Introduction:

LEA: ***Lucerne Valley Unified School District*** **Contact (Name, Title, Email, Phone Number):** ***Suzette Davis, Superintendent, suzette_davis@lucernevalleyusd.org, 7600248-6108*** **LCAP Year:** ***2015-16***

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**
1. Meetings were held with parents, students, staff, and the community to share the Local Control Funding Formula (LCFF), and the Local Control Accountability Plan (LCAP). The meeting schedule i. Management Team-**Tuesday, Feb. 11**-Facilitator-Suzette Davis, Superintendent and Billy Wessell, Chief Business Official ii. LCAP Stakeholder Meeting - Elementary - **Tuesday, February 24, 2015 – 4:00** – Facilitator - Billy Wessell iii. LCAP Stakeholder Meeting - Middle/High School - **Thursday, February 26, 2015 - 4:00** –Facilitator - Billy Wessell iv. LCAP Stakeholder Meeting - Lucerne Valley Economic Development Association (LVEDA) **- Tuesday, March 3 – 5:30 -** Suzette Davis and Billy Wessell. v. Meeting with members of the Bargaining Units' Executive Board Members, Suzette Davis and Billy Wessell to review all data that was collected from LCAP surveys. **Monday, April 21.**	1. All of the results of the various surveys and minutes from meetings were used in developing and writing the LCAP. 2. Information obtained from the results were used to identify the priorities used in the development of the Local Control Accountability Plan (LCAP) for Lucerne Valley Unified School District. 3. The LVUSD Strategic Plan was developed and adopted in the 2013 - 2018 School Year. Both the Strategic Plan and data obtained for the LCAP were reviewed to ensure consistency and alignment.

vi. LCAP Stakeholder Meeting – DELAC - **Tuesday, May 5, 2015 - 5:00** – Facilitator - Billy Wessell

2. Stakeholders included in development of LCAP:
   a. Students of all applicable subgroups to include, but not limited to (low income, English learners and foster youth).
   b. Parents of students in all applicable subgroups to include, but not limited to (low income, English learners and foster youth) as well as parents on the DELAC.
   c. Bargaining Units (LVTA and CSEA Chapter 743)
   d. Staff to include: principals, managers, teachers and other school personnel.
   e. Community Members/Business Partners

3. Paper and online surveys were given to the following: certificated staff, classified staff, parents/community members, students. Summaries of these surveys are attached.

Annual Update:

1. Meetings were held with parents, students, staff, and the community to share the District Strategic Plan, the Local Control Funding Formula (LCFF), and the Local Control Accountability Plan (LCAP).

   The meeting schedule

   vii. Management Team-**Tuesday, Feb. 11**-Facilitator-Suzette Davis, Superintendent and Billy Wessell, Director of Business.
   viii. Inventory of Supports and Services (ISS)-**Wednesday, Feb. 26-2:00**-Facilitator-Sue Abel Participants: Special Educ. teachers, parents, classified staff, administrator
   ix. LCAP Parent Meeting-Elementary or Middle/High School-**Wednesday, Feb. 26-5:00**-Facilitator-Suzette Davis and Billy Wessell
   x. LCAP Parent Meeting-Elementary or Middle/High School-**Thursday, Feb. 27-5:00**-Facilitator-Suzette Davis and Billy Wessell
   xi. Curriculum, Instruction, Assessment Group (CIA)-**Saturday, March 1-8:00-**Facilitator-Suzette Davis
   xii. Lucerne Valley Economic Development Association (LVEDA)**-Tuesday, March 4-noon-**Suzette Davis and Billy Wessell.
   xiii. Academic Program Survey (APS), Elementary School-**Wednesday, March 5-2:00**-Facilitator-Sue Abel, Participants: teachers including special educ.,classified staff, 1-3 parents, board member
   xiv. APS, Middle/High School-**Wednesday, March 5-2:00-**Facilitator-Bill Klein, Participants English and math teachers including special educ., classified staff, 1-3 parents, board member. 1-2 students
   xv. District Academic Survey (DAS)-**Wednesday, March 12-2:00-**Facilitators-Bill

Annual Update:

1. All of the results of the various surveys and minutes from meetings were used in developing and writing the LCAP.

2. Information obtained from the results were used to identify the priorities used in the development of the Local Control Accountability Plan (LCAP) for Lucerne Valley Unified School District LVUSD. These priorities include clean and well-repaired facilities, course access, safe environment, playground/sports equipment and high quality teachers.

