Introduction:

LEA: Needles Unified School District **Contact (Name, Title, Email, Phone Number):** Dr. Mary McNeil, Superintendent, mary_mcneil@needlesusd.org, (760) 326-3142 **LCAP Year:** 2015-2018

Local Control and Accountability Plan 2015-2018 and Annual Update 2014-2015

The Mission of the Needles Unified School District is to: "Provide a free and appropriate education enabling all students to be successfully prepared to be productive members of society. "Our core values reflect that 1) All Students Will Learn and 2) Education First.

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 Ed 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.The Needles Unified School District has taken a comprehensive approach to engaging numerous stakeholders in the development of this plan. Parents, community members, board members, students, local bargaining units, teacher and administrators have participated in collaborative processes to support the development and implementation of the LCAP. The District took a multi-faceted approach to seeking stakeholder engagement. Stakeholder groups including parents, students, local bargaining units, district and site management, School Site Councils, DAC, WASC Committee, PTA, community groups including the NDBA and Chamber of Commerce, the Parker Unified School District, the Lake Havasu Unified School District and the Chemehuevi Tribal Education leaders were consulted through organized meetings, informal discussions, surveys. The Superintendent hosted four LCAP Town Hall Meetings to seek input from the community. In addition, the Superintendent presented at community meetings, including the NDBA twice to gain input from the local stakeholders, many who are alumni of the district. The Superintendent and Special Education staff hosted a Special Education Parent Meeting and follow-up conversations with parents to gain input on the satisfaction and need for services for special education students served by the Needles Unified School District, including Lake Havasu Unified School District and the Parker Unified School District. To engage students, the Superintendent met with high school students in two meetings to discuss the identified priorities and their implications for the Needles USD. The WASC Committee included the LCAP priorities as part of the required stakeholder input needed to develop the WASC Report for review in the Fall of 2014. Stakeholder groups met in both formal and informal settings to provide input on the development of the LCAP. Opportunities were provided for review of the final draft, both online and at a public hearing held on June 17, 2014. <u>LCAP Presentations and meetings were held according to the following timeline:</u> November 19, 2013 LCAP/LCFF Presentation to the Board of Trustees December 17, 2013 LCAP/LCFF Budget Presentation January 21, 2014 Presentation on District Priorities January 23, 2014 Special Education Parent Input Meeting February 18, 2014 Presentation on LCAP/LCFF to Board of Trustees February 24, 2014 LCAP Planning Meeting with Management March 26, 2014 LCAP Town Hall Meeting April 3, 2014 LCAP Pres. At Needles Downtown Bus. Assoc. April 10, 2014 LCAP Meeting at Essex	1.The input gained through the Town Hall Meetings, formal and informal meetings, discussions at presentations to stakeholder groups was organized into the focus of the LCAP and LCFF. Multiple meetings were held over time to gain input on ways that the Needles Unified School district can provide "more" services and programs to meet the needs of students while focusing on low income and foster youth. With a focus on meeting the groups identified as a priority by the State of California, the District completed a thorough analysis to ensure that all programs and services are aligned to the District's mission and belief that "All Students Will Learn". The Superintendent addressed all comments presented at the public hearing in writing. Opportunities were provided for review of the final draft, both online, at meetings and at a public hearing held on June 17, 2014.

April 23, 2014 LCAP Town Hall Meeting April 24, 2014 LCAP Planning Meeting with Management May 1, 2014 LCAP Presented at Needles Downtown Bus. Assoc. May 6, 2014 LCAP Town Hall Meeting- Chemehuevi Ed. Ctr. May 13. 2014 Staff LCAP Town Hall Meeting June 12, 2014 Administrative Team Review of LCAP Draft June 17, 2014 LCAP/LCFF Public Hearings June 23, 2014 District Advisory Council Final Review June 23, 2014 LCAP/LCFF Presentation at Rotary June 24, 2014 LCAP/LCFF Board of Trustee Approval	
2. Multiple meetings were held over time to engage stakeholders in the LCAP process. Stakeholders were encouraged to provide information for input and feedback on the plan's development. Meeting announcements and agendas were made available to stakeholders in multiple forms of media, including but not limited to website postings, emails, flyers, and personal contacts. The Board of Trustees provided input both as individual stakeholders and cumulatively as the Board through discussions, informational presentations and related items on monthly Board agendas. The input from all stakeholders was tabulated and themes were considered to be a reliable indicator of stakeholder's values and aligned with our district priorities. Input from stakeholders was an important consideration in the formation of the plan. District leaders also met with individuals or school groups throughout the year to gain input on District and Site goals. These groups included: School Site Councils PTA Employee Associations (NTA and CSEA) NUSD Administrators NUSD Curriculum & Instruction Committee K-12 LCAP/LCFF Town Hall Meetings During these meetings, district leaders reviewed and discussed LCAP/LCFF and student performance outcome data and solicited input for how the Needles Unified School District can increase or improve services for all service.	2. The input from all stakeholders was tabulated and themes were considered to be a reliable indicator of stakeholder's values and aligned with our district priorities. Input from stakeholders was an important consideration in the formation of the plan to determine district priorities.

3. The Superintendent presented data at Town Hall meetings and presentations to validate the input of stakeholders. School Site Council and the DAC reviewed the analysis of District and Site data to identify needs to support the "more" required by LCFF. A variety of information was provided to stakeholders to gain input on state and District priorities. Data reviewed by stakeholder groups included state-mandated assessment data, graduation rates, drop-out rates, a-g requirement completion rates, parent survey results, Single Plans for Student Achievement, School Accountability Report Cards, School Safety Plans, Special Education program analysis and professional development analysis. Throughout the year, District leaders reviewed and discussed the data with stakeholder groups.	3.The results of data analysis identified the needs of the students, including individual subgroups. An abundance of data was reviewed to inform stakeholders of strengths and needs. The variety of data both qualitative and quantitative gave stakeholders a broad perspective of our district and allowed for more specific and targeted feedback. After analyzing the data, stakeholders were able to identify and prioritize how our district would increase and improve services for all students.
4. At each meeting, feedback was recorded and used in the drafting process of the LCAP where appropriate. The Superintendent addressed all comments presented at the public hearing in writing.	4. Committee members received information on LCFF, LCAP and state priorities, which focused input on state priorities to develop our District goals. The Superintendent addressed all comments presented at both the District advisory committee meeting and the public hearing in writing.
5. Numerous efforts were made to ensure all representative parents of pupils identified in Education Code section 42238.01 were included. • All stakeholders were notified of meetings through multiple means with notices posted 72 hours prior to meetings. • Notice was given to submit written comments regarding proposed LCAP actions. • Superintendent presented LCAP draft to advisory group to review and comment. • Superintendent responded I writing to advisory group. • Superintendent hosted multiple Town Hall Meetings to present LCAP and solicit input. • Superintendent traveled to far-reaching areas of the district to gather input from a broad-range of stakeholders. • District office personnel developed plan for the alignment of the Single Plans for Student Achievement to LCAP • Public hearing held on June 17, 2014. • Superintendent responded to all public hearing comments in writing. • LCAP taken to the Board of Trustees for approval June 24, 2014.	5. Conducting multiple LCAP meetings with many different stakeholder groups ensured that all stakeholders representative of the community were included. These meetings allowed for multiple voices and perspectives to be considered when draft the LCAP.

