost 8) $100,000 **res. 0701** (site 734 obj. 1200, 3000)
9) Ensure that upon full implementation of LCFF, every foster youth receives educational counseling from a	LEA	__ALL OR:	9) No cost

counselor/psychologist with the skills, time and training necessary to carry out their responsibilities and develop an individualized learning plan for each foster student		__Low Income pupils __English Learners _x_**Foster Youth** __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
D. Provide professional development for all staff including administrators 1) Sites and district will provide adequate and appropriate professional development and collaboration time including conferences, over-contract, substitutes and resources 2) Continue transition to CCSS and NGSS 3) Recruit and retain highly-qualified teachers and ensure appropriate placement; Teacher Induction Support/Mentors/Interns/PAR 4) Provide Teachers on Assignment (TOA) – instructional coaches (current coaches plus an additional 2)	LEA LEA LEA LEA LEA	_x_**ALL** OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	1) $16,000 **res. 0701** (Site 737 Plugged-In obj. 5800) $40,000 **res. 0701 (Site 730** Administrator training obj. 5800) 2) $100,000 **res. 0000** (site 737 calibration obj. 1100, 3000) Site Expenditures 3) $342,900 **res. 0160** (site 736 obj. 1100, 3000) 4) $428,485 **res. 0790 Mgmt. SUPP** (site 735 current -obj. 1100, 3000)
Additional Annual Actions: 5) Increase support to sites with high LCFF of unduplicated students, such as staff and professional development 6) All staff will receive on-going training in methods to understand the economic status of students and the correlation with their learning such as Ruby Payne Framework on Understanding Poverty	 LEA LEA	__ALL OR: _x_**Low Income pupils** __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	5) No cost 6) No cost
7) Provide teacher training in English Language Development to ensure continued student progress towards full English proficiency	LEA	__ALL OR: __Low Income pupils _x_**English Learners**	7) No cost 8) No cost

8) Added support and training will be developed to enhance the instruction of long-term EL students	LEA	__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
9) All staff will receive on-going training in trauma-informed teaching 10) Classified staff will receive on-going training in procedures of how to register foster youth	LEA LEA	__ALL OR: __Low Income pupils __English Learners _x **Foster Youth** __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	9) $20,000 **res. 0701** (Site 736 obj. 5800) 10) No cost

LCAP Year 2: 2016-17			
Expected Annual Measurable Outcomes:	Increase and monitor proficiency of all students • District Single Assessment (3 times per year) – Establish baseline in October, 30% increase in individual scores in February, 75% increase in scores by May • Standardized test scores including CELDT – 50% of EL students attending US school 5 years or more will achieve basic or above in English proficiency; 9% of EL students will be reclassified • Data System to measure and monitor student results – Teachers will utilize the results of local assessments All students need appropriate access to a viable curriculum, instruction and assessment • Exit rate from remedial/intervention programs - % of students exiting remedial/intervention programs will increase by 5% from previous year Increase the number of students attending college or are prepared for careers • A-G/ROP-CTE completion – % of students who complete A-G/ROP/CTE requirements will increase by 5% • AP Exams - % of students passing AP exams with a score of 3 or higher will increase by 10% • EAP Results – EAP readiness scores in ELA and Math will increase by 5% over previous year • Schools offering college/career pathways – An additional 20% of schools will offer college/career pathways Increase knowledge and practice of staff to transition to CCSS and 21st Century Learning • District 4C Rubric – Sites will use the rubric to measure growth in implementation of 4Cs • Database of teacher credentials and assignments – 100% of teachers will be highly qualified		
Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures
A. All students will increase performance levels in all subjects	LEA	_x_**ALL**	1) $160,000 **res. 0790**

1)	Use supplemental resources to integrate and align curriculum with state standards, including ELD standards	LEA	OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	(site 735 additional resources for CMS, OHHS, SHS obj. 4300)
2)	Purchase or maintain standards-based district adopted textbooks and/or resources to teach state standard	LEA		2) $450,000 **res. 0756** (site 734 obj. 4100)
3)	Purchase digital devices and curriculum, including textbooks	LEA		3) $500,000 **res. 0504** (site 715 devices obj. 4400) $2,700,000 **res. 0504** (site 715 device lease payments obj. 5600) $300,000 **res. 0701** (site 734 digital curriculum obj. 4100) $64,000 **res. 0701** (site 737 3D printers/supplies obj. 4400)
4)	Continue to develop Units of Study	LEA		4) No cost
5)	Continue reduction of class sizes TK-12	LEA		5) $2.7 million **res. 0701** (mgmt. SUPP obj. 1000, 3000)
6)	Integrate arts across the curriculum through supplemental materials	LEA		6) No cost
7)	Monitor student progress using common formative assessments, District Single Assessment and English language development assessment through data management system	LEA		7) $121,000 **res. 0000** (site 737 Data system obj. 5800) $60,000 **res. 0000** (site 737 assessment printing obj. 5714)
8)	Analyze results of California High School Exit Exam, AP and EAP tests	LEA		8) No cost
9)	California Assessment of Student Performance and Progress (CAASPP)	LEA		9) No cost
10)	Adopt math materials	LEA		
11)	Staff will begin developing the ELA curriculum for adoption	LEA		

			10)$1,000,000 **res. 0701** (site 734 obj. 4110) 11)$250,000 res. 0756 (site 734 over contract obj. 1100, 3000)
Additional Annual Actions: 12) Teachers will use data to determine additional strategic and intensive support needed	LEA	__ALL OR: _x_**Low Income pupils** __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	12) No cost
13) EL students will be provided academic support to meet specific needs of the core instructional program to ensure that they meet Annual Measurable Achievement Objectives (AMAO 1- 3) 14) Ensure that the teachers are addressing the ELA and ELD standards when instructing English Learners and that a solid consistent program of ELD instruction is provided daily for a minimum of 40-45 minutes per day, differentiated based on English 15) Provide language support services to sites	LEA LEA	__ALL OR: __Low Income pupils _x_**English Learners** __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	13) No cost 14) No cost 15) $300,000 **res. 0790** (site 734 CELDT testers obj. 2x00, 3000)
16) Provide opportunities for foster parents to be trained in how to support students academically	LEA Cottonwood Mission Crest Juniper Oak Hills	__ALL OR: __Low Income pupils _x_**English Learners** __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	16) $2,000 **res. 0000 mgmt. SUPP** (site 733 obj. 4300)
B. Ensure universal access to a viable curriculum by providing alternative ways to access the curriculum 1) Provide online courses-credit recovery and core programs 2) Provide supplemental materials, curriculum, supplies to support students with disabilities 3) Differentiate, personalize and pace lessons to meet student needs through project-based learning, etc. 4) Establish schedules that provide all students with	LEA LEA LEA LEA	_x_**ALL** OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	1) No cost 2) $75,000 **res. 6500** (site 731 obj. 4300) 3) No cost 4) No cost 5) No cost

sufficient access to instruction, courses and learning time necessary to master college and/or career readiness skills 5) Conduct content area interventions during the school day and potentially before/after school (certificated and classified over-contract) 6) Provide Alternative Education Program support 7) Summer school for credit recovery (certificated/classified over-contracts, supplemental resources) 8) Psychologists/counselors will provide academic guidance, socio-emotional support and foster school connectedness and assist in the development of individual learning plans (hire 2 additional psychologists) 9) Hire Coordinator and coaches to support Students with Disabilities (existing and 1 additional coach)	LEA LEA MHS/CRHS LEA LEA		6) $30,000 **res. 0701** (site 510 & 515 (obj. 5800) 7) $200,000 **res. 0100 mgmt. SUPP** (site 737 obj. 1100, 2x00, 3000, 4000) 8) $200,000 **res. 6500 mgmt. SUPP**(site 731 obj. 1000, 3000) 9) $320,000 **res. 6500 mgmt. SUPP** (site 731 obj. 1000, 3000)
Additional Annual Actions: 10) Ensure universal access is provided to all students through additional time, ancillary support materials and differentiated instruction designed to support learner's acquisition of core concepts and skills	LEA	_ ALL OR: _x **Low Income pupils** _x **English Learners** _x **Foster Youth** __Redesignated fluent English proficient _x_**Other Subgroups**:(Specify)_**Students with Disabilities**	10) $10,000 **res. 0790** (site 735 obj. 4300)
11) Allocate funds for academic supports, tests and remediation; transportation; and costs and fees for athletics and extracurricular programs	LEA	_ALL OR: _x **Low Income pupils** __English Learners _x **Foster Youth** __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	11)$20,000 **res. 0080 Mgmt. SUPP** (site 737 obj. 5800)
12) Teachers will use data to determine additional strategic and intensive support (including building academic vocabulary both orally and in reading and writing) needed for English Learners (EL) as outlined in the District's Effective Model of Instruction. 13) Require and monitor teacher use of Specially Designed Academic Instruction for English (SDAIE) using programs such as Sheltered Instruction Observation Protocol (SIOP) and GLAD to support EL students and meet their linguistically appropriate goals	LEA	__**ALL** OR: __Low Income pupils _x English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	12) No cost 13) No cost

C. Increase the percentage of students who are college and/or career ready with 21st Century Skills by promoting critical thinking, collaboration, creativity, and using a variety of communication modes 1) Ensure that students K-12 have access to a variety of coursework and curriculum that is college and/or career oriented, including Advancement Via Individual Determination (AVID) 2) Encourage school sites to develop a focus/theme, i.e.: early college, medical, STEM, manufacturing, Global Citizenship etc. that will allow students to have exposure to a variety of learning opportunities and provide supplemental materials to integrate the curriculum. Sites will develop college/career programs such as Science, Technology, Engineering, Arts, and Math (STEAM), health pathways, etc. to meet the needs of their students as outline in site Single Plans 3) Adult and Career Education such as, adult basic education, CTE, ROP, ESL, GED, Citizenship, and a young adult transition center	LEA LEA LEA Hollyvale (HV) Mesa Grande (MG) Hesperia High (HHS) Cypress (CYP) Maple	_x_**ALL** OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	1) $35,000 **res. 0000 Mgmt. 0013** (Site 736 AVID contract obj. 5800) $35,000 **res. 0000 Mgmt. 0013** (AVID Site 736 Tutors obj. 2x00, 3000) 2) $1,093,985 **res. 0790** (site 735 distributed to each site based on ADA obj. 1100, 2x00, 3000, 4000, 5000) $5,000 **res. 0701** (Site 200 HV STEAM obj. 4300) $10,000 **res. 0506** (Site 130 MG health and medical lab resources obj. 4300) $100,000 **res. 0701** (Site 737 High Schools Pathway Support obj. 4300) $175,000 **res. 0505** (Site 410 HHS Early College obj. 4300) $90,000 **res. 0701** (Site 230 Cyp Music teacher 1100, 3000) $80,000 **res. 0701** **(**Site 170 Maple