3. The LVUSD Strategic Plan was developed and adopted in the 2012-2013 School Year. Both the Strategic Plan and data obtained for the LCAP were reviewed to ensure consistency and alignment.

4. Changes that came about as a result of the annual update include:
   a. Revising services that are offered to EL and redesignated EL students. They will not be served with Rosetta Stone, but rather with 30 minutes a day of designated ELD instruction as well as daily integrated ELD instruction within all subjects.
   b. Summer custodial and asphalt repairs will be moved from goal 2 to goal three to support the

Klein, Sue Abel, Participants :teachers (K-12), administrators(site and district), classified staff, parents, special educ. staff, board member, union representation xvi. Presentations were made at the Elementary School, Middle School/High School and Transportation Department for additional opportunity for bargaining unit members unable to attend previous meetings. **Tuesday, March 18 and Wednesday March 19.** xvii. Meeting with members of the Bargaining Units' Executive Board Members, Suzette Davis and Billy Wessell to review all data that was collected from LCAP surveys. **Monday, April 21.** 2. Stakeholders included in development of LCAP: a. Students of all applicable subgroups to include, but not limited to (low income, English learners and foster youth). b. Parents of students in all applicable subgroups to include, but not limited to (low income, English learners and foster youth) as well as parents on the DELAC. c. Bargaining Units (LVTA and CSEA Chapter 743) d. Staff to include: principals, managers, teachers and other school personnel. e. Community Members/Business Partners 3. Paper and online surveys were given to the following: certificated staff, classified staff, parents/community members, students. Summaries of these surveys are attached. 4. The District Assistance Survey was given to parents and staff. A summary of this is attached. 5. The Inventory of Supports and Services (ISS) was given to parents and staff of students with disabilities. A summary of this is attached. 6. The Academic Program Survey (APS) was given at Lucerne Valley Elementary, Lucerne Valley Middle, and Lucerne Valley High Schools. The results of these surveys were used to write the Single Plan for Student Achievement (SPSA) at these schools and the summaries are in those documents. Lucerne Valley's English Learner population is not significant; however, the District has a District English Language Advisory Committee (DELAC) and an English Language Advisory Committee (ELAC) at each school were invited to all meetings.	aspects of a positive school environment. c. Release time is being combined with professional development because they go together in multiple aspects. d. Spanish and Music teachers are being combined with Action 1 in Goal 1 to support a quality education. e. A new action is being added to Goal 2 to place students in a broad course of study to ensure that they are prepared to enter college or the workforce. f. Support for targeted students is being moved to Goal 1 to support a quality education. g. A new action is being added to Goal 3 to provide outreach to parents to attend District events to support students being engaged in a positive school environment.

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

Instructions:

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

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

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

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

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

Goal: Describe the goal:

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

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

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

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

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

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

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

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

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

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

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

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

Guiding Questions:

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

11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
12) How do these actions/services link to identified goals and expected measurable outcomes?
13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

GOAL:	**Goal 1: Students will receive a quality education.**	Related State and/or Local Priorities: 1_**X**_ 2_**X**_ 3__ 4_**X**_ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Identified Need :	1. The current rate of teachers who are placed in teaching assignments they are highly qualified for is 82% 2. The District needs to implement content and performance standards that align to State Standards. 3. The District needs to provide texts and instructional materials that align to CCSS. 4. The District is aging and the repair and maintenance of District facilities is a considerable need. 5. District's EL students need to make progress toward meeting English proficiency or being redesignated fluent English proficient. Baseline data is not tracked at the District level currently. This will need to be tracked at a District level in 2015-16.	
Goal Applies to:	Schools: All	
	Applicable Pupil Subgroups: All pupils as well as targeted subgroups	

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	1. Increase percent of teaching assignments where teachers are highly qualified from 82% to 85% State Metric: Rate of teacher misassignment. 2. Provide students with courses that meet content and performance standards that align State Standards. State Metric: Implementation of Common Core Standards for all students. 3. Adopt text books and provide instructional materials for students to use that align to the CCSS. State Metric: Students have sufficient access to standards-aligned instructional materials. 4. Establish baseline of maintenance/repairs to school facilities. State Metric: School facilities are maintained in good repair. 5. Increase EL students moving toward English proficiency and being redesignated fluent English proficient State Metric: English learners access to CCSS and ELD standards and share of ELs that become English proficient..