Annual Update:	Annual Update:
1. Stakeholder groups met in both formal and informal settings to provide input on the development of the LCAP. Opportunities were provided for review of the final draft, both online and at a public hearing held on June 23, 2015.	1.The input gained through formal and informal meetings, discussions at presentations to stakeholder groups (including parents of LI/FY) was used to update goals to the LCAP and LCFF. The District does not have enough EL students to conduct an EL Program, but parents of the 9 EL students in the district are encouraged to participate in all stakeholder input meetings.
LCAP Presentations and Meetings were held according to the following timeline: November 18, 2014 Select LCAP Goals discussed by the Board of Trustees December 9, 2014 LCAP/LCFF Budget Presentation January 23, 2015 Presentation on Select District Goals February 9, 2015 LCAP Planning Meeting with Management February 17, 2015 Presentation on LCAP/LCFF to Board of Trustees March 5, 2015 LCAP Pres at Needles Downtown Business Assoc March 10, 2015 LCAP Review Presentation at Board of Trustees meeting March 21, 2015 LCAP Review Pres at Chemehuevi Community meeting March 26, 2015 LCAP Presented at Needles Chamber of Commerce March 31, 2015 Discussion of LCAP CTE goals with PVCC April 21, 2015 LCAP Pres. on Attendance, Enrollment and Student Support Board of Trustees mtg. April 24, 2015 LCAP Planning Meeting with Management June 2, 2015 Administrative Team Review of LCAP Draft June 8, 2015 LCAP Presentation at Rotary June 8, 2015 SSC Reviews of LCAP VCES June 8, 2015 LCAP Student Advisory Survey/Meeting with Seniors June 9, 2015 Staff LCAP Meeting June 9, 2015 SSC Reviews of LCAP NMS/NHS June 8-11, 2015 LCAP Survey with staff June 9, 2015 District Advisory Council Final Review June 16, 2015 LCAP/LCFF Public Hearings June 23, 2015 LCAP/LCFF Board of Trustee Approval	

2.During these meetings, district leaders reviewed and discussed LCAP/LCFF goals on how the Needles Unified School District can increase or improve services for all service.	2. Input from stakeholders was considered to be a reliable indicator of stakeholder's values and aligned with our district priorities. Input from stakeholders was an important consideration in the review of the plan to evaluate district priorities.
3. District administration presented updates on LCAP goals throughout the year. School Site Council and the DAC reviewed the analysis of District and Site goals to advise the District on implementation of these goals. Throughout the year, District leaders reviewed and discussed the data with stakeholder groups, including community and parent groups (including LI and FY).	3.A variety of data (assessments, surveys, attendance rates, graduation rates and suspension/expulsion rates) provided a broad perspective on the evaluation of District goals and allowed for more specific and targeted feedback. After analyzing the data, stakeholders were able to identify and prioritize what would increase and improve services for all students, with a focus on Low Income, English Learners and Foster Youth. •Sign Language added as a foreign language •Technician to support the increase in district technology needs •Prop 39 Energy conservation plan will remodel facility lighting •Chemehuevi Valley Elementary School will be reopened K-5 •Math program (CPM) will be adopted for secondary grade levels •Data Reflections will be implemented to make informed instructional decisions •District benchmarks will be implemented K-12 to show growth over time •SB County will support elementary math and K-12 ELA curriculum content •NGSS will be implemented at the beginning level •Additional math teacher at high school (Integrated I) will provide smaller class sizes (10-15) and daily intervention •Community Day School will be opened •Restructure ROP courses to District's CTE program •Implement mentorship program for secondary students •GATE programs at all grade levels •Digital library programs to monitor library books •Utilize a data corporation to analyze SBAC results

	•Coordinated scope and sequence for core subject areas •Track student participation through ID tags •Increased number of parent workshops •Art Attack will take place •Mini-Day events to support project based learning will take place •Cultural awareness PD and programs reflecting the student sub-groups will be provided •AVID program will be extended to K-5 grade levels to support K-12 program •Character Education will be taught K-12
4. Feedback was used in the review process for the LCAP where appropriate. No questions/comments were made at the District Advisory Committee in addition to the presentation. If there had been questions, the Superintendent would have responded in writing. 5. There were no questions raised by stakeholder groups. If there had been questions, the Superintendent would have responded in writing.	4. No questions were made at the DAC meeting/public hearing in addition to the presentation of the LCAP. If there had been comments/questions, the Superintendent would have responded in writing. 5. Conducting multiple LCAP meetings and seeking input through surveys with different stakeholder groups ensured that all representatives of the community were included. These measures allowed for multiple voices and perspectives to be considered when drafting 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 section47604.33.

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 thegoals.

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 multiplepriorities.

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 school sites 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).

Action/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, countywide, 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 redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

GOAL	1.1 Provide all students with highly qualified teachers who possess the knowledge, skills and motivation to provide access to District priorities.	Related State and/or Local Priorities: 1 X 2 X 3 4 5 6 7 8 COE only: 9 10 Local : Specify
Identified Need :	There is a need to recruit, maintain and train highly-qualified and credentialed teachers in every classroom. Currently the District has 100% HQ teachers and 0 misassignments. It is difficult to maintain this current level of highly qualified teachers due to the isolated location of the District on the California border.	
Goal Applies to:	Schools: All	
	Applicable Pupil Subgroups:	All

LCAP Year 1: 2015-2016

Expected Annual Measurable Outcomes:

All teachers (100%) will be highly qualified, credentialed and knowledgeable on the implementation of California State Standards, student engagement and motivation strategies and curriculum.

State Metrics: Williams

- Teacher Misassignment rate
- Credentialed Teacher Rate
- Credentialed Teacher Teaching outside of Subject Area Rate
- Highly Qualified Teacher rate
- Annual Credential Audit

Local Metrics:

- Classroom walk-through/feedback
- Professional development
- Lesson Plans
- Evaluations

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
PD on effective instructional strategies, knowledge of curriculum, student engagement, motivation strategies, Engage NY. A. PD Paula Rutherford B. PD SBCSS Engage NY	LEA-Wide	X All OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:	A. 5800: Title 1 $15,000 B. 5800: Title 11 $10,000

PD on effective instructional strategies and motivation strategies for EL/LI student success A. PD on Effective Instruction: Paula Rutherford B. PD California State Standards: SBCSS Engage NY	LEA-Wide	All OR: X Low Income pupils X English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)	A. 5800: Title 1 $15,000 B. 5800: Title 11 $10,000

LCAP Year 2: 2016-2017

Expected Annual Measurable Outcomes:	All teachers (100%) will be highly qualified, credentialed and knowledgeable on the implementation of California State Standards, student engagement and motivation strategies and curriculum. State Metrics: Williams • Teacher Misassignment rate • Credentialed Teacher Rate • Credentialed Teacher Teaching outside of Subject Area Rate • Highly Qualified Teacher rate • Annual Credential Audit • Local Metrics: • Classroom walk-through/feedback • Professional development • Lesson Plans • Evaluations

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
PD on effective instructional strategies, knowledge of curriculum, student engagement. motivation strategies, Engage NY. A. Professional/Consulting Services Paula Rutherford Effective Instructional Strategies and Student Engagement B. Consulting Services SBCSS Engage NY	LEA-Wide	X All OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)	A. 5800: Title 1 $15,000 B. 5800: Title 11 $10,000
PD on effective instructional strategies and motivation strategies for EL/LI student success: A. PD on Effective Instruction: Paula Rutherford B. PD California State Standards: SBCSS Engage NY	LEA-Wide	All OR: X Low Income pupils X English Learners X Foster Youth	A. 5800: Title 1 $15,000 B. 5800: Title 11 $10,000

LCAP Year 3: 2017-2018

Expected Annual Measurable Outcomes:	All teachers (100%) will be highly qualified, credentialed and knowledgeable on the implementation of California State Standards, student engagement and motivation strategies and curriculum. State Metrics: Williams • Teacher Misassignment rate • Credentialed Teacher Rate • Credentialed Teacher Teaching outside of Subject Area Rate • Highly Qualified Teacher rate • Annual Credential Audit Local Metrics: • Classroom walk-through/feedback • Professional development • Lesson Plans • Evaluations

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
PD on effective instructional strategies, knowledge of curriculum, student engagement, motivation strategies, Engage NY. A. Professional/Consulting Services Paula Rutherford Effective Instructional Strategies and Student Engagement B. Consulting Services SBCSS Engage NY	LEA-Wide	X All OR: Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)	A. 5800: Title 1 $15,000 B. 5800: Title 11 $10,000
PD on effective instructional strategies and motivation strategies for EL/LI student success: A. PD on Effective Instruction: Paula Rutherford B. PD California State Standards: SBCSS Engage NY	LEA-Wide	__All OR: X Low Income pupils X English Learners X Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)	A. 5800: Title 1 $15,000 B. 5800: Title 11 $10,000

GOAL	1.2 Provide a learning environment that is clean, safe, and intellectually stimulating with the appropriate Priorities: technology infrastructure.	Related State and/or Local 1 X 2 3 4 5 6 7 8 COE only: 9 10 ____ Local : Specify