			(World language instructor obj. 1000, 3000) $46,000 **res. 0314** (Site 734 STEM/Robotics obj. 4300) $150,000 res. 0701 (site 702 Superintendent Projects obj. 4300) $100,000 **res. 0701** (site 730 Assistant Superintendent Projects obj 4300)) $913,742 **res. 9650** (site 530 ROP/CTE obj. 2x00,3000,4000)
Additional Annual Actions: 4) Prepare for and implement AVID Excel for middle school long-term EL students (Title III funded) 5) Implement a College/Career Readiness program for high school long-term EL students: Instructional assistants to meet with students and set meaningful goals (Title III funded)	LEA LEA	___ALL OR: __Low Income pupils _x_**English Learners** __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	4) $27,000 **res. 4203** (site 734 obj. 4300) 5) $45,000 **res. 4203** (site 734 obj. 2100, 3000)
6) Parents and students receive both high school graduation requirements and UC/CSU entrance requirements annually beginning in the 6th grade 7) Hold scholarship workshops for all high school RFEP students and their parents 8) Provide lower counselor: student ratios for RFEP students so that each RFEP student enrolls in coursework that is UC/CSU approved and participates in college preparation	LEA LEA LEA	___ALL OR: __Low Income pupils __English Learners __Foster Youth _x_**Redesignated fluent English proficient** __Other Subgroups:(Specify)_____	6) $2,000 **res. 0701** (site 737 obj. 5700) 7) No cost 8) $100,000 **res. 0701** (site 734 obj. 1200, 3000)

programs and workshops			
9) Ensure that upon full implementation of LCFF, every foster youth receives educational counseling from a counselor/psychologist with the skills, time and training necessary to carry out their responsibilities and develop an individualized learning plan for each foster student	LEA	__ALL OR: __Low Income pupils __English Learners _x_**Foster Youth** __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	9) $100,000 res. 0701 (site 737 obj. 1200, 3000)
D. Provide professional development for all staff including administrators	LEA	_x_**ALL** OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$16,000 **res. 0701** (Site 737 Plugged-In obj. 5800)
1) Sites and district will provide adequate and appropriate professional development and collaboration time including conferences, over-contract, substitutes and resources	LEA		$40,000 **res. 0701 (Site 730** Administrator training obj. 5800)
2) Continue transition to CCSS and NGSS			2) $100,000 **res. 0000** (site 737 calibration obj. 1100, 3000)
3) Recruit and retain highly-qualified teachers and ensure appropriate placement; Teacher Induction Support/Mentors/Interns/PAR	LEA LEA		3) $342,900 **res. 0160** (site 736 obj. 1100, 3000)
4) Provide Teachers on Assignment (TOA) – instructional coaches (current coaches plus an additional 2)	LEA		4) $428,485 **res. 0790 Mgmt. SUPP** (site 735 current -obj. 1100, 3000)
Additional Annual Actions:		__ALL OR: _x_**Low Income pupils** x__**English Learners** _x__**Foster Youth** __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	5) No cost
5) Increase support to sites with high LCFF of unduplicated students, such as staff and professional development	LEA		6) No cost
6) All staff will receive on-going training in methods to understand the economic status of students and the correlation with their learning such as Ruby Payne Framework on Understanding Poverty	LEA		

7) Provide teacher training in English Language Development to ensure continued student progress towards full English proficiency 8) Added support and training will be developed to enhance the instruction of long-term EL students	LEA LEA	_ALL OR: __Low Income pupils _x_*English Learners* __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	7) No cost 8) No cost
9) All staff will receive on-going training in trauma-informed teaching 10) Classified staff will receive on-going training in procedures of how to register foster youth	LEA LEA	_ALL OR: __Low Income pupils __English Learners _x_**Foster Youth** __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	9) $20,000 res. 0701 (Site 736 obj. 5800) 10)No cost

LCAP Year 3: 2017-18			
Expected Annual Measurable Outcomes:	Increase and monitor proficiency of all students • District Single Assessment (3 times per year) – Establish baseline in October, 30% increase in individual scores in February, 75% increase in scores by May • Standardized test scores including CELDT – 50% of EL students attending US school 5 years or more will achieve basic or above in English proficiency; 9% of EL students will be reclassified • Data System to measure and monitor student results – Teachers will utilize the results of local assessments All students need appropriate access to a viable curriculum, instruction and assessment • Exit rate from remedial/intervention programs - % of students exiting remedial/intervention programs will increase by 5% from previous year Increase the number of students attending college or are prepared for careers • A-G/ROP-CTE completion – % of students who complete A-G/ROP/CTE requirements will increase by 5% • AP Exams - % of students passing AP exams with a score of 3 or higher will increase by 10% • EAP Results – EAP readiness scores in ELA and Math will increase by 5% over previous year • Schools offering college/career pathways – An additional 20% of schools will offer college/career pathways Increase knowledge and practice of staff to transition to CCSS and 21st Century Learning • District 4C Rubric – Sites will use the rubric to measure growth in implementation of 4Cs • Database of teacher credentials and assignments – 100% of teachers will be highly qualified		
Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures

A. All students will increase performance levels in all subjects	LEA	_x_ **ALL**	1) $160,000 **res. 0790** (site 735 additional resources for CMS, OHHS, SHS obj. 4300)
1) Use supplemental resources to integrate and align curriculum with state standards, including ELD standards	LEA	OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$450,000 **res. 0756** (site 734 obj. 4100)
2) Purchase or maintain standards-based district adopted textbooks and/or resources to teach state standard	LEA		2) $500,000 **res. 0504** (site 715 devices obj. 4400)
3) Purchase digital devices and curriculum, including textbooks	LEA		$2,700,000 **res. 0504** (site 715 device lease payments obj. 5600)
4) Continue to develop Units of Study			$300,000 **res. 0701** (site 734 digital curriculum obj. 4100)
5) Continue reduction of class sizes TK-12	LEA		$64,000 **res. 0701** (site 737 3D printers/supplies obj. 4400)
6) Integrate arts across the curriculum through supplemental materials	LEA		3) No cost
7) Monitor student progress using common formative assessments, District Single Assessment and English language development assessment through data management system	LEA		4) $2.7 million **res**. **0701** (mgmt. SUPP obj. 1000, 3000)
8) Analyze results of California High School Exit Exam, AP and EAP test	LEA		5) No cost
9) California Assessment of Student Performance and Progress (CAASPP)	LEA		6) $121,000 **res. 0000** (site 737 Data system obj. 5800)
10) Adopt ELA materials	LEA		$60,000 **res. 0000** (site 737 assessment

			printing obj. 5714) 7) No cost 8) No cost 9) $1,000,000 **res. 0701** (site 734 obj. 4110)
Additional Annual Actions: 11) Teachers will use data to determine additional strategic and intensive support needed	LEA	__ALL OR: _x_**Low Income pupils** __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	11) No cost
12) EL students will be provided academic support to meet specific needs of the core instructional program to ensure that they meet Annual Measurable Achievement Objectives (AMAO 1- 3) 13) Ensure that the teachers are addressing the ELA and ELD standards when instructing English Learners and that a solid consistent program of ELD instruction is provided daily for a minimum of 40-45 minutes per day, differentiated based on English 14) Provide language support services to sites	LEA LEA	__ALL OR: __Low Income pupils _x_**English Learners** __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	12) No cost 13) No cost 14) $320,000 **res. 0790** (site 734 CELDT testers obj. 2x00, 3000)
15) Provide opportunities for foster parents to be trained in how to support students academically	LEA Cottonwood Mission Crest Juniper Oak Hills	__**ALL** OR: __Low Income pupils __English Learners _x_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	15) $2,000 **res. 0000 mgmt. SUPP** (site 733 obj. 4300)
B. Ensure universal access to a viable curriculum by providing alternative ways to access the curriculum 1) Provide online courses-credit recovery and core programs 2) Provide supplemental materials, curriculum, supplies to support students with disabilities 3) Differentiate, personalize and pace lessons to meet student needs through project-based learning, etc. 4) Establish schedules that provide all students with	LEA LEA LEA LEA	_x_**ALL** OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	1) No cost 2) $75,000 **res. 6500** (site 731 obj. 4300) 3) No cost 4) No cost 5) No cost

sufficient access to instruction, courses and learning time necessary to master college and/or career readiness skills 5) Conduct content area interventions during the school day and potentially before/after school (certificated and classified over-contract) 6) Provide Alternative Education Program support 7) Summer school for credit recovery (certificated/classified over-contracts, supplemental resources) 8) Psychologists/counselors will provide academic guidance, socio-emotional support and foster school connectedness and assist in the development of individual learning plans (hire 2 additional psychologists) 9) Hire Coordinator and coaches to support Students with Disabilities	LEA LEA MHS/CRHS LEA LEA LEA		6) $30,000 **res. 0701** (site 510 & 515 (obj. 5800) 7) $200,000 **res. 0100 mgmt. SUPP** (site 737 obj. 1100, 2x00, 3000, 4000) 8) $200,000 **res. 6500 mgmt. SUPP**(site 731 obj. 1000, 3000) 9) $320,000 **res. 6500 mgmt. SUPP** (site 731 obj. 1000, 3000)
Additional Annual Actions: 10) Ensure universal access is provided to all students through additional time, ancillary support materials and differentiated instruction designed to support learner's acquisition of core concepts and skills	LEA	__ALL OR: _x_**Low Income pupils** _x_**English Learners** _x_**Foster Youth** __Redesignated fluent English proficient _x_**Other Subgroups:(Specify)_Students with Disabilities**	10) $10,000 **res. 0790** (site 735 obj. 4300)
11) Allocate funds for academic supports, tests and remediation; transportation; and costs and fees for athletics and extracurricular programs	LEA	__ALL OR: _x_**Low Income pupils** x__**English Learners** _x_**Foster Youth** __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	11)$20,000 **res. 0080 Mgmt. SUPP** (site 737 obj. 5800)
12) Teachers will use data to determine additional strategic and intensive support (including building academic vocabulary both orally and in reading and writing) needed for English Learners (EL) as outlined in the District's Effective Model of Instruction. 13) Require and monitor teacher use of Specially Designed Academic Instruction for English (SDAIE) using programs such as Sheltered Instruction Observation Protocol (SIOP) and GLAD to support EL students and meet their	LEA LEA	__ALL OR: __Low Income pupils _x_**English Learners** __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	12)No cost 13) No cost

linguistically appropriate goals			
C. Increase the percentage of students who are college and/or career ready with 21st Century Skills by promoting critical thinking, collaboration, creativity, and using a variety of communication modes	LEA	_x_ **ALL** OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	1) $35,000 **res. 0000 Mgmt. 0013** (Site 736 AVID contract obj. 5800) $44,999 **res. 0000 Mgmt. 0013** (AVID Site 736 Tutors obj. 2x00, 3000)
1) Ensure that students K-12 have access to a variety of coursework and curriculum that is college and/or career oriented, including Advancement Via Individual Determination (AVID)	LEA		
2) Encourage school sites to develop a focus/theme, i.e.: early college, medical, STEM, manufacturing, that will allow students to have exposure to a variety of learning opportunities and provide supplemental materials to integrate the curriculum. Sites will develop college/career programs such as Science, Technology, Engineering, Arts, and Math (STEAM), health pathways, Global Citizenship etc. etc. to meet the needs of their students as outline in site Single Plans	LEA Hesperia High (HHS) Cypress (CYP) Maple LEA		2) $1,093,985 **res. 0790** (site 735 distributed to each site based on ADA obj. 1100, 2x00, 3000, 4000, 5000) $100,000 **res. 0701** (Site 737 High Schools Pathway Support obj. 4300) $175,000 **res. 0505** (Site 410 HHS Early College obj. 4300) $67,531 **res. 0701** (Site 230 Cyp Music teacher 1100, 3000) $85,000 **res. 0701 (**Site 170 Maple (World language instructor obj. 1100, 3000) $46,000 **res. 0314** (Site 734 STEM/Robotic obj.
3) Adult and Career Education such as, adult basic education, CTE, ROP, ESL, GED, Citizenship, and a young adult transition center			