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Hire and retain teachers that meet the qualifications of highly qualified and place in classrooms and assignments appropriately.	All	_**X**_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$3,341,634 LCFF Object 1100 (Benefits Included)
2. Purchase text books and other materials to support Common Core State Standards (CCSS).	All	_**X**_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$25,600 LCFF Object 4100 $4,400 LCFF Object 4300 $20,000 Restricted Lottery

			Object 4100 $30,000 Title I Object 4300
3. Purchase software to establish baseline data for facilities repairs.	All	_**X**_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$6,260 LCFF Object 5800
4. All EL students will have increased intervention through 30 minutes of daily ELD designated instruction. Integrated ELD instruction throughout the day in all subjects. Curriculum will be purchased to support this action.	All	__ALL OR: __Low Income pupils _**X**_English Learners __Foster Youth _**X**_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$10,000 LCFF Object 4300
5. Low income and foster youth students will be provided with additional support through assistance with school supplies, clothing and other supplies.	All	__ALL OR: _**X**_Low Income pupils __English Learners _**X**_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$5,000 LCFF Object 4300

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	1. Increase percent of teaching assignments where teachers are highly qualified from 85% to 88% State Metric: Rate of teacher misassignment. 2. Provide students with courses that meet content and performance standards that align State Standards. State Metric: Implementation of Common Core Standards for all students. 3. Adopt text books and provide instructional materials for students to use that align to the CCSS. State Metric: Students have sufficient access to standards-aligned instructional materials. 4. Establish baseline of maintenance/repairs to school facilities.

	State Metric: School facilities are maintained in good repair. 5. Increase EL students moving toward English proficiency and being redesignated fluent English proficient State Metric: English learners access to CCSS and ELD standards and share of ELs that become English proficient..

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Hire and retain teachers that meet the qualifications of highly qualified and place in classrooms and assignments appropriately.	All	_**X**_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$3,341,634 LCFF Object 1100 (Benefits Included)
2. Purchase text books and other materials to support Common Core State Standards (CCSS).	All	_**X**_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$25,600 LCFF Object 4100 $4,400 LCFF Object 4300 $20,000 Restricted Lottery Object 4100 $30,000 Title I Object 4300
3. Purchase software to establish baseline data for facilities repairs.	All	_**X**_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$6,260 LCFF Object 5800
4. All EL students will have increased intervention through 30 minutes of daily ELD designated instruction. Integrated ELD instruction throughout	All	__ALL OR: __Low Income pupils _**X**_English Learners	$5,000 LCFF Object 4300

the day in all subjects.		__Foster Youth _**X**_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
5. Low income and foster youth students will be provided with additional support through assistance with school supplies, clothing and other supplies.	All	__ALL OR: _**X**_Low Income pupils __English Learners _**X**_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$5,000 LCFF Object 4300

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	1. Increase percent of teaching assignments where teachers are highly qualified from 88% to 92% State Metric: Rate of teacher misassignment. 2. Provide students with courses that meet content and performance standards that align State Standards. State Metric: Implementation of Common Core Standards for all students. 3. Adopt text books and provide instructional materials for students to use that align to the CCSS. State Metric: Students have sufficient access to standards-aligned instructional materials. 4. Establish baseline of maintenance/repairs to school facilities. State Metric: School facilities are maintained in good repair. 5. Increase EL students moving toward English proficiency and being redesignated fluent English proficient State Metric: English learners access to CCSS and ELD standards and share of ELs that become English proficient..