Identified Need:	There is a need to modernize all school site facilities to ensure a safe, clean and technology-ready learning environment for all students. Currently, there have been significant findings on the annual Williams inspection report that need to be remedied to support this goal. Currently the technology bandwidth is very limited and interrupts the ability of staff to use online resources to support the instructional program.
Goal Applies to:	Schools: All
	Applicable Pupil Subgroups: All

LCAP Year 1: 2015-2016

Expected Annual Measurable Outcomes:	All District facilities will provide a safe and inviting learning environment that support energy conservation and safety standards. State Metrics: • FIT Report • Overall facility rating • Prop 39 Plan Local Metrics: • Facilities Master Plan Development • Increased bandwidth to 100 mbps

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Improve and/or maintain all facilities A. Energy conservation Prop 39 B. Safety improvements Professional Services C. Deferred Maintenance Professional Services	LEA-Wide	X All OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)	A. 5800: Prop 39 $118,556 B. 5800: LCFF $9,565 C. 5800: LCFF $10,000

LCAP Year 2: 2016-2017

Expected Annual Measurable Outcomes:	All District facilities will provide a safe and inviting learning environment that support energy conservation and safety standards. State Metrics: • FIT Report • Overall facility rating • Prop 39 Plan Local Metrics: • Facilities Master Plan Development • Increased bandwidth to 100 mbps

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Improve and/or maintain all facilities A. Safety improvements Professional Services B. Deferred Maintenance Professional Services	LEA- Wide	X All OR: __Low Income pupils __English Learners __Foster Youth	A. 5800: LCFF $9,565 B. 5800: LCFF $10,000

LCAP Year 3: 2017-2018

Expected Annual Measurable Outcomes:	All District facilities will provide a safe and inviting learning environment that support energy conservation and safety standards. • State Metrics: • FIT Report • Overall facility rating • Prop 39 Plan Local Metrics: • Facilities Master Plan Development • Increased bandwidth to 100 mbps

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Improve and/or maintain all facilities A. Safety improvements Professional Services B. Deferred Maintenance Professional Services	Lea-Wide	X All OR: __Low Income pupils __English Learners __Foster Youth	A. 5800: LCFF $9,565 B. 5800: LCFF$10,000

GOAL:	1.3 Provide a learning environment with appropriate materials, textbooks and technology.	Related State and/or Local Prioritie 1 X 2 3 4 5 6 7 8 COE only: 9 10 Local : Specify

Identified Need:	There is a need to provide Standards-Based Instruction and Materials and technology to implement the California State Standards. Grade levels have searched and found materials, but there has been no cohesive adoption process following a review of available materials. There is a need to develop a technology infrastructure to support recent increases in technology devices to support the District's one-to-one initiative.
Goal Applies to: Schools:	All
Applicable Pupil Subgroups:	All

LCAP Year 1: 2015-2016

Expected Annual Measurable Outcomes:	All (100%) Williams reporting requirements for textbooks will be met. All (100%) K-12 grade levels will use standards-based instructional materials currently approved by the California State Board of Education. Technology infrastructure will be in place at all sites to support SBAC implementation. State Metrics: Williams • Most recently adopted textbooks/materials • Student lacking own copy of textbook rate • Students access to standards-aligned instructional materials Local Metrics: • Infrastructure to support integrated technology/SBAC program

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Implement state standards-based curricular and assessment programs: A. Materials available to implement California State Standards B. Technology infrastructure to support one-to-one device program to support SBAC.	LEA-Wide	X All OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)	A. 4100: LCFF $40,000 B. 5800: LCFF $10,000

LCAP Year 2: 2016-2017			
Expected Annual Measurable Outcomes:	All (100%) Williams reporting requirements for textbooks will be met. All (100%) K-12 grade levels will use standards-based instructional materials currently approved by the California State Board of Education. Technology infrastructure will be in place at all sites to support SBAC implementation. State Metrics: Williams •Most recently adopted textbooks/materials •Student lacking own copy of textbook rate •Students access to standards-aligned instructional materials Local Metrics: •Infrastructure to support integrated technology/SBAC program		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Implement state standards-based curricular and assessment programs: A. Materials available to implement California State Standards B. Technology infrastructure to support one-to-one	LEA-Wide	X All __Low Income pupils __English Learners __Foster Youth	A. 4100: LCFF $40,000 B. 5800: LCFF $10,000
LCAP Year 3: 2017-2018			
Expected Annual Measurable Outcomes:	All (100%) Williams reporting requirements for textbooks will be met. All (100%) K-12 grade levels will use standards-based instructional materials currently approved by the California State Board of Education. Technology infrastructure will be in place at all sites to support SBAC implementation. State Metrics: Williams •Most recently adopted textbooks/materials •Student lacking own copy of textbook rate •Students access to standards-aligned instructional materials Local Metrics: •Infrastructure to support integrated technology/SBAC program		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Implement state standards-based curricular and assessment programs: A. Materials available to implement California State Standards B. Technology infrastructure to support one-to-one Device program to support SBAC	LEA-Wide	X All OR: __Low Income pupils __English Learners __Foster Youth	A. 4100: LCFF $40,000 B. 5800: LCFF $10,000

GOAL:	1.4 Implement CCSS in Math, ELA/Literacy and NGSS for K-12	Related State and/or Local Priorities: 1 2 X 3 4 X 5 6 7 COE only: 9 10 Local : Specify

Identified Need :	There is a need to continue the implementation of academic content and performance standards of California State Standards, especially ELA, Math and NGSS for all students. Currently, ELA and Math CCSS have begun implementation at all grade levels. EL students are served individually as there are fewer than 9 students district wide and there is no required formal program for English Learners.
Goal Applies to:	Schools: All
	Applicable Pupil Subgroups: All

LCAP Year 1: 2015-2016

Expected Annual Measurable Outcomes:	The District will provide professional development, collaborative meeting time and tools to monitor student progress to effectively support the implementation of the California State Standards. State Metrics: • Implementation of California State Standards (CCSS, NGSS and CST) Local Metrics: • Classroom walk through/feedback • Professional Development • Scope and sequence of core subject areas • Data analysis/reflections

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Implement standards-based instruction: A. Professional development B. Data Reflections (sub costs and hourly pay for teachers) C. PD/Walk through visits by SB County office in ELA/Math	LEA-Wide	X All OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)	A. 5800: LCFF $7,578 B. 1100: LCFF $7,500 C. 5800: Title 1 $10,000

LCAP Year 2: 2016-2017

Expected Annual Measurable Outcomes:	The District will provide professional development, collaborative meeting time and tools to monitor student progress to effectively support the implementation of the California State Standards. State Metrics: • Implementation of California State Standards (CCSS, NGSS and CST) Local Metrics: • Classroom walk through/feedback • Professional Development • Scope and sequence of core subject areas • Data analysis/reflections

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Implement standards-based instruction: A. Professional development B. Data Reflections (sub costs and hourly pay for teachers) C. PD/Walk through visits by SB County office in ELA/Math	LEA-Wide	X All OR: __Low Income pupils __English Learners __Foster Youth	A. 5800: LCFF $7,578 B. 1100: LCFF $7,500 C. 5800: LCFF $10,000

LCAP Year 3: 2017-2018

Expected Annual Measurable Outcomes:	The District will provide professional development, collaborative meeting time and tools to monitor student progress to effectively support the implementation of the California State Standards. State Metrics: • Implementation of California State Standards (CCSS, NGSS and CST) Local Metrics: • Classroom walk through/feedback • Professional Development • Scope and sequence of core subject areas • Data analysis/reflections

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Implement standards-based instruction: A. Professional development B. Data Reflections (sub costs and hourly pay for teachers) C. PD/Walk through visits by SB County office in ELA/Math	LEA-Wide	X All OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient	A. 5800: LCFF $7,578 B. 1100: LCFF $7,500 C. 5800: Title 1 $10,000

GOAL:	2.1 All students are performing at grade level or above in ELA/Literacy	Related State and/or Local Priorities: 1 2 3 4 X 5 6 7 8 X COE only: 9 10 ____ Local : Specify