			4300) $150,000 res. 0701 (site 702 Superintendent Projects obj. 4300) $100,000 **res. 0701** (site 730 Assistant Superintendent Projects obj. 4300) 3) $913,742 **res. 9650** (site 530 ROP/CTE obj. 2x00, 3000, 4000)
Additional Annual Actions: 4) Prepare for and implement AVID Excel for middle school long-term EL students (Title III funded) 5) Implement a College/Career Readiness program for high school long-term EL students: Instructional assistants to meet with students and set meaningful goals (Title III funded)	LEA LEA	__ALL OR: __Low Income pupils _x_**English Learners** __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	4) $27,000 **res. 4203** (site 734 obj. 4300) 5) $45,000 **res. 4203** (site 734 obj. 2100, 3000)
6) Parents and students receive both high school graduation requirements and UC/CSU entrance requirements annually beginning in the 6th grade 7) Hold scholarship workshops for all high school RFEP students and their parents 8) Provide lower counselor: student ratios for RFEP students so that each RFEP student enrolls in coursework that is UC/CSU approved and participates in college preparation programs and workshops	LEA LEA LEA	__ALL OR: __Low Income pupils __English Learners __Foster Youth x__**Redesignated fluent English proficient** __Other Subgroups:(Specify)_____	6) **$2,000 res. 0701** (site 737 obj. 5700) 7) No cost 8) $100,000 **res. 0701** (site 734 obj. 1200, 3000)
9) Ensure that upon full implementation of LCFF, every foster youth receives educational counseling from a counselor/psychologist with the skills, time and training necessary to carry out their responsibilities and develop an individualized learning plan for each foster student	LEA	__ALL OR: __Low Income pupils __English Learners _x_**Foster Youth** __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	9) $100,000 res. 0701 (site 737 obj. 1200, 3000)

D. Provide professional development for all staff including administrators 1) Sites and district will provide adequate and appropriate professional development and collaboration time including conferences, over-contract, substitutes and resources 2) Continue transition to CCSS and NGSS 3) Recruit and retain highly-qualified teachers and ensure appropriate placement; Teacher Induction Support/Mentors/Interns/PAR 4) Provide Teachers on Assignment (TOA) – instructional coaches (current coaches)	LEA LEA LEA LEA LEA	_x_**ALL** OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	1 $16,000 **res. 0701** (Site 737 Plugged-In obj. 5800) $40,000 **res. 0701 (Site 730** Administrator training obj. 5800) 2) $100,000 **res. 0000** (site 737 calibration obj. 1100, 3000) Site Expenditures 3) $342,900 **res. 0160** (site 736 obj. 1100, 3000) 4) $428,485 **res. 0790 Mgmt. SUPP** (site 735 current -obj. 1100, 3000)
Additional Annual Actions: 5) Increase support to sites with high LCFF of unduplicated students, such as staff and professional development 6) All staff will receive on-going training in methods to understand the economic status of students and the correlation with their learning such as Ruby Payne Framework on Understanding Poverty	LEA LEA	__ALL OR: _x_**Low Income pupils** __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	5) No cost 6) No cost
7) Provide teacher training in English Language Development to ensure continued student progress towards full English proficiency 8) Added support and training will be developed to enhance	LEA LEA	__ALL OR: __Low Income pupils _x_**English Learners** __Foster Youth _x_**Redesignated fluent English proficient** __Other	7) No cost 8) No cost

the instruction of long-term EL students		Subgroups:(Specify)_____	
9) All staff will receive on-going training in trauma-informed teaching 10) Classified staff will receive on-going training in procedures of how to register foster youth	LEA LEA	__ALL OR: __Low Income pupils __English Learners _x_**Foster Youth** __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	9) $20,000 **res. 0701** (Site 736 obj. 5800) 10) No cost

GOAL:	2. To provide a physically and emotionally safe climate and learning environment that is culturally responsive to all students.	Related State and/or Local Priorities: 1_X 2_ 3_ 4_ 5_X 6_X 7_ 8_ COE only: 9__ 10__ Local: Specify _____

Identified Need:	A. Maintain and/or improve safety practices at all sites. B. Gather input by parents and students regarding safety. C. Provide instructional materials, staffing, facilities, equipment, furniture and grounds that are conducive to student learning and safety. D. Increase attendance and graduation rates and decrease dropout, suspension and expulsion rates. E. Promote emotional, physical and social well-being of all students.
Goal Applies to:	Schools: All
	Applicable Pupil Subgroups: All

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	Maintain and/or improve safety practices at all sites. • Safe School Plans – 100% updated annually. Metric: Safe Schools Plan report Gather input by parents and students regarding safety. • Analyze parent and student survey results. Metric: Site survey reports Provide instructional materials, staffing, facilities, equipment, furniture and grounds that are conducive to student learning and safety. • All sites compliant with the four components of instructional materials, school facilities, updated SARCs and teacher assignment. Metric: Williams Quarterly Reports (WQR) Increase attendance and graduation rates and decrease dropout, suspension and expulsion rates. • Graduation rates will increase by 1% and dropout rate decrease by 2%. Metric: State reported graduation/dropout rates (middle and high school)

	• Suspension/expulsion rates will decrease by 2%. Metric: District's suspension/expulsion rates report • Pupils who are absent on 10% or more of the schooldays in the school year will decrease by 2%. Metric: Student Attendance/Chronic Absenteeism rates report Promote emotional, physical and social well-being of all students. • % of students meeting a minimum of 4 Healthy Fitness Zone Standards will increase by 5% over previous year. Metric: State reported Physical Fitness Test results

Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures
A. Ensure that all sites have a Safe School Plan (SSP). 100% of schools will update safety plans and conduct school safety drills	LEA	_x_**ALL** OR: __Low Income pupi**ls** __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No cost
B. Provide students and parents with opportunities to discuss concerns regarding school climate and safe learning environment 1) Sites will distribute and review parent and student surveys regarding school climate and instructional program 2) Provide parents with forums to discuss school climate and safety	LEA LEA LEA	_x_**ALL** OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	1) No cost 2) No cost
Additional Annual Actions: 3) Ensure LEA foster youth liaison has adequate time, knowledge and resources, including additional staff if needed, to fully execute the responsibilities 4) Liaison will hold foster parent meetings to provide information and support to families 5) Social Worker will assist children and families with social issues/challenges impacting education	LEA LEA LEA	__ALL OR: __Low Income pupils __English Learners _x_**Foster Youth** __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	3) No cost 4) No cost 5) $100,000 **res. 0701** (site 733 obj. 2900, 3000)
C. Ensure all instructional materials, facilities, equipment, furniture and grounds are maintained in good repair 1. All sites will be compliant with Williams' Settlement Legislation through regular safety inspections and appropriate repairs or maintenance completed in a timely manner 2. Ensure all facilities, equipment, furniture and grounds are maintained in good repair, including additional personnel	LEA LEA LEA	_x_**ALL** OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	1) No Cost 2) Deferred Maint. $150,000 **res. 8150 Mgmt SUPP** (site 725 - 3 Maint. Workers obj. 2200, 3000)

and police vehicles 3. Provide administrative and library services personnel, supported by a standards-aligned plan integrating the arts into the curriculum to support literacy and numeracy 4. Provide technology support services personnel integrating 21st Century Skills into the curriculum including the arts to support literacy and numeracy	LEA LEA		$60,000 **res. 0701** (site 741 police vehicles obj.6000) 3) $455,989 **res. 0790** (site 734 obj. 2200, 3000) $182,245 **res. 0790** (site734 obj. 2400, 3000) 4) $588,705,000 **res. 0790** (site 715 obj. 2200, 3000) $50,000 **res. 0701** (site 715, obj. 2x00, 3000)
D. Increase attendance rates and graduation rates and decrease dropout rates, suspension and expulsion rates and absenteeism rates, especially chronic absenteeism (a pupil who is absent on 10 percent or more of the school days in the school year) 1) Suspension/expulsion rates will decrease by 3% 2) Chronic absenteeism rates will decrease by 3% 3) Provide programs, activities and incentives such as Rachel's Challenge, Clue Me In, Festival of the Arts, Young Authors, Academic Pentathlon, Robotics, Science Fair, Renaissance, and award programs to encourage school connectedness 4) Probation Officer to provide support to students	LEA LEA LEA LEA LEA	_x_ **ALL** OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	1) No Cost 2) $80,700 **res. 0701** (site 734 AARC obj. 5800) 3) $4,000 **res. 0000** (site 735 stipends obj. 1000, 3000) $500 **res. 0000** (site 735 Printing obj. 5700) $5,500 **res. 0000** (site 735 obj. 4300) 4) $30,000 **res. 0701** (site 733 obj. 2x00, 3000)
E. Promote emotional, physical and social well-being of all		_x_ **ALL**	1) $80,000 **res. 0701**

students. 1) Encourage sites to establish programs such as peer counseling, Safe School Ambassadors, and other anti-bullying programs, School-side Positive Behavior Intervention Support (PBIS), Attention to attendance, Rachel's Challenge, 100 Mile Club, etc. to help support students	LEA	OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	(site 733 A2A Contract obj. 5800)

LCAP Year 2: 2016-17			
Expected Annual Measurable Outcomes:	• Safe School Plans – 100% updated annually • Williams Quarterly Reports (WQR) – All sites compliant • Graduation/dropout rates (middle and high school) - Graduation rates will increase by 1% and dropout rate decrease by 1% • Suspension/expulsion rates – Suspension/expulsion rates will decrease by 1% • Student Attendance/Chronic Absenteeism rates – Pupils who are absent on 10% or more of the schooldays in the school year will decrease by 1% • Physical Fitness Test - % of students meeting a minimum of 4 Healthy Fitness Zone Standards will increase by 5% over previous year		
Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures
A. Ensure that all sites have a Safe School Plan (SSP) 100% of schools will update safety plans and conduct school safety drills 1. Sites will update their safe school plan annually	LEA LEA	_x_ **ALL** OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	1. No cost
B. Provide students and parents with opportunities to discuss concerns regarding school climate and safe learning environment 2. Sites will distribute and review parent and student surveys regarding school climate and instructional	LEA LEA	_x_ **ALL** OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	1. No cost 2. No cost

program 3. Provide parents with forums to discuss school climate and safety	LEA		
Additional Annual Actions: 3) Ensure LEA foster youth liaison has adequate time, knowledge and resources, including additional staff if needed, to fully execute the responsibilities 4) Liaison will hold foster parent meetings to provide information and support to families 5) Social Workers will assist children and families with social issues/challenges impacting education	LEA LEA LEA	_x_ **ALL** OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	3) No cost 4) No cost 5) $100,000 **res. 0701** (site 733 obj. 2900, 3000)
C. Ensure all instructional materials, facilities, equipment, furniture and grounds are maintained in good repair 5. All sites will be compliant with Williams' Settlement Legislation through regular safety inspections and appropriate repairs or maintenance completed in a timely manner 6. Ensure all facilities, equipment, furniture and grounds are maintained in good repair, including additional personnel and police vehicles 7. Provide administrative and library services personnel, supported by a standards-aligned plan integrating the arts into the curriculum to support literacy and numeracy 8. Provide technology support services personnel integrating 21st Century Skills into the curriculum including the arts to support literacy and numeracy	LEA LEA LEA LEA LEA	x **ALL** OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	1) No Cost 2) Deferred Maint. $150,000 **res. 8150 Mgmt SUPP** (site 725 - 3 Maint. Workers obj. 2200, 3000) $60,000 **res. 0701** (site 741 police vehicles obj.6000) 3) $455,989 **res. 0790** (site 734 obj. 2200, 3000) $182,245 **res. 0790** (site734 obj. 2400, 3000) 4) $588,705,000 **res. 0790** (site 715 obj. 2200, 3000) $50,000 **res. 0701**