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Hire and retain teachers that meet the qualifications of highly qualified and place in classrooms and assignments appropriately.	All	_**X**_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$3,341,634 LCFF Object 1100 (Benefits Included)

2. Purchase text books and other materials to support Common Core State Standards (CCSS).	All	_**X**_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$25,600 LCFF Object 4100 $4,400 LCFF Object 4300 $20,000 Restricted Lottery Object 4100 $30,000 Title I Object 4300
3. Purchase software to establish baseline data for facilities repairs.	All	_**X**_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$6,260 LCFF Object 5800
4. All EL students will have increased intervention through 30 minutes of daily ELD designated instruction. Integrated ELD instruction throughout the day in all subjects.	All	__ALL OR: __Low Income pupils _**X**_English Learners __Foster Youth _**X**_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$10,000 LCFF Object 4300
5. Low income and foster youth students will be provided with additional support through assistance with school supplies, clothing and other supplies.	All	__ALL OR: _**X**_Low Income pupils __English Learners _**X**_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$5,000 LCFF Object 4300

GOAL:	**Goal 2: Students are on track to graduate from high school prepared to enter college or the workforce.**	Related State and/or Local Priorities: 1__ 2__ 3__ 4_**X**_ 5__ 6__ 7_**X**_ 8_**X**_ COE only: 9__ 10__ Local : Specify _____

Identified Need :	1. Students should be scoring proficient or better on all assessments. Need to establish baseline data for all assessments. 2. API is 725 (2012-13) 3. Students who meet A-G requirements is 34%
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	1. Increase the rate of students who score proficient or above on quarterly benchmarks. State Metric: Other indicators of student performance in required areas of study. 2. Increase the rate of students who score college ready in English on EAP from 16% to 20% and in Math on the EAP from 12% to 16% State Metric: Percent of students demonstrating college preparedness (Early Assessment Program exam). 3. Increase the rate of students who pass the CAHSEE in English from 57% to 60% and in Math from 73% to 76% State Metric: Performance on standardized assessments. 4. Establish baseline data for CAASPP State Metric: Performance on standardized assessments. 5. Increase District API from 725 to 730 State Metric: Academic Performance Index 6. Increase the rate of students who complete A-G requirements from 34% to 36% State Metric: Share of students that are college and career ready and student access and enrollment in a broad course of study. Local Metric: Percent of students completing A-G courses.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Facilitate the District Professional Development plan for all staff.	All	_**X**_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$10,000 Title II Object 5200 $20,000 Title II Object 5800 $5,000 Title I 5200
2. Provide release time for planning purposes.	All	_**X**_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$5,000 Title II Object 1100 (Benefits Included)
3. Place students in a broad course of study to prepare them to enter college or the workforce.	All	_**X**_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Cost is reflected in Goal 1, Actions 1 & 2.

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	1. Increase the rate of students who score proficient or above on quarterly benchmarks. State Metric: Other indicators of student performance in required areas of study.

	2. Increase the rate of students who score college ready in English on EAP from 20% to 24% and in Math on the EAP from 16% to 20% State Metric: Percent of students demonstrating college preparedness (Early Assessment Program exam). 3. Increase the rate of students who pass the CAHSEE in English from 60% to 63% and in Math from 76% to 79% State Metric: Performance on standardized assessments. 4. Establish baseline data for CAASPP State Metric: Performance on standardized assessments. 5. Increase District API from 730 to 735 State Metric: Academic Performance Index 6. Increase the rate of students who complete A-G requirements from 36% to 38% State Metric: Share of students that are college and career ready and student access and enrollment in a broad course of study. Local Metric: Percent of students completing A-G courses

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Facilitate the District Professional Development plan for all staff.	All	_**X**_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$10,000 Title II Object 5200 $20,000 Title II Object 5800 $5,000 Title I 5200
2. Provide release time for planning purposes.	All	_**X**_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$5,000 Title II Object 1100 (Benefits Included)

3. Place students in appropriate courses to meet college & career readiness.	All	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Cost is reflected in Goal 1, Actions 1 & 2.

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:

1. Increase the rate of students who score proficient or above on quarterly benchmarks.
   State Metric: Other indicators of student performance in required areas of study.
2. Increase the rate of students who score college ready in English on EAP from 24% to 28% and in Math on the EAP from 20% to 24%
   State Metric: Percent of students demonstrating college preparedness (Early Assessment Program exam).
3. Increase the rate of students who pass the CAHSEE in English from 63% to 66% and in Math from 79% to 82%
   State Metric: Performance on standardized assessments.
4. Establish baseline data for CAASPP
   State Metric: Performance on standardized assessments.
5. Increase District API from 735 to 740
   State Metric: Academic Performance Index
6. Increase the rate of students who complete A-G requirements from 38% to 40%
   State Metric: Share of students that are college and career ready and student access and enrollment in a broad course of study.
   Local Metric: Percent of students completing A-G courses.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
	All	_X_ALL	$10,000

1. Facilitate the District Professional Development plan for all staff.		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Title II Object 5200 $20,000 Title II Object 5800 $5,000 Title I 5200
2. Provide release time for planning purposes.	All	_**X**_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$5,000 Title II Object 1100 (Benefits Included)
3. Place students in appropriate courses to meet college & career readiness.	All	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Cost is reflected in Goal 1, Actions 1 & 2.