Identified Need :	There is a need to increase student achievement in acquisition of California State Standards and performance standards in ELA/Literacy for all students. Scores from the last STAR assessment showed only 41.3% proficient in ELA. CAHSEE results for 2013-2014 passed at a rate of 71% which is below the state average. Baseline data indicated there was growth on API scores in ELA from 2012 at 682 to 2013 at 700.
Goal Applies to:	Schools: All
	Applicable Pupil Subgroups: All – targeting Hispanic, Native American, SED, SWD, Females

LCAP Year 1: 2015-2016

Expected Annual Measurable Outcomes:	All students (100%) will show growth of at least 5% towards meeting all California state standards in English Language Arts. State Metrics: • CAASPP/STAR - ELA, Math, Science, History/Social Science • CAHSEE ELA pass rate • API - Score growth • EL Reclassification rate • EL progress towards proficiency Local Metrics: • District Benchmarks • Formative Assessments • IEP ELA Goal attainment

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Lower class sizes in core ELA programs: A. Continued additional English teacher at high school B. Additional core teacher at middle school	LEA-Wide	X All OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient	A. 1100: LCFF $64,884 A. 3000: LCFF $25,248 B. 1100: LCFF $49,798 B. 3000: LCFF $22,891
Intervention Programs/ Remediation: Instructional Aide Support	LEA-Wide	X All OR: __Low Income pupils English Learners	2100: Title 1 $8,566 3000: Title 1 $1,934

Intervention Programs/ Remediation: InstructionalAide Support	LEA-Wide	X All __Low Income pupils __English Learners __Foster Youth	2100: Title 1 $9,000 3000: Title 1 $2,032
Support to achieve in core programs Targeted Tutoring Programs	LEA-Wide	All OR: X Low Income pupils X English Learners X Foster Youth __Redesignated FEP __Other: (Specify)	5800: Title 1 $17,500

LCAP Year 2: 2016-2017

Expected Annual Measurable Outcomes:	All students (100%) will show growth of at least 5% towards meeting all California state standards in English Language Arts. State Metrics: • CAASPP/STAR - ELA, Math, Science, History/Social Science • CAHSEE ELA pass rate • API - Score growth • EL Reclassification rate • EL progress towards proficiency Local Metrics: • District Benchmarks • Formative Assessments • IEP ELA Goal attainment

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Lower class sizes in core ELA programs: A. Continued additional English teacher at high school B. Additional core teacher at middle school	LEA-Wide	X All OR: __Low Income pupils __English Learners __Foster Youth __Redesignated FEP __Other Subgroups:	A. 1100: LCFF $66,959 A. 3000: LCFF $26,947 B. 1100: LCFF $51,393 B. 3000: LCFF $24,264
Intervention Programs/ Remediation: InstructionalAide Support	LEA-Wide	X All OR: Low Income pupils	2100: Title 1 $9,000 3000: Title 1 $2,032

Intervention Programs/ Remediation: InstructionalAide Support	LEA-Wide	X All OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)	2100: Title 1 $9,460 3000: Title 1 $2,136
Support to achieve in core programs: Targeted Tutoring Programs	LEA-Wide	__All OR: X Low Income pupils X English Learners X Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)	5800: Title 1 $17,500

LCAP Year 3: 2017-2018

Expected Annual Measurable	All students (100%) will show growth of at least 5% towards meeting all California state standards in English Language Arts. State Metrics: • CAASPP/STAR - ELA, Math, Science, History/Social Science • CAHSEE ELA pass rate • API - Score growth • EL Reclassification rate • EL progress towards proficiency Local Metrics: • District Benchmarks • Formative Assessments • IEP ELA Goal attainment

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Lower class sizes in core ELA programs: C. Continued additional English teacher at high school D. Additional core teacher at middle school	LEA-Wide	X All OR: __Low Income pupils __English Learners __Foster Youth __Redesignated FEP __Other Subgroups:	A. 1100: LCFF $66,959 A. 3000: LCFF $26,947 B. 1100: LCFF $51,393 B. 3000: LCFF $24,264
Intervention Programs/ Remediation: InstructionalAide Support	LEA-Wide	X All	2100: Title 1 $9,000 3000: Title 1 $2,032
Intervention Programs/ Remediation: InstructionalAide Support	LEA-Wide	X All OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)	2100: Title 1 $9,460 3000: Title 1 $2,136
Support to achieve in core programs: Targeted Tutoring Programs	LEA-Wide	All	5800: Title 1 $17,500

GOAL:	2.2 All students are performing at grade level or above in Math	Related State and/or Local Priorities: 1 2 3 4 X 5 6 7 8 X COE only: 9 10 _____ Local : Specify

Identified Need :	There is a need to increase student achievement in acquisition of California State Standards and performance standards in Math for all students. Scores from the last STAR assessment showed only 42.2% proficient in Math. CAHSEE results for 2013-2014 passed at a rate of 73%, which is below the state average. Baseline data indicated there was growth on API from 2012 at 682 to 2013 at 700.	
Goal Applies to:	Schools: All	
	Applicable Pupil Subgroups:	All- targeting Hispanic, Native American, SED, SWD, Females

LCAP Year 1: 2015-2016

Expected Annual Measurable Outcomes:	All students (100%) will show growth of at least 5% towards meeting all California state standards in Math. State Metrics: • CAASPP/STAR -Math • CAHSEE Math pass rate Local Metrics: • District Benchmarks • Formative Assessments

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Intervention/ Remediation Programs: A. Instructional Aide Support B. Intervention Materials C. Additional Math teacher at high school	LEA-Wide	X All OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)	A. 2100: Title 1 $8,566 A. 3000: Title 1 $1,934 B. 4300: LCFF $5,000 C. 1100: LCFF $20,335 C. 3000: LCFF $6,955

Support to achieve in core programs: A. Instructional aide support B. Intervention materials C. Additional Math teacher at high school	LEA-Wide	All OR: X Low Income pupils X English Learners X Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)	A. 2100: Title 1 $8,566 A. 3000: Title 1 $1,934 B. 4300: Title 1 $15,000 C. 1100: LCFF $61,007 C. 3000: LCFF $20,8

LCAP Year 2: 2016-2017

Expected Annual Measurable Outcomes:	All students (100%) will show growth of at least 5% towards meeting all California state standards in Math. State Metrics: • CAASPP/STAR -Math • CAHSEE Math pass rate Local Metrics: • District Benchmarks • Formative Assessments

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditure
Intervention/ Remediation Programs: A. Instructional Aide Support B. Intervention Program C. Intervention Materials D. Additional Math teacher at high school	LEA-Wide	X All OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)	A. 2100: Title 1 $9,000 A. 3000: Title 1 $2,032 B. 5800: Title 1 $8,423 C. 4300: LCFF $5,000 D. 1100: LCFF $20,335 D. 3000: LCFF $7,356
Support to achieve in core programs: A. Instructional aide support B. Intervention materials C. Additional Math teacher at high school	LEA-Wide	__All OR: X Low Income pupils X English Learners X Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)	A. 2100: Title 1 $9,000 A. 3000: Title 1 $2,032 B. 4300: Title 1 $15,000 C. 1100: LCFF $61,007 C. 3000: LCFF $22,068

LCAP Year 3: 2017-2018			
Expected Annual Measurable Outcomes:	All students (100%) will show growth of at least 5% towards meeting all California state standards in Math. State Metrics: • CAASPP/STAR -Math • CAHSEE Math pass rate Local Metrics: • District Benchmarks • Formative Assessments		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Intervention/ Remediation Programs: A. Instructional Aide Support B. Intervention Program C. Intervention Materials D. Additional Math teacher at high school	LEA-wide	X All OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:	A. 2100: Title 1 $9,460 A. 3000: Title 1 $2,136 B. 4300: LCFF $8,423 D. 1100: LCFF $23,335 D. 3000: LCFF $7,433
Support to achieve in core programs: A. Instructional aide support B. Intervention materials C. Additional Math teacher at high school	LEA-wide	__All OR: X Low Income pupils X English Learners X Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)	A. 2100: Title 1 $9,460 A. 3000: Title 1 $2,136 B. 4300: Title 1 $15,000 C. 1100: LCFF $61,007 C. 3000: LCFF $22,300