			(site 715, obj. 2x00, 3000)
D. Increase attendance rates and graduation rates and decrease dropout rates, suspension and expulsion rates and absenteeism rates, especially chronic absenteeism (a pupil who is absent on 10 percent or more of the school days in the school year) 4. Suspension/expulsion rates will decrease by 3% 5. Chronic absenteeism rates will decrease by 3% 6. Provide programs, activities and incentives such as Rachel's Challenge, Clue Me In, Festival of the Arts, Young Authors, Academic Pentathlon, Robotics, Science Fair, Renaissance, and award programs to encourage school connectedness 7. Probation Officer to provide support to students	LEA LEA LEA LEA LEA	x **ALL** OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	1) No Cost 2) $80,700 **res. 0701** (site 734 AARC obj. 5800) 3) $4,000 **res. 0000** (site 735 stipends obj. 1000, 3000) $500 **res. 0000** (site 735 Printing obj. 5714) $5,500 **res. 0000** (site 735 obj. 4300) 4) $30,000 **res. 0701** (site 733 obj. 2x00, 3000)
E. Promote emotional, physical and social well-being of all students. 1) Encourage sites to establish programs such as peer counseling, Safe School Ambassadors, and other anti-bullying programs, School-side Positive Behavior Intervention Support (PBIS), Attention to attendance, Rachel's Challenge, 100 Mile Club, etc. to help support students	LEA LEA	_x_ **ALL** OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	1) $80,000 **res. 0701** (site 733 A2A Contract obj. 5800)

LCAP Year 3: 2017-18	
Expected Annual Measurable Outcomes:	• Safe School Plans – 100% updated annually • Williams Quarterly Reports (WQR) – All sites compliant • Graduation/dropout rates (middle and high school) - Graduation rates will increase by 1% and dropout rate decrease by 1%

	• Suspension/expulsion rates – Suspension/expulsion rates will decrease by 1% • Student Attendance/Chronic Absenteeism rates – Pupils who are absent on 10% or more of the schooldays in the school year will decrease by 1% • Physical Fitness Test - % of students meeting a minimum of 4 Healthy Fitness Zone Standards will increase by 5% over previous year

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
A. Ensure that all sites have a Safe School Plan (SSP) 100% of schools will update safety plans and conduct school safety drills 1) Sites will update their safe school plan annually	LEA LEA	x **ALL** OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	1. No cost
B. Provide students and parents with opportunities to discuss concerns regarding school climate and safe learning environment 1) Sites will distribute and review parent and student surveys regarding school climate and instructional program 2) Provide parents with forums to discuss school climate and safety	LEA LEA LEA	x **ALL** OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	1. No cost 2. No cost
Additional Annual Actions: 3) Ensure LEA foster youth liaison has adequate time, knowledge and resources, including additional staff if needed, to fully execute the responsibilities 4) Liaison will hold foster parent meetings to provide information and support to families 5) Social Workers will assist children and families with social issues/challenges impacting education	 LEA LEA LEA	__ALL OR: __Low Income pupils __English Learners _x_**Foster Youth** __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	3) No cost 4) No cost 5) $100,000 **res. 0701** (site 733 obj. 2900, 3000)
C. Ensure all instructional materials, facilities, equipment, furniture and grounds are maintained in good repair 1) All sites will be compliant with Williams' Settlement Legislation through regular safety inspections and appropriate repairs or maintenance completed in a timely manner 2) Ensure all facilities, equipment, furniture and grounds are	LEA LEA LEA	x **ALL** OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	1) No Cost 2) Deferred Maint. $150,000 **res. 8150 Mgmt SUPP** (site 725 - 3 Maint. Workers

maintained in good repair, including additional personnel and police vehicles			obj. 2200, 3000)
3) Provide administrative and library services personnel, supported by a standards-aligned plan integrating the arts into the curriculum to support literacy and numeracy	LEA		$60,000 **res. 0701** (site 741 police vehicles obj.6000)
4) Provide technology support services personnel integrating 21st Century Skills into the curriculum including the arts to support literacy and numeracy	LEA		3) $455,989 **res. 0790** (site 734 obj. 2200, 3000) $182,245 **res. 0790** (site734 obj. 2400, 3000) 4) $588,705,000 **res. 0790** (site 715 obj. 2200, 3000) $50,000 **res. 0701** (site 715, obj.
D. Increase attendance rates and graduation rates and decrease dropout rates, suspension and expulsion rates and absenteeism rates, especially chronic absenteeism (a pupil who is absent on 10 percent or more of the school days in the school year)	LEA	_x_ **ALL** OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	1) No Cost
1) Suspension/expulsion rates will decrease by 3%	LEA		2) $80,700 **res. 0701** (site 734 AARC obj. 1100, 2x30, 3000)
2) Chronic absenteeism rates will decrease by 3%	LEA		3) $4,000 **res. 0000** (site 735 stipends obj. 1000, 3000) $500 **res. 0000** (site 735 Printing obj. 5714) $5,500 **res. 0000** (site 735 obj. 4300)
3) Provide programs, activities and incentives such as Rachel's Challenge, Clue Me In, Festival of the Arts, Young Authors, Academic Pentathlon, Robotics, Science Fair, Renaissance, and award programs to encourage school connectedness	LEA		
4) Probation Officer to provide support to students	LEA		4) $30,000 **res.**

			0701 (site 733 obj. 2x00, 3000)
E. Promote emotional, physical and social well-being of all students. 1) Encourage sites to establish programs such as peer counseling, Safe School Ambassadors, and other anti-bullying programs, School-side Positive Behavior Intervention Support (PBIS), Attention to attendance, Rachel's Challenge, 100 Mile Club, etc. to help support students	LEA LEA	_x_ **ALL** OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	1) $80,000 **res. 0701** (site 733 A2A Contract obj. 5800)

GOAL:	3. To involve our parents, families, and community stakeholders as direct partners in the education of all students.	Related State and/or Local Priorities: 1_ 2_ 3_X 4_ 5_ 6_X 7 8_ COE only: 9__ 10__ Local: Specify _____

Identified Need:	A. Increase the participation of all stakeholders in district and site activities
Goal Applies to:	Schools: All
	Applicable Pupil Subgroups: All

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	Increase the participation of all stakeholders in district and site activities • Parent/student/community survey input – 100%. Metric: Site and district reports • Increase attendance by 4% at various meetings/workshops. Metric: Parent participation report

Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures
A. Ensure parent and community involvement in academic improvement strategies, including representatives from EL, LI, and FY populations. 1. Provide parent training, learning opportunities and workshops, including the use of technology 2. District and site administrators will adopt and support parent involvement programs such as Parent Project, Love and Logic, and Parenting Partners 3. Enhance the District's Family and Parent Resource Center (FRPC) and encourage sites to develop site parent resource centers to provide information on educational programs, community services and other resources designed to	LEA LEA LEA LEA	_x_ **ALL** OR: __Low Income pupils __English Learners __Foster Youth __Re-designated fluent English proficient __Other Subgroups:(Specify)_____	1. No cost 2. No cost 3. No cost 4. $5,000 **res. 0000** (site 737 postage obj. 5715) 5. $147,000 **res. 0000 (**site 702 Student Info

improve parenting skill and student achievement 4. District and site administrators will inform parents of the impact of the assessment results on students' placement and participation in core curriculum classes, intervention classes and support programs 5. Communicate student progress through access to parent portals/links on the district website and information system 6. Inform parents of site and district news and events through district and individual school site web pages, automated calls, newsletters and flyers 7. Parent and students receive both high school graduation and UC/CSU entrance requirements annually beginning in the 6th grade	LEA LEA LEA LEA		System/Automated Caller obj. 5800) 6. $10,000 **res. 0701** (site 702 Infograph obj. 5800) 7. $2,000 **res. 0701** (site 737 printing mailers obj. 5700)

LCAP Year 2: 2016-17			
Expected Annual Measurable Outcomes:	Parent/student/community survey input – 100% Parent participation report – Increase attendance by 3% at various meetings/workshops		
Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures
A. Ensure parent and community involvement in academic improvement strategies, including representatives from EL, LI, and FY populations. 1) Provide parent training, learning opportunities and workshops, including the use of technology 2) District and site administrators will adopt and support parent involvement programs such as Parent Project, Love and Logic, and Parenting Partners 3) Enhance the District's Family and Parent Resource Center (FRPC) and encourage sites to develop site parent resource centers to provide information on educational programs, community services and other resources designed to improve parenting skill and student achievement 4) District and site administrators will inform parents of the	LEA LEA LEA LEA	_x_**ALL** OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	1. No cost 2. No cost 3. No cost 4. $5,000 **res. 0000** (site 737 postage obj. 5715) 5. $147,000 **res. 0000 (**site 702 Student Info System/Automated Caller

impact of the assessment results on students' placement and participation in core curriculum classes, intervention classes and support programs			obj. 5800)
5) Communicate student progress through access to parent portals/links on the district website and information system	LEA		6. $10,000 **res. 0701** (site 702 Infograph obj. 5800)
6) Inform parents of site and district news and events through district and individual school site web pages, automated calls, newsletters and flyers	LEA		7. $2,000 **res. 0701** (site 737 printing mailers obj. 5700)
7) Parent and students receive both high school graduation and UC/CSU entrance requirements annually beginning in the 6th grade	LEA		

LCAP Year 3: 2017-18			
Expected Annual Measurable Outcomes:	Parent/student/community survey input – 100% Parent participation report – Increase attendance by 3% at various meetings/workshops		
Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures
A. Ensure parent and community involvement in academic improvement strategies, including representatives from EL, LI, and FY populations.	LEA	_x_**ALL** OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	6. No cost 7. No cost 8. No cost 9. $5,000 **res. 0000** (site 737 postage obj. 5715) 10. $147,000 **res. 0000 (**site 702 Student Info System/Automated Caller obj. 5800) 6) $10,000 **res.**
1) Provide parent training, learning opportunities and workshops, including the use of technology	LEA		
2) District and site administrators will adopt and support parent involvement programs such as Parent Project, Love and Logic, and Parenting Partners	LEA		
3) Enhance the District's Family and Parent Resource Center (FRPC) and encourage sites to develop site parent resource centers to provide information on educational programs, community services and other resources designed to improve parenting skill and student achievement	LEA		
4) District and site administrators will inform parents of the impact of the assessment results on students' placement	LEA		

and participation in core curriculum classes, intervention classes and support programs 5) Communicate student progress through access to parent portals/links on the district website and information system 6) Inform parents of site and district news and events through district and individual school site web pages, automated calls, newsletters and flyers 7) Parent and students receive both high school graduation and UC/CSU entrance requirements annually beginning in the 6th grade	LEA LEA LEA		**0701** (site 702 Infograph obj. 5800) 7) $2,000 **res. 0701** (site 737 printing mailers obj. 5700)

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

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

Guiding Questions:

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

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

<table>
<tr><td>Original GOAL from prior year LCAP:</td><td colspan="2">1. To provide high quality classroom curriculum, instruction and assessment to prepare our students for success in college and/or a career.
A. All students will increase performance levels in all subjects
B. Ensure universal access to a viable curriculum by providing alternative ways to access the curriculum
C. Increase the percentage of students who are college and/or career ready with 21st Century Skills by promoting critical thinking, collaboration, creativity, and using a variety of communication modes
1. Ensure that students have access to a variety of coursework that is college and/or career oriented
2. Encourage school sites to develop a focus/theme, i.e.: early college, medical, STEM, manufacturing, that will allow students to have exposure to a variety of learning opportunities
D. Implement and monitor a comprehensive student and program evaluation system
E. Provide professional development for all staff
1. Ensure sites provide adequate and appropriate professional development and collaboration time
2. Continue transition to CCSS
3. Recruit and retain highly-qualified teachers and ensure appropriate placement</td><td>Related State and/or Local Priorities:
1 X 2 X 3 X 4 X 5 X 6 X 7 X 8 X
COE only: 9__ 10__
Local : Specify _____</td></tr>
<tr><td>Goal Applies to:</td><td colspan="2">Schools: All
Applicable Pupil Subgroups: All</td></tr>
<tr><td>Expected Annual Measurable Outcomes:</td><td>1. September: Establish a base of individual student growth. January: Students will Increase learning as evidenced by an average growth of 30% over their individual base scores. May: Students will increase learning as evidenced by an average growth of 75% over their individual base scores.
2. Establish a baseline score of student achievement in ELA & Math
3. Pending State of California's definition of API based on new criteria
4. Establish baseline data of # of students in remedial/intervention programs. 5% of students will exit remedial/intervention programs by the end of the year
5. Establish a baseline percentage of pupils who complete A-G/ROP/CTE requirements
6. Increase % of students passing AP exams with a score of 3 or higher by 10%
7. Increase in EAP Readiness Scores: ELA: 13.4% to 18.4% Math: 6.62% to 11.2%
8. 10% of total number of schools will offer college/career theme</td><td>Actual Annual Measurable Outcomes:</td><td>1. September Baseline: 34.5%
January increase: 12.8% over baseline
May increase: Average K-6 growth 23.2%, 7-12 growth 11.1%
2. School sites have established baseline scores of students in ELA and math
3. No API 2014-15
4. The number of students in intervention programs varied throughout the year since the intervention process is fluid and students enter and exit programs based on overall need and effectiveness of intervention. There was a range of at least 5% to 75% growth of students' growth overall
5. % of students completing A-G requirements in 2014-15 is 49%
% of students completing ROP/CTE requirements in 2014-15 is 80.7%
6. The % of students passing AP exams with a score of 3 or higher in 2013-14 was 35%. 2014-15 results are not available at this time
7. EAP ELA Readiness score increased from 13.4% to 29%</td></tr>
</table>

	based pathways 9. Establish a baseline of teachers utilizing results of local assessments to ensure a guaranteed and viable curriculum 10. The percentage of students meeting a minimum of 4 Healthy Fitness Zone Standards on the Physical Fitness Test will increase by 5% over previous year 11. Sites will establish an aggregate score of 6 or higher on the district's 4C rubric 12. 100% of teachers will be highly qualified		EAP Math score increased from 6.62% to 21% 8. 6 schools, 24%, have established themed pathways: Cottonwood: Social, Physical and Academic Fitness Cypress: School of the Arts Hesperia High: Design Engineering and Early College Krystal: Science, Math & Technology Mesa Grande: Health and Medicine Topaz: Leadership 9. Teachers are using common formative assessments and the single assessment to guide instruction and provide remediation and enrichment as appropriate. 90% of teachers are utilizing local/common formative assessment and a single assessment. 10. 75.8% of students scored a minimum of 4 on the Healthy Fitness Zone standards on the Physical Fitness Test in 2013-14. Scores for 2014-15 aren't available at this time. 11. 4Cs visits were held 3 times during the year at all sites. The aggregate score at the first was 5.4 visit, the second visit was 6.8 and the final visit was 7.41 - higher than year end goal of 6. 12. 98% of teachers are highly qualified. Those that aren't are taking classes through the Verification Process through Special Settings (VPSS) or will be taking the CSET.

Planned Actions/Services		Actual Actions/Services	
In order to meet the challenges of teaching 21st Century skills curriculum, instruction, and assessment must be implemented in tandem.	Budgeted Expenditures		Estimated Actual Annual Expenditures
A1. Integrate and align curriculum with state standards, including ELD standards to support increase in student achievement A2. Standards-based district adopted textbooks and/or resources will be used along with supplemental materials to teach state standards A3. Digital devices and curriculum aligned to the state standards	A1. $0 LCFF A2. $450,000 LCFF (obj. 4000-4999) A3. $750,000 LCFF (obj. 4000-4999) A4. $0 LCFF A5. $1.2 million LCFF (obj 1000-	A1. Sites purchased supplemental materials to integrate and align curriculum A2. Replacement textbooks were purchased as needed to maintain inventory-the amount needed was $96,235 less than the budgeted amount A3. Devices were purchased to ensure 1:1 capability	A1. Site expenditures A2. $353,765 LCFF (obj. 4100-4300) A3. $2,754,245 LCFF (obj. 4340) A4. $0 LCFF

A4. Units of Study A5. Reduction of class sizes TK- 12 (Teachers and instructional staff) A6. Staff will expand the use of technology to support instruction of grade level standards and to support effective learning A7. Arts integration across the curriculum	1999, 3000-3999) A6. $3,180,000 CCSS (obj. 5000-5999, 6000-6999) A7. $0 LCFF	A4. Sites developed 3-4 Units of Study A5. Classes sizes were reduced to 30 in K-3 A6. Infrastructure has been updated and technology team leaders at each site have been providing professional development on the use of technology in the classroom. Additional funds were needed out of LCFF supplemental/concentration funds to ensure 1-1 capability across the district A7. The arts were integrated across the curriculum through the use of supplemental resources	A5. $1.7 million LCFF (obj. 1000, 2000) A6. $3,195,155 CCSS (obj. 6200) (infrastructure) $2,487,183.63 LCFF (obj. 6200) A7. Site expenditure
Scope of service: _x_**ALL** OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: x__**ALL** OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
The previous actions/services/ expenditures address many of the needs of the following target groups along with all students since our unduplicated count is over 55%. Actions/services/ Expenditures listed on the following pages are in addition and to be implemented as needed. 1. Increase support to sites with high LCFF of unduplicated students, such as staff and professional development 2. All staff will receive on-going training in methods to understand the economic status of students Poverty	1. $0LCFF 2. $0 LCFF	1. Instructional assistants provided small group instruction to students. All staff, including instructional assistants, participated in professional development in effective instructional strategies 2. Ruby Payne Framework on Understanding Poverty materials were not purchased because materials were available and training provided by the district	1. $0 LCFF Site expenditures 2. $0 LCFF
Scope of service: __ALL OR: _x_**Low Income pupils** __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: __ALL OR: _x_**Low Income pupils** __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

1. Teachers will use data to determine additional strategic and intensive support needed for English Learners (EL) 2. EL students will be provided academic support to meet specific needs of the core instructional program to ensure that they meet Annual Measurable Achievement Objectives (AMAO 1- 3) 3. Provide support in English Language Development to ensure continued progress towards full English proficiency 4. Support will be given to help students achieve proficiency through building academic vocabulary both orally and in reading and writing	1. $280,000 LCFF (obj. 2000-2999, 3000-3999) 2. $100,000 Title III (obj. 2000-2999, 3000-3999) 3. No cost 4. No cost	1. Language support personnel provided teachers with data to help determine support needed for English Learners (funds were paid out of LCFF but labeled as 0790 the original funding source now included in LCFF) 2. Sites provide bilingual assistants to support EL students in core subjects After school support was given through the Fluent Language Acquisition and Intensive Reading (FLAIR) Program funded through Title III-The students in the FLAIR program showed an average growth in reading of 1-1.5 years 3. Sites provide support in ELD through structured ELD time 4. EL coach worked with staff to provide academic vocabulary training and in class modeling	1. $298,289.12 LCFF 0790 (obj. 2000-2999, 3000-3999) 2. Site expenditures $102,175 Title III-FLAIR (obj. 1000, 2000,3000,4000) 3. No cost 4. No cost
Scope of service:		Scope of service:	
__ALL		__ALL	
OR: __Low Income pupils _x_**English Learners** __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils _x_**English Learners** __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
1. Allocate funds for academic supports, tests and remediation; transportation; and costs and fees for athletics and extracurricular programs	1. $20,000 LCFF (obj. 4000-4999, 5000-5999)	1. Funds were allocated but not utilized as there was no requests for support	1. $0 LCFF
Scope of service:		Scope of service:	
__ALL		__ALL	

OR: **_x_Low Income pupils _x_English Learners _x_Foster Youth _x_Redesignated fluent English proficient** __Other Subgroups:(Specify)_____		OR: **_x_Low Income pupils _x_English Learners _x_Foster Youth _x_Redesignated fluent English proficient** __Other Subgroups:(Specify)_____	
B1. Online courses-credit recovery and core programs B2. Supplemental materials, curriculum, supplies to support students with disabilities B3. Differentiation, personalization and pacing of lessons to meet student needs (3D Printers, Project Based Learning-PBL) B4. Establish schedules that provide all students with sufficient access to instruction, courses and learning time necessary to master college and/or career readiness skills B5. Content area interventions conducted during the school day and potentially before/after school B6. Alternative Education B7. Summer school for credit recovery B8. Psychologists and/or counselors to provide academic guidance, socio-emotional support and foster school connectedness and assist in the development of individual learning plans B9. Behavior support personnel will support students whose education is impacted by emotional and maladaptive behaviors, teachers with classroom management, developing intervention plans to address high behavior children B10. Special Education • Integration of students in general education settings • Preschool program • Extended school year • Mild/Moderate & Moderate/Severe programs • Transitional IEPs • Speech and Language services • Occupational therapy/physical therapy	B1. Site expenditure B2. $185,000 LCFF (obj. 4000-4999) B3. $45,000 LCFF (printers) (obj. 4000-4999, 5000-5999) $8,000 LCFF (PBL) (obj. 4000-4999) B4. No cost B5. $160,000 LCFF (obj. 1000-1999, 2000-2999, 3000-3999) B6. $30,000 LCFF (obj. 4000-4999) B7. $140,000 LCFF (obj. 1000-1999, 2000-2999, 3000-3999) $10,000 LCFF (obj. 4000-4999) B8. $754,000 LCFF	B1. Sites provided online courses for credit recovery such as Odyssey, Read 180, Defined STEM, Accelerated Reader and Math, IXL, Edgenuity, Reading Plus, Lexia, Study Island, etc. B2. Materials and curriculum were purchased to support students with disabilities with various abilities and needs. Materials included LLI kits, EdMark, Touch Math, PAES Lab B3. Printers were purchased for Hesperia High, Oak Hills High, Sultana High, Ranchero Middle, Hesperia Junior, and Cedar Middle-less money was spent because the price of the technology decreased. PBL resources were not purchased for sites due to the fact that resources were already available B4. Master schedules were reviewed by district and sites to ensure that all students will have access to instruction and courses to master college and/or career readiness skills B5. Schools provided intervention time before/during/after school using site funds and not LCFF monies B6. Alternative education sites were provide with funds to provide Odyssey software for intervention B7. Summer school is scheduled for the month of June B8. 2 additional psychologists were hired which reduced the case load of existing psychologists and increased direct services to students and counseling through small groups focusing on socialization skills B9. The process was started but it was decided that other services would be more effective so no funds were expended. The implementation of other services will take place in the 2015-16	B1. Site expenditures B2. $185,000 LCFF (obj. 4000-4999) B3. $18,437.22 LCFF $0 LCFF B4. No cost B5. $0 LCFF Site expenditures B6. $16,250 LCFF (obj. 5840) B7. $182,230 LCFF (obj. 1000, 2000, 3000) $15,000 LCFF (obj. 4000) B8. $234,060.67 LCFF (obj. 1000-1999, 3000-3999) B9. $0 LCFF B10. Included in base program