GOAL:	**Goal 3: Students will be engaged in a positive school climate.**	Related State and/or Local Priorities: 1__ 2__ 3_**X**_ 4__ 5_**X**_ 6_**X**_ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Identified Need :	1. Parent involvement in the District is low. 2. The graduation rate is 60.6% (13-14)	

	3. Suspension rates are 16% 4. Expulsion rates are 0% 5. Middle school dropout rates are 0% 6. High school dropout rates are 30.3% (13-14) 7. Chronic absenteeism rates are 16% 8. School attendance rates are 97.5%
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	1. Establish a baseline for parents attending District events. State Metric: Efforts to seek parent input & decision making and promotion of parental participation. 2. Increase the District graduation rate from 60.6% to 65% State Metric: High school graduation rates 3. Decrease the District suspension rate to 15% or lower. State Metric: Suspension rates 4. Maintain the District expulsion rate at or below 15% State Metric: Expulsion rates 5. Maintain the Middle school dropout rate at or below 0% State Metric: Middle school dropout rates 6. Decrease the High school dropout rate to 25% or lower. State Metric: High school dropout rates

	7. Decrease the District chronic absenteeism rate from 16% to 14% State Metric: Chronic absenteeism rates 8. Maintain the District attendance rates at or above 97.5% State Metric: School attendance rates

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Provide outreach to parents to attend District events.	All	_**X**_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$5,000 Title I Object 5800
2. Install/update surveillance systems at all sites	All	_**X**_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$60,000 LCFF Object 5800
3. Purchase playground/sports equipment.	All	_**X**_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$30,000 LCFF Objects 4300 $30,000 LCFF Object 5800
4. Provide summer custodial services to deep clean facilities.	All	_**X**_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$30,000 LCFF Object 2200 (Benefits Included)
5. Repair/maintain asphalt at school sites.	All	_**X**_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient	$60,000 LCFF Object 5600

		__Other Subgroups:(Specify)_____	

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	1. Increase the percentage of parents attending District events. State Metric: Efforts to seek parent input & decision making and promotion of parental participation. 2. Increase the District graduation rate from 65% to 70% State Metric: High school graduation rates 3. Maintain the District suspension rate at or below 15% State Metric: Suspension rates 4. Maintain the District expulsion rate at or below 15% State Metric: Expulsion rates 5. Maintain the Middle school dropout rate at or below 0% State Metric: Middle school dropout rates 6. Decrease the High school dropout rate to 20% or lower. State Metric: High school dropout rates 7. Decrease the District chronic absenteeism rate from 14% to 12% State Metric: Chronic absenteeism rates 8. Maintain the District attendance rates at or above 97.5% State Metric: School attendance rates

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Provide outreach to parents to attend District.	All	_**X**_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$5,000 Title I Object 5800

2. Purchase playground/sports equipment.	All	_**X**_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$60,000 LCFF Object 5800
3. Provide summer custodial services to deep clean facilities.	All	_**X**_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$30,000 LCFF Objects 4300 $30,000 LCFF Object 5800
4. Repair/maintain asphalt at school sites.	All	_**X**_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$30,000 LCFF Object 2200 (Benefits Included)

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	1. Increase the percentage of parents attending District events. State Metric: Efforts to seek parent input & decision making and promotion of parental participation. 2. Increase the District graduation rate from 70% to 75% State Metric: High school graduation rates 3. Maintain the District suspension rate at or below 15% State Metric: Suspension rates 4. Maintain the District expulsion rate at or below 15% State Metric: Expulsion rates 5. Maintain the Middle school dropout rate at or below 0%