GOAL:	2.3 All students will be prepared for college through AP courses, college-level courses while enrolled in high school, and/or UC/CSU a-g course completion	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 :	There is a need for to ensure that students are prepared for college with a broad course of study, including college level classes. Currently there is a limited number of a-g courses available to students. There are 3 AP courses per year available and 95% of students take the AP exam with only 2 passing within the past two years. All 10th graders are given the PSAT. There were only two AVID tutors available to support students in the AVID program in the 14-15 SY.
Goal Applies to:	Schools: NHS, ETC
	Applicable Pupil Subgroups: All- targeting Hispanic, Native American, SED, SWD

LCAP Year 1: 2015-2016

Expected Annual Measurable Outcomes:	Increase the number of high school students by 1% considered eligible for admission to the University of California/California State University systems. State Metrics: • CAHSEE Pass Rate ELA/Math • API Score/Growth • CAASPP/CST (ELA, Math, Science, History/Social Studies) • Number of students who pass AP exams • Students prepared for college by the EAP (ELA/Math pass rate and conditional rate) Local Metrics: • Number of students who complete UC/CSU courses • Number of students completing AP courses • SAT/ACT participation rate • Percent of pupils scoring >= to 1500p • Percent of pupils scoring >= to 21 • Percent of students who continue to post secondary education • Number of AVID enrollment rate • Number of students reading at grade level by 3rd grade

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Students participation in college preparation exams: A. AP Test Costs B. 10th Grade PSAT Costs	High School	X All OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent	A. 5800: LCFF $4,500 B. 5800: LCFF $1,000

Continue Expository Reading and Writing Course at high school	LEA-wide	X All OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)	1100: LCFF $10,603
Utilize AVID Tutors at middle school and high school to support student achievement	LEA-Wide	X All OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)	1100: Title 1 $5,000
Continue Expository Reading and Writing Course at high school	LEA-wide	__All OR: X Low Income pupils X English Learners X Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)	1100: LCFF $2,000

LCAP Year 2: 2016-2017	
Expected Annual Measurable Outcomes:	Increase the number of high school students by 2% considered eligible for admission to the University of California/California State University systems. State Metrics: • CAHSEE Pass Rate ELA/Math • API Score/Growth • CAASPP/CST (ELA, Math, Science, History/Social Studies) • Number of students who pass AP exams • Students prepared for college by the EAP (ELA/Math pass rate and conditional rate) Local Metrics: • Number of students who complete UC/CSU courses • Number of students completing AP courses • SAT/ACT participation rate • Percent of pupils scoring >= to 1500p • Percent of pupils scoring >= to 21 • Percent of students who continue to post secondary education • Number of AVID enrollment rate • Number of students reading at grade level by 3rd grade

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Students participation in college preparationexams: A. AP Test Costs B. 10th Grade PSAT Costs	High School	X All OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)	A. 5800: LCFF $4,500 B. 5800: LCFF $1,000
Continue Expository Reading and Writing Course athigh school	High School	X All OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)	1100: LCFF $10,694

Utilize AVID Tutors at middle school and high school to support student achievement	LEA-wide	X All OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)	1100: Title 1 $5,000
Continue Expository Reading and Writing Course at high school	LEA-wide	All OR: X Low Income pupils X English Learners X Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)	1100: LCFF $2,000

LCAP Year 3: 2017-2018

Expected Annual Measurable Outcomes:	Increase the number of high school students by 2% considered eligible for admission to the University of California/California State University systems. State Metrics: • CAHSEE Pass Rate ELA/Math • API Score/Growth • CAASPP/CST (ELA, Math, Science, History/Social Studies) • Number of students who pass AP exams • Students prepared for college by the EAP (ELA/Math pass rate and conditional rate) Local Metrics: • Number of students who complete UC/CSU courses • Number of students completing AP courses • SAT/ACT participation rate • Percent of pupils scoring >= to 1500p • Percent of pupils scoring >= to 21 • Percent of students who continue to post secondary education • Number of AVID enrollment rate • Number of students reading at grade level by 3rd grade

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Students participation in college preparationexams: A. AP Test Costs B. 10th Grade PSAT Costs	LEA-Wide	X All OR: __Low Income pupils English Learners Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)	A. 5800: LCFF $4,500 B. 5800: LCFF $1,000
Continue Expository Reading and Writing Course at high school	High School	X All OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)	1100: LCFF $10,694
Utilize AVID Tutors at middle school and high school to support student achievement	Middle/ High School	X All OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)	1100: Title 1 $5,000
Continue Expository Reading and Writing Course at high school		All OR: X Low Income pupils X English Learners X Foster Youth	1100: LCFF $2,000

GOAL:	2.4 All students will have multiple opportunities to develop career readiness through CTE/ROP Pathway programs to ensure alignment with UC/CSU and CCSS requirements	Related State and/or Local Priorities: 1 2 X 3 4 5 6 7 X 8 X COE only: 9 10 ____ Local : Specify

Identified Need :	There is a need to develop and implement career pathways to support alignment with UC/CSU and CCSS requirements. Currently there are 3 pathways in beginning implementation levels.
Goal Applies to: Schools:	LEA-Wide
Applicable Pupil Subgroups:	All- targeting Hispanic, Native American, SED, SWD

LCAP Year 1: 2015-2016

Expected Annual Measurable Outcomes:	Increase the number of CTE course offerings by 1% and improve workforce opportunities to support career pathways. State Metrics: • California State Standards implementation Local Metrics: • CTE enrollment rate • Master schedule • Number of college/career pathway enrollment rate

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue CTE course to support additional career pathways A. Business Services Teacher B. Instructional Aide	HS	X All OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)	A. 2100: LCFF $18,200 B. 3000: LCFF $2,380 B. 2100: LCFF $538
Develop career pathways: A. Pathway certifications B. Mentorship Program C. Senior Interviews/Resume Review	HS	X All OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient	A. 4100: LCFF $1,000 B. 5800: LCFF $5,000 C. 5800: LCFF $2,500

LCAP Year 2: 2016-2017			
Expected Annual Measurable Outcomes:	Increase the number of CTE course offerings by 1% and improve workforce opportunities to support career pathways. State Metrics: • California State Standards implementation Local Metrics: • CTE enrollment rate • Master schedule • Number of college/career pathway enrollment rate		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue CTE course to support additional career pathways A. Business Services Teacher B. Instructional Aide	HS	X All OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)	A. 2100: LCFF $18,200 B. 2100: LCFF $2,380 B. 3000: LCFF $538
Develop career pathways: A. Pathway certifications B. Mentorship Program C. Senior Interviews/Resume Review	HS	X All OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)	A. 4100: LCFF $1,000 B. 5800: LCFF $5,000 C. 5800: LCFF $2,500

LCAP Year 3: 2017-2018	
Expected Annual Measurable Outcomes:	Increase the number of CTE course offerings by 1% and improve workforce opportunities to support career pathways. State Metrics: • California State Standards implementation Local Metrics: • CTE enrollment rate • Master schedule • Number of college/career pathway enrollment rate

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue CTE course to support additional career pathways A. Business Services Teacher B. Instructional Aide	HS	X All OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)	A. 2100: LCFF $18,200 B. 2100: LCFF $2,380 B. 3000: LCFF $538
Develop career pathways: A. Pathway certifications B. Mentorship Program C. Senior Interviews/Resume Review	HS	X All OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)	A. 4100: LCFF $1,000 B. 5800: LCFF $5,000 C. 5800: LCFF $2,500

	2.5 All students will have multiple opportunities for a balanced academic program that includes core academics, sports, electives, and extra-curricular activities to improve student involvement in school.	Related State and/or Local Priorities: 1 2 3 4 5 X 6 7 X 8

Identified Need :	There is a need to implement a balance of academic and enrichment programs to increase student involvement. Currently recent drop out rates (12-13) are 14.1% and attendance rates are 94.6% (14-15).	
Goal Applies to:	Schools:	LEA-Wide
	Applicable Pupil Subgroups:	All - targeting Hispanic, Native American, SED, SWD

LCAP Year 1: 2015-2016

Expected Annual Measurable Outcomes:	Increase offerings in academic programs and extra-curricular activities to decrease drop out rates by 1% and increase attendance rates by 1%. State Metrics: • School attendance rates • Chronic absenteeism rates • Dropout rates MS/HS Local Metrics: • Teacher rosters • Sports rosters • Enrichment program rosters • Master schedule