• Adaptive Physical Education • Other contracted services • Transportation B11. Graduation evaluation: A-G, ROP, CTE	(obj. 1000-1999, 3000-3999) B9. $300,000 LCFF (obj. 2000-2999, 3000-3999) B10. Included in base program costs B11. No cost	school year B10. Special education services were provided to all identified students through SAI and programs specified in student IEPs B11. Each student's four-year plan was evaluated at the site level to ensure that each student met the graduation requirements for HUSD	costs B11. No cost
Scope of service: _x_**ALL** OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: _x_**ALL** OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
1. Sites will implement the district developed Effective Model of Instruction (EMI) to ensure that all students are receiving intensive intervention and strategic support courses and structured English Language Development (ELD) through research-based instructional strategies 2. Ensure that the teachers are addressing the ELA and ELD standards when instructing English Learners and that a solid consistent program of ELD instruction is provided daily for a minimum of 40-45 minutes per day, differentiated based on English proficiency levels	1. Site expenditure 2. No cost	1. Sites implemented the district's EMI to ensure that all students received intensive intervention and strategic support through structured ELD 2. Administrators reviewed daily schedules and lesson plans and held regularly classroom walk-throughs to ensure that teachers were addressing ELA and ELD standards	1. Site expenditures 2. No cost
Scope of service: __ALL OR: __Low Income pupils _x_**English Learners** __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: __ALL OR: __Low Income pupils _x_**English Learners** __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

1. Ensure universal access is provided to all students through additional time, ancillary support materials and differentiated instruction designed to support learner's acquisition of core concepts and skills 2. General fund support for Special Education services serving all students, inclusive of unduplicated students	1. $10,000 LCFF (obj 4000-4999) 2. $0 LCFF	1. Sites provided re-teach and enrichment opportunities during the school day and before/after school using site funds so no cost to LCFF 2. Support was provided to Special Services through additional resources	1. Site expenditures 2. $0 LCFF
Scope of service: __ALL OR: _x_**Low Income pupils** _x_**English Learners** _x_**Foster Youth** _x_**Redesignated fluent English proficient** __Other Subgroups:(Specify)_____		Scope of service: __ALL OR: _x_**Low Income pupils** _x_**English Learners** _x_**Foster Youth** _x_**Redesignated fluent English proficient** __Other Subgroups:(Specify)_____	
C1. Elementary school curriculum that prepares students for successful middle school completion, high school graduation, and college and/or career readiness through programs such as AVID C2. Advanced learning curricula (Advanced Placement-AP, AVID, Honors courses) C3. Funding provided to schools to allow sites to purchase supplemental materials to integrate the curriculum and also to develop college/career programs such as Science, Technology Engineering, Arts, and Math (STEAM), health pathways, etc. to meet the needs of their students as outlined in site Single Plans C4. Advancement Via Individual Determination (AVID) C5. Academic supplemental materials for AVID C6. Adult and Career Education • Adult basic education • Career Technical Education	C1. $80,000 Title II (obj. 5000-5999) C2. $4,000 LCFF (obj. 4000-4999) C3. $1.7 million LCFF (Obj. 4000-4999) $180,000 LCFF (HV) (obj. 4000-4999, 5000-5999) $35,000 LCFF (MG) (obj. 4000-4999) $100,000 LCFF (HHS)(obj. 4000-4999)	C1. AVID contract was signed and completed, curriculum was implemented and training received. The cost was less because the number of participating schools decreased. C2. Advanced curricula and professional training in AP and AVID materials such as AVID Weekly was provided through site funds and no LCFF expenditures C3. Money was distributed to each site based on ADA. Sites spend the funds on activities that were in their single plan and aligned with the LCAP Hollyvale (HV) began the process of becoming a STEAM school but Project Lead the Way was unable to provide the training. The site purchased furniture and technology to begin implementation Mesa Grande (MG) purchased materials for their Health and Medicine Lab and classes began using it in January, 2015- there was an additional $15,000 expended Funding for the manufacturing/design was changed to a grant	C1. $33,930 Title II (obj. 5000-5999) C2. $0 LCFF $0 Title II $19,030 Site funds res. 0790 C3. $1.7 million LCFF (obj. 2000-2999, 3000-3999, 4000-4999, 5000-5999) HV $120,000 LCFF (obj. 4300, 5800) MG $50,000LCFF (obj. 4000-4999) HHS $0 LCFF

• Regional Occupation Programs • English as a Second Language • GED courses • Citizenship courses • Young Adult Transition Center developed for ages 16-22, to train SWDs in the areas of employment, independent living, and community experiences.	$150,000 LCFF (HHS) (obj. 4000-4999) $80,000 LCFF (Cyp) (1000-1999, 3000-3999) C4. $75,000 LCFF (obj. 2000-2999, 3000-3999) C5. Site expenditure C6. No cost	and the original LCFF funding has been re-allocated to Oak Hills High School's Cisco Network Academy. Hesperia High (HHS) is offering Early College classes to students. Cypress hired a full-time music instructor and all students are receiving music instruction C4. Tutors were hired by the secondary schools for the AVID program and paid through general fund C5. Sites used their funds for supplemental materials as needed C6. The Director of Special Services determined that there wasn't a feasible location available at this time	OHHS $100,000 LCFF HHS $38,000 LCFF (obj. 4100) $4,412 LCFF (obj. 4200) $107,588 LCFF (obj. 4300) Cyp $80,000 LCFF (obj. 1100, 3000) C4. $0 LCFF $35,000 general (obj. 2000-2999, 3000-3999) C5. Site expenditure C6. No cost
Scope of service: _x_**ALL** OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: _x_**ALL** OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
1. Prepare for and implement AVID Excel for middle school long-term EL students 2. Implement a College/Career Readiness program for high school long-term EL students	1. $50,000 Title III (obj. 5000-5999) 2. $42,000 - LCFF (obj. 2000-2999, 3000-3999) $42,000 Title III (obj. 2000-2999, 3000-3999)	1. AVID Excel for middle school long-term EL students was not implemented in the 2014-15 school year so no funds expended 2. 3 bilingual assistants were hired in March, 2015 to begin supporting long-term EL high school students. 1 was able to start right away but the other 2 are not beginning until May.	1. $-0 2. $4,793 Title III (obj. 2000-2999, 3000-3999) $0 LCFF

Scope of service:		Scope of service:	
__ALL OR: __Low Income pupils _x_**English Learners** __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		__ALL OR: __Low Income pupils _x_**English Learners** __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
1) Parents and students receive both high school graduation requirements and UC/CSU entrance requirements annually beginning in the 6th grade	1. $2,000 LCFF (obj. 5000-5999)	1) Parents and students received information on graduation requirements and UC/CSU requirements at no cost to LCFF	1. $0 LCFF
Scope of service:		**Scope of service:**	
__ALL OR: **_x_Low Income pupils _x_English Learners _x_Foster Youth _x_Redesignated fluent English proficient** __Other Subgroups:(Specify)_____		__ALL OR: **_x_Low Income pupils _x_English Learners _x_Foster Youth _x_Redesignated fluent English proficient** __Other Subgroups:(Specify)_____	
D1. Monitor student progress, develop common assessments and adjust instructional program to meet student needs D2. Common formative assessments D3. District Single Assessment D4. Analysis of California High School Exit Exam results D5. Progress monitoring tools (student information system) D6. English language development assessment tools D7. AP and EAP test results D8. California Assessment of Student Performance and Progress (CAASPP)	D1. No cost D2. No cost D3. $60,000 LCFF (obj. 5000-5999) D4. No cost D5. $121,000 LCFF (obj. 5000-5999) D6. No cost D7. No cost D8. No cost	D1. Student progress was monitored through the district single assessment and site developed common formative assessments and teachers used the information to address the needs of students and provide either re-teaching or enrichment-sites paid for any costs through site funds D2. Sites developed common formative assessments by grade level and subject D3. The District Single Assessment was given three times this year and scores uploaded into Illuminate-sites paid for expenditures through site funds. The $60,000 was apportioned to sites for printing costs. D4. Results of the CAHSEE were analyzed at both the sites and the district office D5. Student data was uploaded into Illuminate-system paid through general fund since that was original funding source	D1. Site expenditures D2. No cost D3. $60,000 LCFF (obj. 5000-5999) Site expenditures D4. No cost D5. $0 LCFF $121,000 General (obj. 5000-5999) D6. No cost D7. No cost

		D6. Student data was uploaded into Illuminate-system was paid through D5 D7. Results of the AP and EAP tests were analyzed at both the sites and the district office D8. Sites are in the process of taking the test and results pending	D8. No Cost
Scope of service: _x_**ALL** OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: _x_**ALL** OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
1. Require and monitor teacher use of Specially Designed Academic Instruction for English (SDAIE) using programs such as Sheltered Instruction Observation Protocol (SIOP) and GLAD to support EL students, as well as, linguistically appropriate goals	1. No cost	1. EL coach worked with staff to provide SIOP training to 295 teachers; GLAD wasn't a focus this year	1. No cost
Scope of service: __ALL OR: __Low Income pupils _x_**English Learners** __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: __ALL OR: __Low Income pupils _x_**English Learners** __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
E1. Implementation of shifts in ELA and the Mathematical Practices and Next Generation Science Standards E2. Conduct grade/course level collaborative team meetings and Professional Learning Communities to discuss the instructional program to strengthen implementation of Units of Study, textbooks/resources and Common Core State Standards E3. Training in the analysis and use of state data, district single assessments, and formative assessment results	E1. $20,000 LCFF (obj. 4000-4999) E2. $420,000 CCSS (obj. 1000-1999, 2000-2999, 3000-3999, 4000-4999) E3-E15 $30,000 LCFF (obj. 1000-1999, 2000-	E1. Coaches provided training and support. Units of study integrating shifts in the new standards received special emphasis. No cost to LCFF because the trainings were provided during staff meetings and through in-class modeling E2. Time was allocated during collaborative Wednesdays and release days for this purpose. E3. Illuminate training took place at sites. E4. 9 sites, 100 staff members attended Solution Tree PLC conference. Work in PLC's is ongoing-site expenditures	E1.$0 LCFF E2. $3,951,718 CCSS (obj. 1130, 1140, 3000) E3.-E15: $0 LCFF $0 CCSS (see E2) $ $60,630 Title II