	State Metric: Middle school dropout rates 6. Decrease the High school dropout rate to 15% or lower. State Metric: High school dropout rates 7. Decrease the District chronic absenteeism rate from 12% to 10% State Metric: Chronic absenteeism rates 8. Maintain the District attendance rates at or above 97.5% State Metric: School attendance rates

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Provide outreach to parents to attend District.	All	_**X**_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$5,000 Title I Object 5800
2. Purchase playground/sports equipment.	All	_**X**_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$60,000 LCFF Object 5800
3. Provide summer custodial services to deep clean facilities.	All	_**X**_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$30,000 LCFF Objects 4300 $30,000 LCFF Object 5800
4. Repair/maintain asphalt at school sites.	All	_**X**_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$30,000 LCFF Object 2200 (Benefits Included)

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

Annual Update

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

Guiding Questions:

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

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

Original GOAL from prior year LCAP:	**Goal 1:** **Students will receive a quality education.**	Related State and/or Local Priorities: 1_**X**_ 2_**X**_ 3__ 4_**X**_ 5_**X**_ 6_**X**_ 7_**X**_ 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: **All sites** Applicable Pupil Subgroups: **All pupil subgroups**	
Expected Annual Measurable Outcomes:	Increase % of highly qualified teachers from 93% to 95%. Establish baseline data for facilities. Establish a baseline of students' usage of Rosetta Stone software.	Actual Annual Measurable Outcomes: The percentage of courses being taught by a teacher who is highly qualified to teach was 82% for the 2014-15 school year. Software was selected but not purchased in 2014-15, so no measurable data is available. Rosetta Stone software was not utilized during the 2014-15 school year, so no measurable outcome data is available.

LCAP Year: 2014-15

Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
Hire and retain staff that meet the qualifications of highly qualified and place in classrooms and assignments appropriately. Salary increase of 2%	$84,917 LCFF 1000 Major Object	The District placed teachers in courses based on their highly qualified status in 2014-15 as much as possible. The salary schedule was increased by 2%. The estimated actual expenditures includes all teacher salary expenditures and not just the 2% increase.	$2,252,278 LCFF Object 1100 $247,252 SPED Object 1100 $134,799 QEIA Object 1100

Scope of service:	LEA-wide _**X**_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service:	LEA-wide _**X**_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Purchase materials to support Common Core State Standards (CCSS)		$47,447 Common Core Funds 4000 Major Object	Materials were purchased to support Common Core State Standards (CCSS)		$47,447 Common Core Funds Object 4300
Scope of service:	LEA-wide _**X**_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service:	LEA-wide _**X**_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
All English Learners will have increased intervention through use of Rosetta Stone software. Additional intervention time and support will be given to English Learners for Rosetta Stone through the master schedule.		No ongoing cost.	Rosetta Stone was not utilized for our English Learners during the course of the year.		No cost.
Scope of service:	LEA Wide __ALL OR: __Low Income pupils _**X**_English Learners __Foster Youth _**X**_Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service:	LEA Wide __ALL OR: __Low Income pupils _**X**_English Learners __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?	Rosetta stone was not utilized for our English Learners. We will be providing them with increased intervention through 30 minutes of daily ELD designated instruction as well as Integrated ELD instruction throughout the day in all subjects in 2015-16.

Original GOAL from prior year LCAP:	**Goal 2:** **Students are on track to graduate from high school prepared to enter college or the workforce.**	Related State and/or Local Priorities: 1_**X**_ 2__ 3__ 4_**X**_ 5__ 6__ 7_**X**_ 8_**X**_ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: **All sites** Applicable Pupil Subgroups: **All pupil subgroups**	

Expected Annual Measurable Outcomes:	Establish a baseline of students scoring proficient or better on quarterly benchmarks. Increase EAP rate of college readiness in English and Math to 28% Increase CAHSEE pass rate to 83% for ELA and 73% for math. Increase % of students meeting A-G requirements from 28% to 32% Establish a baseline of scores from CAASPP.	Actual Annual Measurable Outcomes:	Benchmark data for 2014-15 was not available from all sites. 2014-15 EAP data were not available, however, the rate of students scoring college ready on EAP in English was 16% and in math was 12% in 2014. The CAHSEE pass rate was 57% for ELA and 73% for math in 2014-15. Students completing A-G in 2014-15 was 34%. No data was collected for CAASPP for the current year.