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Gate level enrichment program at each site	LEA-Wide	X All OR: __Low Income pupils __English Learners Foster Youth	1100: LCFF $9,249 3000: LCFF $1,446
Stipends for teachers/others to offerextra-curricular clubs/activities	LEA-Wide	X All OR: Low Income pupils _English Learners __Foster Youth __Redesignated fluent English proficient	1100: LCFF $42,411 3000: LCFF $7,468

Provide library services at each site	LEA-Wide	X All OR: __Low Income pupils __English Learners __Foster Youth	5800: LCFF $25,000
Additional sports programs	LEA-Wide	X All OR: __Low Income pupils __English Learners __Foster Youth	1100: LCFF $3,083 3000: LCFF $482
K-12 Technology program support: Technician	LEA-Wide	X All OR: __Low Income pupils __English Learners __Foster Youth	2100: LCFF $17,131 3000: LCFF $3,868
Additional electives for secondary students	LEA-Wide	X All OR: __Low Income pupils __English Learners __Foster Youth	1100: LCFF $49,125 3000: LCFF $19,449

LCAP Year 2: 2016-2017	
Expected Annual Measurable Outcomes:	Increase offerings in academic programs and extra-curricular activities to decrease drop out rates by 1% and increase attendance rates by 1%. State Metrics: • School attendance rates • Chronic absenteeism rates • Dropout rates for MS/HS Local Metrics: • Teacher rosters • Sports rosters • Enrichment program rosters • Master schedule

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Gate level enrichment program at each site	LEA-Wide	__All OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient X Other Subgroups: (Specify) GATE/Honors students	1100: LCFF $9,249 3000: LCFF $1,446
Stipends for teachers/others to offer extra-curricular clubs/activities	LEA-Wide	X All OR: Low Income pupils _English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)	1100: LCFF $42,411 3000: LCFF $7,468
Provide library services at each site	LEA-Wide	X All OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)	5800: LCFF $25,000
Additional sports programs	LEA-Wide	X All OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)	1100: LCFF $3,083 3000: LCFF $482

K-12 Technology program support: Technician	LEA-Wide	X All OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)	2100: LCFF $18,920 3000: LCFF $4,272
Additional electives for secondary students	LEA-Wide	X All OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)	1100: LCFF $49,125 3000: LCFF $19,449

LCAP Year 3: 2017-2018	
Expected Annual Measurable Outcomes:	Increase offerings in academic programs and extra-curricular activities to decrease drop out rates by 1% and increase attendance rates by 1%. State Metrics: • School attendance rates • Chronic absenteeism rates • Dropout rates Local Metrics: • Teacher rosters • Sports rosters • Enrichment program rosters • Master schedule

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Gate level enrichment program at each site	LEA-Wide	_All OR: _Low Income pupils _English Learners _Foster Youth _Redesignated fluent English proficient X Other Subgroups: (Specify) GATE/Honors students	1100: LCFF $9,249 3000: LCFF $1,446
Stipends for teachers/others to offer extra-curricular clubs/activities	LEA-Wide	X All OR: Low Income pupils _English Learners _Foster Youth _Redesignated fluent English proficient _Other Subgroups: (Specify)	1100: LCFF $42,411 3000: LCFF $7,468
Provide library services at each site	LEA-Wide	X All OR: _Low Income pupils _English Learners _Foster Youth _Redesignated fluent English proficient _Other Subgroups: (Specify)	5800: LCFF $25,000
Additional sports programs	LEA-Wide	X All OR: _Low Income pupils _English Learners _Foster Youth _Redesignated fluent English proficient _Other Subgroups: (Specify)	1100: LCFF $3,083 3000: LCFF $482

K-12 Technology program support: Technician	LEA-Wide	X All OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)	2100: LCFF $18,920 3000: LCFF $4,272
Additional electives for secondary students	LEA-Wide	X All OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)	1100: LCFF $49,125 3000: LCFF $19,449

GOAL	2.6 Provide instruction that utilizes interim common assessments, collaborative sharing of student data and the implementation of best practices	Related State and/or Local Priorities: 1 2 X 3 4 X 5 6 7 8 X COE only: 9 10 ____ Local : Specify

Identified Need :	There is a need to create a system to monitor and analyze student performance to drive instructional decisions. Currently teachers use instructional program assessments to drive instructional decisions on student achievement, but there is no coordinated system.	
Goal Applies to:	Schools: LEA-Wide	
	Applicable Pupil Subgroups:	All - targeting Hispanic, Native American, SED, SWD

LCAP Year 1: 2015-2016

Expected Annual Measurable Outcomes:	All (100%) teachers will use the District Assessment Plan to effectively analyze student achievement to drive instructional decisions. State Metrics: • California State Standards Implementation • CAASPP /STAR Results • CAHSEE Pass Rate Local Metrics: • District Benchmark results • NGSS Unit Assessments • Formative Assessments • Data Reflections Minutes

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Analysis of significant data to track student performance A. Key Data Analysis of SBAC Data B. District Benchmarks NWEA: MAP C. Data Reflections Meetings	LEA-Wide	X All OR: __Low Income pupils __English Learners __Foster Youth	A. 5800: LCFF $15,000 B. 5800: LCFF $20,000 C. 5800: LCFF $8,000

LCAP Year 2: 2016-2017			
Expected Annual Measurable Outcomes:	All (100%) teachers will use the District Assessment Plan to effectively analyze student achievement to drive instructional decisions. State Metrics: • California State Standards Implementation • CAASPP /STAR Results • CAHSEE Pass Rate Local Metrics: • District Benchmark results • NGSS Unit Assessments • Formative Assessments • Data Reflections Minutes		
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Analysis of significant data to track student performance A. Key Data Analysis of SBAC Data B. District Benchmarks NWEA: MAP C. Data Reflections Meetings		LEA-Wide	X All OR: __Low Income pupils __English Learners __Foster Youth	A. 5800: LCFF $15,000 B. 5800: LCFF $20,000 C. 5800: LCFF $8,000
LCAP Year 3: 2017-2018			
Expected Annual Measurable Outcomes:	All (100%) teachers will use the District Assessment Plan to effectively analyze student achievement to drive instructional decisions. State Metrics: • California State Standards Implementation • CAASPP /STAR Results • CAHSEE Pass Rate Local Metrics: • District Benchmark results • NGSS Unit Assessments • Formative Assessments • Data Reflections Minutes		
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Analysis of significant data to track student performance A. Key Data Analysis of SBAC Data B. District Benchmarks NWEA: MAP C. Data Reflections Meetings		LEA-Wide	X All OR: __Low Income pupils _English Learners __Foster Youth	A. 5800: LCFF $15,000 B. 5800: LCFF $20,000 C. 5800: LCFF $8,000

GOAL	2.7 All students are connected to school through one of the four A's: Academics, Athletics, Activities and the Arts.	Related State and/or Local Priorities: 1 2 3 4 X 5 X 6 X 7 8 X COE only: 9 10 ____ Local : Specify

Identified Need:	There is a need to increase the student connectedness and participation in school. Currently our drop out rate is 3.7% and attendance rate is 94.6%. Suspension of 9.2% and expulsion rate of 1.75%. Expelled students are assigned to be on long-term independent study and the county program has difficulty sending teachers to our remote area. Only a few District teachers are available to provide independent study as students need the services.	
Goal Applies to:	Schools:	LEA-Wide
	Applicable Pupil Subgroups:	All - targeting Hispanic, Native American, SED, SWD

LCAP Year 1: 2015-2016

Expected Annual Measurable Outcomes:	Increase academic, athletics, and activities to connect all (100%) students to school. State Metrics: • High school cohort graduation rates • High school cohort dropout rates • Middle school cohort dropout rates • Chronic absenteeism rates • School attendance rates • CAASPP results Local Metrics: • Number of students completing a-g required courses • Teacher rosters • Number of students completing AP courses • Student attendance at secondary school events • Local suspension rates • Local expulsion rates

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditure
Increase programs and activities offered to students and monitor participation: A. ID tracker for students participation B. Club activities C. Staff to track students at activities D. Additional teacher at elementary site (VCES) E. Field Trips (virtual/live)	LEA-wide	X All OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)	A. 4300: LCFF $1,398 B. 1100: LCFF $10,000 B. 3000: LCFF $1,563 C. 2100: LCFF $2,500 C. 3000: LCFF $391 D. 1100: LCFF $45,338 D. 3000: LCFF $22,794 E. 4400: LCFF $5,000
Develop alternative programs: A. Community Day School B. APEX Online Learning Systems		X All OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)	A. 1100: LCFF $62,871 A. 3000: LCFF $24,934 B. 5800: LCFF $9,850