E4. Continue training and support in Professional Learning Communities (PLCs) E5. Project-based learning and differentiation E6. Training in Response to Instruction & Intervention E7. Training in effective use of technology in the classroom E8. Teacher growth and development (Teacher Induction Support, PAR, Mentors, Interns) E9. Training in access to core strategies for English Learners E10. Paraprofessional training E11.Training in classroom management and positive behavior supports E12.Training in new standards-aligned instructional materials E13. Training of general education and special education teachers participating in collaborative/ co-teaching classroom models E14. Training of general education and special education teachers and instructional assistants in supporting SWDs in the general education environment, including academic and positive behavior supports E15. Continue with Curriculum Articulation Team (CART) trainings and grade/department level calibrations E16. Teacher Induction Support/Mentors/ Interns/PAR E17. Teachers on Assignment (TOA)-Instructional coaches	2999, 3000-3999, 5000-5999) $636,000 CCSS (obj. 1000-1999, 3000-3999, 5000-5999) $100,000 Title II (obj. 1000-1999, 3000-3999, 5000-5999) Additional site expenditures $15,000 LCFF (obj. 1000-1999, 3000-3999) $ Title I, II, III (obj. 1000-1999, 3000-3999, 5000-5999) $5,000 LCFF (obj. 2000-2999, 3000-3999. 5000-5999) $ Title I, II, III (obj. 2000-2999, 3000-3999, 5000-5999) $2,000 LCFF (obj. 1000-1999, 3000-3999) $500,000 - Title I, II (obj. 1000-	E5. All administrators were trained in PBL. HJH and RMS staffs have begun staff development in PBL. E6. Seven school sites participated in training related to early intervention and RtI. New teachers were given a short presentation regarding RtI during the New Teacher Academy. Next year, 3 sites will work with a psychologist to fully implement RtI with progress monitoring. E7. All teachers and administrators were encouraged to complete online training modules. 690 teachers completed Google Basics certification. E8. New Teachers Academy was held for all teachers entering the district resulting in 24 hours of professional development. All induction candidates were placed in Center for Teacher Innovation and Induction Program (CTIIP). Four teachers participated in the PAR program. E9. 231 teachers have participated in EL training this year. E10. Limited paraprofessional training occurred this year. E11. 5 schools participated in PBIS training. E12. Due to a decision to postpone the mathematics adoption, no new instructional materials training was held this year. E13. Two training sessions were held this year for general education and special education collab/co-teaching teams to learn more about the models and options available in a co-teaching setting. E14. SWPBIS training was conducted throughout the year. E15. A CART session was held at SHS. All other sites received follow-up training from district coaches. E16. 113 teachers are participating in the district induction program this year. E17. 8 additional district teacher-coaches were hired to support professional development at sites bringing the total to 16.	(obj. 1130, 3000) Site expenditures $11,404.12 LCFF Plugged In OC (obj. 1130, 3000) $7,400 LCFF Plugged-In (obj. 5850) $ $24,912.00 Title I o/c, subs (obj. 1130, 1140, 3000) $ Title III o/c $0 LCFF o/c and subs classified $1,052 Title I, II, III classified (obj. 2x00, 3000) $0 LCFF subs (CART) E16. $32,789 LCFF stipends (obj. 1000, 3000) $11,704 LCFF Subs (obj. 1000, 3000) $1,000 LCFF (obj. 4000, 5000) E17. $628,244.23 LCFF (obj. 1000, 3000) $628,244.13 Tile I, II

	1999, 3000-3999, 5000-5999) E16. Stipends $170,000 – LCFF (obj. 1000-1999, 3000-3999) E17. TOAs $800,000 –LCFF (obj. 1000-1999, 3000-3999) - $800,000 - Title I, II, III (obj. 1000- 1999, 3000- 3999)		
Scope of service: _x_**ALL** OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: _x_**ALL** OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
1. Added support and training will be developed to enhance the instruction of long-term EL students	1. $30,000 Title III (obj. 1000, 2000, 3000)	1. EL coach and district administrator trained and supported sites with strategies to enhance the instruction of EL students	1. $0 Title III (see page 55)
Scope of service: __ALL OR: __Low Income pupils _x_**English Learners** __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: __ALL OR: __Low Income pupils _x_**English Learners** __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
1) All staff will receive on-going training in methods to understand the economic status of students and the correlation with their learning such as Ruby Payne Framework	1) No cost (training) $2,000 LCFF	1) Ruby Payne Framework on Understanding Poverty no new materials were purchased and training provided	1) No cost $0 LCFF

on Understanding Poverty	(obj. 4000-4999)		
Scope of service:		Scope of service:	
__ALL OR: _x_**Low Income pupils** __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		__ALL OR: _x_**Low Income pupils** __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	A1. Add: "Use supplemental resources to" action: Integrate and align curriculum with state standards, including ELD standards to support increase in student achievement-no additional cost A2. Add: "Purchase or maintain" standards-based district adopted textbooks and/or resources to teach state standards and removed "along with supplemental materials" since resources and materials are the same-no additional cost A3. With the purchase of devices for all students, there will be an ongoing expenditure to cover the lease of the devices and for replacement and repair. Funding will be increased to 2.7 million for the lease and an additional $500,000 for replacement, repairs and future growth. Action also changed to included digital textbooks. A5. TK-3 class sizes will continue to be reduced to 26:1 for the 2015-16 school year. The district will also reduce staffing ratio for all other grades resulting in an increase in funding of $2.7 million A6. Infrastructure expenditure addressed in A3; so action removed for 2015-2018. A10. Added action: The math adoption committee reviewed materials and decided that there weren't any materials that appropriately addressed the standards so they decided to have the district develop their own curriculum. The result being an new action of writing math curriculum with expenditures up to $250,000 for over-contract and subs for teachers B1. District will provide funding to sites for credit recovery. $40,000 B2. Funding will be decreased for the 2015-16 year from $185,000 to $75,000 as was planned in the 3 year plan for 2014-15 B3. Purchasing of 3Dprinters has been moved to action A3 and an additional $15,000 added to planned expenditure as compared to 2014-15 3 year plan B5. Sites will continue to fund intervention expenses through site funds so no expense of $160,000 to LCFF B6. $30,000 was allocated to alternative schools but only $16,250 was utilized B7. In order to effectively serve students in a blended learning model, funding for grades 7-12 summer school will be increased by $50,000 for a total of $200,000 B9. It was determined that the students would receive the same benefit from the services of a Special Ed Coordinator and an Instructional Coach/es so those positions were posted, interviewed and hired to begin in the 2015-16 school year C1. Elementary AVID will be eliminated based on insufficient evidence of program effectiveness. Secondary AVID will continue. Cost of the program for 2014-15 was $27,360. Cost for 2015-16 will be $35,000 for AVID contract and $35,000 for AVID tutors C3. Hesperia High School's Early College Program will be expanded with an additional cohort of students and additional $50,000 in funding for a total of $200,000.		

	Cisco Network Academy at Oak Hills High School will continue in 2015-16 and be funded for a full-time teacher, training, materials, supplies and equipment totaling $200,000. Innovative projects to support 21st Century Learning Initiatives supported by the Superintendent funded at $250,000. A Broadcasting program and film festival will be developed to offer students real-world opportunities with equipment already purchased C6. Plans for the Young Adult Transition Center have been placed on hold at this time. Funds will be allocated to ROP and CTE. $700,000 for ROP teachers, support staff, supplies, equipment and materials. C-additional services to EL students. 3 bilingual assistants were hired to support college/career readiness for high school long-term EL students but only began working the last month of the school year and were funded completely through Title III so no expense to LCFF Funding for this service was shifted entirely to Title III so no LCFF expenditures (All actions in subgoal D have now been moved into section A) D3. The District Single Assessment was printed using site funds but since it is a district expectation, funding will be allocated and processed through the Director of Curriculum, Instruction and Assessment for the 2015-16 year D4. AVID Excel for middle school long-term EL students was not implemented in the 2014-15 school year. The schools are preparing to implement it in the 2015-16 school year and it will be funded through Title III (All action in subgoal E have now been moved to section D in 2015-16) E1-E14. Areas of professional development and collaboration have been combined into one action D1 E15. Curriculum Articulation CART) Teams training initially had to do with transitions to CCSS and it has been reworded to Continue transition (there isn't the need for the training to be conducted through CART and could be accomplished at individual sites with curriculum coaches and site personnel-Action D2 E16. This action has been changed to D3. The expenditures will no longer be funded through RIMS BTSA so the cost of teacher support will increase from $170,000 to $342,900-an increase of $172,900 to LCFF. For 2014-15 the stipends expenditures were only $32,789 so the allocated money was also used for substitutes, instructional materials, and printing E17. This action has been changed to D4

Original GOAL from prior year LCAP:	**2. To provide a physically and emotionally safe climate and learning environment that is culturally responsive to all students.** A. Ensure that all sites have a Safe School Plan (SSP) B. Provide students and parents with opportunities to discuss concerns regarding school climate and safe learning environment C. Ensure all instructional materials, facilities, equipment, furniture and grounds are maintained in good repair D. Increase attendance rates and graduation rates and decrease dropout rates, suspension and expulsion rates and absenteeism rates, especially chronic absenteeism (a pupil who is absent on 10 percent or more of the school days in the school year)	Related State and/or Local Priorities: 1 X 2 3 4 5 X 6 X 7 8 COE only: 9 10 Local : Specify _____

Goal Applies to:	Schools: All Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	1) 100% of schools will update safety plans and conduct school safety drills 2) All sites will be compliant with Williams' Settlement Legislation 3) Graduation rates will increase by 2% and dropout rates will decrease by 2% Suspension/expulsion rates will decrease by 3% 4) Chronic absenteeism rates will decrease by 3%	Actual Annual Measurable Outcomes:	1) 100% of schools have updated safety plans and conducted monthly safety drills as evidenced by schedule of drills and updated plans on file with Risk Management 2) Williams Quarterly Reports: Instructional Materials – No deficiencies School Facilities – No extreme deficiencies/a few good repair deficiencies Teacher Assignment – No deficiencies 3) Graduation rate baseline was established at 83.2% from 2012-13 data. 2013-14/2014-15 data not available at this time. 4) Suspension rates decreased from 14.33% in 2012-13 to 12.08% in 2013-14. Expulsion rates decreased from 0.41% in 2012-13 to 0.385% in 2013-14. 5) Data for 2012-13 was not available due to a system problem. Chronic Absenteeism in 2013-14 was 14.2%.

LCAP Year: 2014-15

Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
A1. Ensure all sites have a safe school plan	A1. Site expenditure	A1. All sites have reviewed, updated and submitted safe school plans to Risk Management	A1. Site expenditures
Scope of service: _x_**ALL** OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: _x_**ALL** OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
B1. Provide students and parents with opportunities to discuss concerns regarding school climate and safe learning	B1. No cost B2. Site	B1. Every site has held meetings to give parents and community the opportunity to give input regarding school climate and safe learning environment-these meetings included principal's	B1. No cost B2. Site

environment B2. Sites will distribute and review parent and student surveys regarding school climate and instructional program		expenditures-printing Site expenditure-postage	teas, café meetings, etc. B2. Sites distributed surveys via email, digital surveys and traditional paper surveys.	expenditure-printing Site expenditure-postage
Scope of service:			Scope of service:	
_x_**ALL** OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			_x_**ALL** OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
1) Social workers will assist children and families with social issues/challenges impacting education		1) $100,000 LCFF (obj. 2000-2999, 3000-3999)	1) The process to hire a social worker began in March, 2015 and the position will start in the 2015-16 school year so no cost to LCFF this year.	1) $0 LCFF
Scope of service:			Scope of service:	
__ALL OR: __Low Income pupils __English Learners x__**Foster Youth** __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			__ALL OR: __Low Income pupils __English Learners _x_**Foster Youth** __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
1) Provide administrative and library services supported by a standards-aligned plan integrating the arts into the curriculum to support literacy and numeracy 2) Provide technology support integrating 21st Century Skills into the curriculum including the arts to support literacy and numeracy		1) $600,000 LCFF (obj. 2000-2999, 3000-3999) 2) Site	1. Library Media Specialists were provided to all sites (funds were paid out of LCFF but labeled as 0790 since the original funding source now included in LCFF) 2. Sites provided Computer Learning Specialist to students through site funds	1) $589,712.70 0790 (obj. 2x00, 3000) 2) Site expenditures