LCAP Year: 2014-15

Planned Actions/Services		Budgeted Expenditures	Actual Actions/Services		Estimated Actual Annual Expenditures
Provide summer custodial to deep clean facilities.		$27,000 LCFF 2000 & 3000 Major Objects	Summer custodial was provided to deep clean school facilities.		$20,673 LCFF Object 2200
Scope of service:	LEA-wide		Scope of service:	LEA-wide	

_**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)_____	
Purchase facilities software to create database of current facility conditions.	$5,000 LCFF 4000 Major object	Software was selected in the 2014-15 school year, however it was not purchased. It will be purchased in the 2015-16 school year.	No Cost
Scope of service: LEA-wide _**X**_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: LEA-wide _**X**_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Repair asphalt as school sites.	$60,000 LCFF 5000 Major Object	Four areas of asphalt were repaired in 2014-15. Areas include: basketball courts near the gym at the High School, parking lot/basketball courts on the North side of the football field at High School and parking lot and basketball courts at the District Office/Alternative Education Site.	$61,029 LCFF Object 5600
Scope of service: LEA-wide _**X**_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: LEA-wide _**X**_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Facilitate the District Professional Development plan for all staff.	**Teachers:** $15,000 Title I & Title II 1000 & 3000 & 5000 Major Objects.	Professional development was provided for all District staff throughout the 2014-15 school year.	**Teachers:** $42,507 Title II Object 1100 $2,898 Title II Object 5200

		Inst. Aides & Support Staff $5,000 Title I 2000 & 3000 & 5000 Major Objects			**Inst. Aides & Support Staff** $76 Title I Object 5200
Scope of service:	LEA-wide _**X**_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service:	LEA-wide _**X**_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Provide release time for curriculum planning purposes.		$5,000 LCFF 1000 & 3000 Major Objects	Release time was provided for curriculum planning purposes.		Cost included above in in District Professional Development plan from Title II, Object 1100.
Scope of service:	LEA-wide _**X**_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service:	LEA-wide _**X**_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Hire Spanish Teacher to support A-G Requirements and purchase supplies to support program.		**Teacher Salary & Benefits** $75,500 LCFF 1000 & 3000 Major Objects **Supplies**	A Spanish teacher was hired for the 2014-15 school year and supplies were purchased to support the program.		**Teacher** $23,251 LCFF Objects 1100 and 3000 **Supplies** $6,409

		$10,000 LCFF 4000 Major Object			LCFF Object 4100 $2,860 Restricted Lottery Object 4100
Scope of service:	Lucerne Valley High School		Scope of service:	Lucerne Valley High School	
_**X**_ ALL			_**X**_ ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __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?	Facilities software will be purchased in 2015-16 to support creating a database of information and this action will be moved to Goal 1 in 2015-16. Asphalt repair and summer custodial to deep clean facilities will be moved to Goal 3 in 2015-16. Release time will be combined with District PD in Goal 2. The Spanish teacher will be combined into Action 1 of Goal 1 in 2015-16. A new action will be added to Goal 2 to place students in a broad course of study to prepare them to enter college or the workforce in 2015-16.

Original GOAL from prior year LCAP:	**Goal 3:** **Students will be engaged in a positive school climate.**		Related State and/or Local Priorities: 1_**X**_ 2__ 3_**X**_ 4__ 5_**X**_ 6_**X**_ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	**All sites**		
	Applicable Pupil Subgroups:	**All pupil subgroups as well as English Learners, Reclassified English Learners, Foster Youth, Low Income**		
Expected Annual Measurable Outcomes:	Establish baseline % of targeted students receiving improved /increased services. Establish baseline for % of parent involvement.		Actual Annual Measurable Outcomes:	No measureable data was available for targeted students receiving improved/increased services for 2014-15. Baseline data for the percentage of parent involvement was not available for 2014-15.

	Increase attendance rates from 96.6% to 96.8%. Increase graduation rates from 71% to 77%. Maintain suspension and expulsion rates at 15% or less.		Attendance rates increased from 96.6% to 97.5%. Graduation rate was not available for 2014-15, however it was 60.6% for 2013-14. Suspension rates for 2014-15 were 16%. Expulsion rates for 2014-15 were 0%.