	LCAP Year 2: 2016-2017
Expected Annual Measurable Outcomes:	Increase academic, athletics, and activities to connect all (100%) students to school. State Metrics: • High school cohort graduation rates • High school cohort dropout rates • Middle school cohort dropout rates • Chronic absenteeism rates • School attendance rates • CAASPP results Local Metrics: • Number of students completing a-g required courses • Teacher rosters • Number of students completing AP courses • Student attendance at secondary school events • Local suspension rates • Local expulsion rates

Actions/Services	Scope of Servic	Pupils to be served within identified scope of service	Budgeted Expenditur e
Increase programs and activities offered to students and monitor participation: A. ID tracker for students participation B. Club activities C. Staff to track students at activities D. Additional teacher at elementary site (VCES) E. Field Trips (virtual/live)	LEA-wide	X All __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)	A. 4300: LCFF $1,398 B. 1100: LCFF $10,000 B. 3000: LCFF $1,563 C. 2100: LCFF $2,500 C. 3000: LCFF $391 D. 1100: LCFF $45,338 D. 3000: LCFF $22,794 E. 4400: LCFF $5,000
Develop alternative programs: A. Community Day School B. APEX Online Learning Systems		X All __Low Income pupils __English Learners __Foster Youth __Redesignated FEP __Other: (Specify)	A.1100:LCFF $62,871 A.3000: LCFF $24,934 B. 5800: LCFF $9,850

LCAP Year 3: 2017-2018

Expected Annual Measurable Outcomes:	Increase academic, athletics, and activities to connect all (100%) students to school. State Metrics: • High school cohort graduation rates • High school cohort dropout rates • Middle school cohort dropout rates • Chronic absenteeism rates • School attendance rates • CAASPP results Local Metrics: • Number of students completing a-g required courses • Teacher rosters • Number of students completing AP courses • Student attendance at secondary school events • Local suspension rates • Local expulsion rates

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditure
Increase programs and activities offered to students and monitor participation: A. ID tracker for students participation B. Club activities C. Staff to track students at activities D. Additional teacher at elementary site (VCES) E. Field Trips (virtual/live)	LEA-wide	X All __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)	A. 4300: LCFF $1,398 B. 1100: LCFF $10,000 B. 3000: LCFF $1,563 C. 2100: LCFF $2,500 C. 3000: LCFF $391 D. 1100: LCFF $45,338 D. 3000: LCFF $22,794 E. 4400: LCFF $5,000
Develop alternative programs: A. Community Day School B. APEX Online Learning Systems		X All __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)	A. 1100: LCFF $62,871 A. 3000: LCFF $24,934 B. 5800: LCFF $9,850

GOAL	3.1 School and District will increase input in decision making by parents by increasing engagement in site and district committees (DAC, SSC, LCAP), as program volunteers, and participating parent workshops.	Related State and/or Local Priorities: 1 2 3 X 4 5 6 7 8 __ COE only: 9 10 ____ Local : Specify

Identified Need :	There is a need to seek parent input in decision making at district and school site levels through parent involvement in school site and district committees, as parent volunteers and as participants in parent education programs. Currently it is difficult to find parents to serve on school site council, district advisory council, PTA, and as parent volunteers. Few parents attend workshops in spite of notification methods.
Goal Applies to:	Schools: LEA-Wide
	Applicable Pupil Subgroups: All

LCAP Year 1: 2015-2016

Expected Annual Measurable Outcomes:

Increase parent participation in District and site decision-making committees and in workshops and events by 10%.

State Metrics:

- Efforts to support parent input
- Promotion of parent participation

Local Metrics:

- Parent surveys
- District surveys
- School Sites surveys
- Title 1 Parent Survey
- Parent Involvement
- SSC
- DAC
- PTA
- Attendance at Stakeholder meetings
- Attendance at Parent workshops

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Increase parent involvement through effective communication	LEA-Wide	X All OR: __Low Income pupils __English Learners __Foster Youth	5800: LCFF $2,558

Provide parent workshops to support student learning	LEA-Wide	X All OR: __Low Income pupils __English Learners __Foster Youth	5800: Title 1 $3,836
Develop a volunteer program at each site	LEA-Wide	X All OR: __Low Income pupils __English Learners __Foster Youth	5800: LCFF $2,500
Parent Education to support student achievement for unduplicated pupils	LEA-Wide	All OR: X Low Income pupils X English Learners X Foster Youth	5800: Title 1 $1,000

LCAP Year 2: 2016-2017

Expected Annual Measurable Outcomes:

Increase parent participation in District and site decision-making committees and in workshops and events by 10%.

State Metrics:

- Efforts to support parent input
- Promotion of parent participation

Local Metrics:

- Parent surveys
- District surveys
- School Sites surveys
- Title 1 Parent Survey
- Parent Involvement
- SSC
- DAC
- PTA
- Attendance at Stakeholder meetings
- Attendance at Parent workshops

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Increase parent involvement through effective communication	LEA-Wide	X All OR: __Low Income pupils __English Learners __Foster Youth	5800: LCFF $2,558

Provide parent workshops to support student learning	LEA-Wide	X All OR: __Low Income pupils __English Learners __Foster Youth	5800: Title 1 $3,836
Develop a volunteer program at each site	LEA-Wide	X All OR: __Low Income pupils __English Learners __Foster Youth	5800: LCFF $2,500
Parent Education to support student achievement for unduplicated pupils	LEA-Wide	All OR: X Low Income pupils X English Learners X Foster Youth	5800: Title 1 $1,000

LCAP Year 3: 2017-2018

Expected Annual Measurable Outcomes:

Increase parent participation in District and site decision-making committees and in workshops and events by 10%.

State Metrics:

- Efforts to support parent input
- Promotion of parent participation

Local Metrics:

- Parent surveys
- District
- School Sites
- Title 1 Parent Survey
- Parent Involvement
- SSC
- DAC
- PTA
- Attendance at Stakeholder meetings
- Attendance at Parent workshops

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Increase parent involvement through effective communication	LEA-Wide	X All OR: __Low Income pupils __English Learners __Foster Youth	5800: LCFF $2,558

Provide parent workshops to support student learning	LEA-Wide	X All OR: __Low Income pupils __English Learners __Foster Youth	5800: Title 1 $3,836
Develop a volunteer program at each site	LEA-Wide	X All OR: __Low Income pupils __English Learners __Foster Youth	5800: LCFF $2,500
Parent Education to support student achievement for unduplicated pupils	LEA-Wide	All OR: X Low Income pupils X English Learners X Foster Youth	5800: Title 1 $1,000

GOAL	3.2 Site and district leadership teams will increase community engagement as mentors, through internship programs, and community input groups (LCAP meetings, Native American Education Committee)	Related State and/or Local Priorities: 1 2 3 4 5 6 7 8 COE only: 9 10 Local: Community Involvement

Identified Need :	There is a need to increase community involvement within district committees and to support district programs to support a positive image of the district within the community. Currently, district staff participate in all facets of the community and community members serve on district committees.	
Goal Applies to:	Schools:	LEA-Wide
	Applicable Pupil Subgroups:	All

LCAP Year 1: 2015-2016

Expected Annual Measurable Outcomes:	Increase community input on district committees, at district events/activities and in support of students by providing career support programs. Local Metrics: • District staff attendance at community meetings/events/activities • Community members attendance at school events/meetings/activities • Number of students participating in a mentor program • Number of students participating in internship programs

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
District/Site personnel will engage in community activities/events	LEA-Wide	X All OR: __Low Income pupils __English Learners __Foster Youth	5800: LCFF $450
Students will plan programs that engage the greater community	LEA-Wide	X All OR: __Low Income pupils __English Learners __Foster Youth	1100: LCFF $1,500

Utilize community members to enrich school offerings and curriculum: A. Art Attack Program B. Mini-Day Events C. Native American Education Committee	LEA-Wide	X All OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent	A. 1100: LCFF $2,000 B. 1100: LCFF $1,000 C. 5800: LCFF $500