		expenditures		
Scope of service:			Scope of service:	
_x_**ALL** OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			_x_**ALL** OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
C1. Ensure all facilities, equipment, furniture and grounds are maintained in good repair C2. Ensure that regular safety inspections are conducted at all sites and appropriate repairs or maintenance completed in a timely manner		C1. Deferred maintenance funds C2. No cost	C1. All repair orders for facilities, furniture, and grounds were completed in a timely manner. There will be some repairs being completed during the month of June. C2. Site personnel conducted regular safety inspections and repair orders were processed as needed.	C1. $1,500,000 Deferred maintenance $4,357,900 Routine maintenance C2. No cost
Scope of service:			Scope of service:	
_x_**ALL** OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			_x_**ALL** OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
D1. Programs, activities and incentives such as Clue Me In, Festival of the Arts, Young Authors, Academic Pentathlon, Robotics, Science Fair, Renaissance, award programs D2. Academic Attendance Recovery Coordination Program (AARC) D3. Student Attendance Review Board (SARB) D4. Peer counseling, Safe School Ambassadors and other anti-bullying programs, School-wide Positive Behavior Intervention Support (PBIS), Attention to Attendance (A2A) etc. to help support students to feel connected to school		D1. $4,000 LCFF – stipends (obj. 1000-1999, 3000-3999) $500 LCFF – printing (obj. 5000-5999) $3,500 LCFF – resources (obj. 4000-	D1. Clue Me In, Festival of the Arts, Young Authors, Academic Pentathlon, Robotics, Science Fair and other award programs were offered district-wide D2. The AARC program was held at the school sites on 10 Saturdays and recovered 8,433 student attendance days D3. In collaboration with the District Attorney's office and Probation Department, SARB meetings were held once to twice a week as needed to address chronic absenteeism. 204 meetings were held in 2014-15 which will be the baseline for the coming years.	D1. $4,000 LCFF – stipends (obj. 1000-1999, 3000-3999) $597.82 LCFF printing (obj. 5714) $1,292.11 LCFF supplies (obj. 4000,

and reduce suspension/expulsions and absenteeism D5. Probation Officer	4999) D2. $700 LCFF - classified over contracts (obj. 2000-2999, 3000-3999) $80,000 LCFF – certificated over contracts (obj. 1000-1999, 3000-3999) n/a – contracted services Site expenditures - resources D3. $50,000 LCFF (obj. 5000-5999) D4. Site expenditures D5. Funded through SB County	D4. Attention 2 Attendance was contracted to provide support in monitoring attendance and notifying parents of potential attendance issues. 9,818 1st letters were sent (3 absences), 4,130 2nd letters (6 absences), and 1,021 3rd letters (9 absences) were generated. Peer counseling, Safe School Ambassadors and other anti-bullying programs, and School-wide Positive Behavior Intervention Support (PBIS) were offered at various sites. D5. A probation officer was provided to the district by San Bernardino County Probation Department.	5000) D2. $146,481 LCFF (obj. 1130, 2x30, 3000) D3. $50,000 LCFF (obj. 5000-5999) D4. Site expenditures D5. No cost – SB County paid
Scope of service: _x_**ALL** OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: _x_**ALL** OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

1) Provide lower counselor: student ratios for RFEP students so that each RFEP student enrolls in coursework that is UC/CSU approved and participates in college preparation programs and workshops	1) No cost	1) An additional counselor was not provided in the 2014-15 school year. This has been included in the LCAP for 2015-16	1) No cost
Scope of service: __ALL OR: __Low Income pupils __English Learners __Foster Youth _x_**Redesignated fluent English proficient** __Other Subgroups:(Specify)_____		Scope of service: __ALL OR: __Low Income pupils __English Learners __Foster Youth **_x_Redesignated fluent English proficient** __Other Subgroups:(Specify)_____	
For Foster Youth: Teachers will use data to determine additional strategic and intensive support needed for Foster Youth (FY) 1) Classified staff will receive on-going training in procedures of how to register foster youth 2) Ensure that upon full implementation of LCFF, every foster youth receives educational counseling from a counselor/psychologist with the skills, time and training necessary to carry out their responsibilities and develop an individualized learning plan for each foster student	1) No cost 2) No cost	1) Director of Student Services provided training to staff on the procedures for enrolling foster youth 2) Existing counselors and/or psychologists supported foster youth in developing an individualized plan	1) No cost 2) No cost
Scope of service: __ALL OR: __Low Income pupils __English Learners _x_**Foster Youth** __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: __ALL OR: __Low Income pupils __English Learners _x_**Foster Youth** __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
1) Allocate funds for academic supports, tests and remediation; transportation; and costs and fees for sports and	1) $20,000 LCFF)obj. 4000-4999, 5000-5999)	1) Funds were allocated but not needed	1) $0 LCFF

extracurricular programs					
Scope of service:			Scope of service:		
__ALL OR: _x_**Low Income pupils** _x_**English Learners** _x_**Foster Youth** _x_**Redesignated fluent English** proficient __Other Subgroups:(Specify)_____			_ALL OR: _x_**Low Income pupils** _x_**English Learners** _x_**Foster Youth** _x_**Redesignated fluent English proficient** __Other Subgroups:(Specify)_____		

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	C1. In order to ensure facilities and grounds are maintained in good repair, there was a need to hire 3 additional maintenance workers. It was also determined that there was a need for an additional police vehicle to support the safety of the students. D1. Expand district science fair to incorporate 21st Century skills and applications (NGSS) and fund at $15,000. Continue to implement STEAM programs, including Robotics, district-wide and fund at $50,000. D2. The money for staff was $65,781 more than budgeted but that money will be reimbursed from the ADA recovered. D3. Provide personnel to coordinate and conduct SARB hearings and fund at $25,000. D5. Currently funded by Department of Probation and there is a possibility that the district will have to augment the funding by $30,000. 2013-14 will be used as the baseline year to determine if chronic absenteeism decreases for 2014-15. D-additional services. An additional counselor was not provided in the 2014-15 school year. This has been included in the LCAP for 2015-16 at an expense of $100,000-this has been moved to Goal 1C8.

Original GOAL from prior year LCAP:	**3. To involve our parents, families, and community stakeholders as direct partners in the education of all students.** A. Ensure parent and community involvement in academic improvement strategies, including representatives from EL, LI, and FY populations.	Related State and/or Local Priorities: 1__ 2__ 3_X_ 4__ 5_ 6_X_ 7__ 8 COE only: 9__ 10__ Local : Specify _____

Goal Applies to:	Schools: All Applicable Pupil Subgroups: All				
Expected Annual Measurable Outcomes:	1) All sites will collect and publish survey results on school website and in have available in writing 2) Increase attendance by 5% at various parent meetings/workshops		Actual Annual Measurable Outcomes:	1) Site will conduct surveys towards the end of the school year and results will be published 2) Sites have reported varying degrees of participation increases ranging from 5% to 53% growth in attendance at various parent meetings/workshops. There was an increase in parent participation in district LCAP meetings since they were held at	

			each site

LCAP Year: 2014-15

Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
A1. Provide parent training, learning opportunities and workshops, including the use of technology A2. District and site administrators will adopt and support parent involvement programs such as Parent Project, Love and Logic and Parenting Partners A3. Enhance the District's Family and Parent Resource Center (FPRC) and encourage sites to develop site parent resource centers to provide information on educational programs, community services and other resources designed to improve parenting skills and student achievement A4. District and site administrators will inform parents of the impact of the assessment results on students placement and participation in core curriculum classes, intervention classes and support programs A5. Through marketing brochures for specialized programs, build interest and awareness of all opportunities available with students and parents A6. Communicate student progress through access to parent portals/links on the district website and information system A7. Inform parents of site and district news and events through district and individual school site web pages, automated calls, newsletters and flyers	A1. $1,000 LCFF (obj. 1000-1999, 3000-3999) $5,000 Title I, III (obj. 1000-1999, 3000-3999) A2. Site expenditures A3. $55,000 LCFF (obj. 2000-2999, 3000-3999) $1,000 LCFF over contract (obj. 2000-2999, 3000-3999) Site expenditures (resources) A4. $5,000 LCFF A5. Site Expenditures A6 & 7. $10,000 LCFF (obj.	A1. Sites and district provided trainings and learning opportunities for parents, including the use of technology. The schools using Parenting Partners reported the # of hours parents read with their child increased from an average of 3.85 to 5.85. Parents also reported that they were following through and letting the consequences of the actions work. A2. Parent Project was offered in English two different sessions and one Spanish session. Parenting Partners was offered at 6 sites with one to two sessions. Love and Logic was offered at various sites and at the Family Resource Parent Center. A3. The District's FPRC continued to offer a variety of classes to all parents to meet the needs. The Former Clothes Hangar was refreshed and renamed the Caring Closet to provide a higher level of accessibility to the District's students. No expenditures at this time. School sites continued to develop parent centers to provide support to parents. A4. Parents were informed of results of assessments during LCAP meetings, parent conferences, report cards, progress reports and via reports on parent portals at no cost A5. Sites communicated offerings through brochures, flyers and on websites and social media. A6. Parents were able to use the parent portal within the student information system to access student progress A7. Connect Ed, the student information system, district and site websites, social media, newsletters and flyers were used to inform parents of events.	A1. $0 LCFF $0 Title I, III Site expenditures A2. Site expenditures A3. $0 LCFF Site expenditures A4. $0 LCFF A5. Site expenditures A6. $10,000 LCFF (obj. 5800) A7. $147,654 LCFF (obj. 5800)

		5000-5999) A7. $147,000 LCFF (obj. 5000-5999)			
Scope of service:			Scope of service:		
_x_**ALL** OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			_x_**ALL** OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
1) Hold scholarship workshops for all high school RFEP students and their parents 2) Provide opportunities for foster parents to be trained in how to support students academically 3) Ensure LEA foster youth liaison has adequate time, knowledge and resources, including additional staff if needed, to fully execute the responsibilities		1. Site expenditures 2. No cost 3. No cost	1) Career Counseling Centers provided workshops for parents and students 2) Foster youth liaison attended meetings with foster family agencies to gather input on specific training that might be needed 3) LEA foster youth liaison continued to review resources to gather knowledge of support available for foster youth		1. Site expenditures 2. No cost 3. No cost
Scope of service:			Scope of service:		
__ALL OR: _x_**Low Income pupils** x_**English Learners** _x_**Foster Youth** _x_**Redesignated fluent English** proficient __Other Subgroups:(Specify)_____			__ALL OR: _x_**Low Income pupils** x_**English Learners** _x_**Foster Youth** _x_**Redesignated fluent English proficient** __Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	None				

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

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	$25,703,735
For the 2015-16 school year, Hesperia USD will receive an increase in funds of $15 million. This amount was calculated on the unduplicated count of low income, foster youth and English learners estimated at slightly above 73.63%. Supplemental and concentration funds are being expended on a district-wide basis to meet the needs of all students including the above target groups. This will be effective because it maintains or increases all students' levels of academic proficiency. These funds are being used to provide an increase of quality learning opportunities through hiring additional highly-qualified teachers, along with tools needed to prepare all students for tomorrow's world.	

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

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

16.72	%

In an effort to provide improved services to low income students, foster youth and English learners and to meet the district goals/state priorities, additional supports for student programs include allocating funds for the following:

- Academic supports
  - Tests
  - Remediation
  - Transportation
  - Costs and fees for sports and extracurricular programs
- Health services
  - Additional psychologists/counselors
  - Social worker
- Professional development based on:
  - ELD standards
  - Ruby Payne- Framework for Understanding Poverty
  - Trauma Informed Teaching
  - EL coach
- Support staff such as:
  - Bilingual assistants to help students in classrooms and to conference with and monitor long- term ELs
  - Testing specialists
- Parent intervention programs
  - Parent Project
  - Parenting Partners
  - Latino Family Literacy
- Other supplemental resources
  - Avid Excel
  - Academic Vocabulary Toolkits
  - Write from the Beginning/Future

- Devices to ensure 1-1 capability
- Infrastructure for internet access

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

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

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

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

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

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

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

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

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

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

(2) The total number of cohort members.

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

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

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

(2) The total number of cohort members.

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

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

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

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

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

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

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

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

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

8-22-14 [California Department of Education]