LCAP Year: 2014-15

Planned Actions/Services		Budgeted Expenditures	Actual Actions/Services		Estimated Actual Annual Expenditures
Hire Music Teacher and purchase supplies to support program. Purchase supplies & repair instruments.		**Teacher Salary & Benefits** $75,500 LCFF 1000 & 3000 Major Objects **Supplies & Instruments** $20,000 Title I 4000 & 5000 Major Objects	A music teacher was hired, instruments were repaired and new instruments and supplies were purchased.		**Teacher Salary & Benefits** $62,289 LCFF Objects1100 & 3000 **Supplies & Instruments** $21,452 Title I Objects 4300 & 5600
Scope of service:	Lucerne Valley Middle School/High School		Scope of service:	Lucerne Valley Middle School/High School	
_**X**_ ALL			_**X**_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
Install/Update Surveillance systems at all sites.		$60,000 LCFF	Surveillance systems were not updated at the sites during the 2014-15 school year.		No Cost

		5000 Major Object			
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
_**X**_ALL			_**X**_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
Purchase special needs bus		$100,000 LCFF 6000 Major Object	Two special needs busses were purchased in the 2014-15 school year.		$120,000 LCFF Object 6500
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
_**X**_ALL			_**X**_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
Purchase playground/sports equipment at Elementary School		$10,000 Title I 4000 Major Object	Playground/sports equipment was not purchased at the Elementary School in 2014-15.		No Cost
Scope of service:	Lucerne Valley Elementary School		Scope of service:	Lucerne Valley Elementary School	
_**X**_ALL			_**X**_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
Plan and facilitate parent involvement activities.		**Staff time** $5,000 LCFF	Staff were involved in parent involvement activities throughout the year.		No cost specific to this service as costs were

Staff time to facilitate parent involvement meetings and materials for parent involvement meetings		1000 & 2000 & 3000 Major Objects **Materials** $1,000 LCFF 4000 Major Object			reflected in teacher salaries.
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
_**X**_ALL			_**X**_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
English Learners, Foster Youth, Low Income and Reclassified English Learners will receive improved/increased services. Assistance with school supplies, clothing and other supplies Additional support through targeted training of staff that support these students. Improved parent involvement with the parents of targeted students through use of the District website, newsletters, etc.		**Assistance** $5,000 LCFF 4000 Major Object **Staff time** $10,000 LCFF 1000, 2000, 3000 & 5000 Major Objects **Materials** No ongoing cost	Assistance was provided to students with clothing. Targeted training of staff provided to staff that support these students though the District PD plan. DELAC meetings were held to improve parent involvement with EL students.		$1,500 Title I Object 4300 Training costs are shown above with Professional Development in Goal 2. Title II Objects 1100 & 5200 No cost associated with DELAC meetings.
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
__ALL			__ALL		
OR: _**X**_Low Income pupils _**X**_English Learners			OR: _**X**_Low Income pupils _**X**_English Learners		

_X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____		_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?	Music teacher will be combined with Action 1 of Goal 1 in 2015-16. Surveillance system will be purchased in 2015-16. Playground/sports equipment will be purchased for all sites in 2015-16. Support for targeted students will be reflected in Goal 1 in 2015-16. A new action will be added to Goal 3 to provide outreach to parents to attend District events in 2015-16.		

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:	$_1,028,142
Lucerne Valley will use supplemental funds districtwide and/or schoolwide, which are principally directed towards, and are effective in, meeting the district's goals for unduplicated students, including students with disabilities. This includes, but is not limited to increasing specifically designated support time that meets individual needs of each student; professional development/training for staff to best meet student individual needs; increase and strengthen parent involvement and input; and to continue to increase student attendance and participation.	

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.

18.13	%

The district will provide designated time where each student will be provided focused learning for their individual needs. This designated "sharpening skills" time will be built into each day to focus on the needs of each student including the use of the IMAGINE LEARNING program with instructional aide time added for additional student support; more enhanced use of ROSETTA STONE and support for EL learners which includes additional teacher and aide support. Students need their basic needs met to participate in their education, the district will seek to ensure through in-house and outside programs that these needs are met. Overall, directed teaching and aide support for all areas would increase by at least 18.13%.

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).