LCAP Year 2: 2016-2017

Expected Annual Measurable Outcomes:	Increase community input on district committees, at district events/activities and in support of students by providing career support programs. Local Metrics: • District staff attendance at community meetings/events/activities • Community members attendance at school events/meetings/activities • Number of students participating in a mentor program • Number of students participating in internship programs

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
District/Site personnel will engage in community activities/events	LEA-Wide	X All OR: __Low Income pupils __English Learners __Foster Youth	5800: LCFF $450
Students will plan programs that engage the greater community	LEA-Wide	X All OR: __Low Income pupils __English Learners Foster Youth	1100: LCFF $1,500
Utilize community members to enrich school offerings and curriculum: C. Art Attack Program D. Mini-Day Events C. Native American Education Committee	LEA-Wide	X All OR: __Low Income pupils __English Learners __Foster Youth Redesignated fluent	A. 1100: LCFF $2,000 B. 1100: LCFF $1,000 C. 5800: LCFF $500

LCAP Year 3: 2017-2018

Expected Annual Measurable Outcomes:	Increase community input on district committees, at district events/activities and in support of students by providing career support programs. Local Metrics: • District staff attendance at community meetings/events/activities • Community members attendance at school events/meetings/activities • Number of students participating in a mentor program • Number of students participating in internship programs

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
District/Site personnel will engage in community activities/events	LEA-Wide	X All OR: __Low Income pupils __English Learners __Foster Youth	5800: LCFF $450
Students will plan programs that engage the greater community	LEA-Wide	X All OR: __Low Income pupils __English Learners __Foster Youth	1100: LCFF $1,500
Utilize community members to enrich school offerings and curriculum: E. Art Attack Program F. Mini-Day Events C. Native American Education Committee	LEA-Wide	X All OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent	A. 1100: LCFF $2,000 B. 1100: LCFF $1,000 C. 5800: LCFF $500

GOAL	3.3 Maintain a culture of trust, professionalism, high-expectations for all students in a positive climate focused on all students.	Related State and/or Local Priorities: 1 2 3 X 4 X 5 X 6 X 7 8 COE only: 9 10 _____ Local : Specify

Identified Need:	There is a need to improve attendance and student engagement in school to support achievement. Currently, the attendance rate is 94.6%, graduation rate is 80.2%, suspension rate is 9.2% and expulsion rate is 1.75%. API designation from 12-13 SY ended with the district at 700 (18 point growth over 11-12 SY), still far below the goal of 800.
Goal Applies to:	Schools: LEA-Wide
	Applicable Pupil: All

LCAP Year 1: 2015-2016

Expected Annual Measurable Outcomes:

All staff (100%) will increase expectations for all (100%) students to support a positive climate that encourages and supports all (100%) students to succeed in school.

State Metrics:
- School attendance rates
- Chronic absenteeism rates
- Middle school cohort dropout rates
- High school cohort dropout rates
- High school graduation rates
- API

Local Metrics:
- Surveys (parent, student, staff, California Healthy Kids Survey)
- Truancy rate
- Number of discipline office referrals

Actions/Services	Scope of	Pupils to be served within identified scope of service	Budgeted Expenditures
PD on creating a positive school climate: A. Character Education B. Character Education Materials	LEA-wide	X All OR: __Low Income pupils __English Learners __Foster Youth	A. 5800: LCFF $1,500 B. 4300: LCFF $20,000
Programs to support a positive and professional climate for staff with positive support systems for all students: A. PD Workshops B. SB County Support PD	LEA-wide	X All OR: __Low Income pupils __English Learners __Foster Youth	A. 5800: LCFF $3,000 B. 5800: LCFF $15,000

Increase high expectations for all students and staff through AVID K-12	LEA-wide	X All OR: _Low Income pupils _English Learners Foster Youth	5800: LCFF $24,353

LCAP Year 2: 2016-2017

Expected Annual Measurable Outcomes:	All staff (100%) will increase expectations for all (100%) students to support a positive climate that encourages and supports all (100%) students to succeed in school. State Metrics: • School attendance rates • Chronic absenteeism rates • Middle school cohort dropout rates • High school cohort dropout rates • High school graduation rates • API Local Metrics: • Surveys (parent, student, staff, California Healthy Kids Survey) • Truancy rate • Number of discipline office referrals

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
PD on creating a positive school climate: A. Character Education B. Character Education Materials	LEA-wide	X All OR: _Low Income pupils _English Learners Foster Youth	A. 5800: LCFF $1,500 B. B. 4300: LCFF $20,000
Programs to support a positive and professional climate for staff with positive support systems for all students: A. PD Workshops B. SB County Support PD	LEA-wide	X All OR: _Low Income pupils _English Learners Foster Youth	A. 5800: LCFF $3,000 B. 5800: LCFF $15,000
Increase high expectations for all students and staff through AVID K-12	LEA-Wide	X All OR: _Low Income pupils _English Learners Foster Youth	5800: LCFF $24,353

LCAP Year 3: 2017-2018

Expected Annual Measurable Outcomes:	All staff (100%) will increase expectations for all (100%) students to support a positive climate that encourages and supports all (100%) students to succeed in school. State Metrics: • School attendance rates • Chronic absenteeism rates • Middle school cohort dropout rates • High school cohort dropout rates • High school graduation rates • API Local Metrics: • Surveys (parent, student, staff, California Healthy Kids Survey) • Truancy rate • Number of discipline office referrals

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
PD on creating a positive school climate: A. Character Education B. Character Education Materials	LEA-wide	X All Low Income pupils English Learners Foster Youth Redesignated fluent English	A. 5800: LCFF $1,500 B. 4300: LCFF $20,000
Programs to support a positive and professional climate for staff with positive support systems for all students: A. PD Workshops B. County Support PD	LEA-wide	X All Low Income pupils English Learners Foster Youth Redesignated fluent English	A. 5800: LCFF $3,000 B. 5800: LCFF $15,000
Increase high expectations for all students and staff through AVID K-12	LEA-wide	X All Low Income pupils English Learners Foster Youth Redesignated fluent English	5800: LCFF $24,353

GOAL	3.4 All students will have access to a system of personal support services (including but not limited to PBIS, counseling, alternative programs), activities and opportunity at the school and within the community to promote success.	Related State and/or Local Priorities: 1 2 3 4X 5 X 6 X 7 8 X COE only: 9 10 ____ Local : Specify

Identified Need :	There is a need to increase the level of support systems for at-risk students to include positive behavior programs (PBIS), counseling services for behavior, health and academics, and alternative educational programs to ensure student achievement. Currently, PBIS has been utilized but still needs to be refined and consistently implemented districtwide. Ongoing academic counseling services to cover behavior and academics is available through a district counselor, SELPA school counselors and a consultant psychologist.	
Goal Applies to:	Schools: LEA-Wide	
	Applicable Pupil Subgroups:	All- targeting Hispanic, Native American, SED, SWD

LCAP Year 1: 2015-2016

Expected Annual Measurable Outcomes:	Increase support systems for all students to encourage positive behavior, decrease number of referrals to the office by 1%, decrease drop out rates by 1%, increase attendance rates and graduation rates by 1%. State Metrics: • CAHSEE Rates for ELA/Math • CAASPP Levels Local Metrics: • District benchmarks • Number of Office Referrals • Suspension Rates • Expulsion Rates • Attendance Rates

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Implement PBIS K-12 consistentlydistrict wide	LEA-Wide	X All OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)	5800: LCFF $3,000

Probation Officer K-12 to support positive student behavior	LEA-Wide	X All OR: _Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)	5800: Grant $10,000
Additional counseling services	LEA-Wide	X All OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)	5800: LCFF $3,000
AVID Summer support programs	LEA-Wide	X All OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)	1100: Title 1 $4,000
Student health programs/ monitoring of students individual health needs by public nurse services	LEA-Wide	X All OR: __Low Income pupils __English Learners Foster Youth	5800: LCFF $35,310
Support to succeed in academic programs and extra curricular activities: A. Probation Office to support positive behavior B. Additional counseling for students	LEA-Wide	All OR: X Low Income pupils X English Learners X Foster Youth	A. 5800: Grant $3,812.50 B. 5800: LCFF $4,500

LCAP Year 2: 2016-2017	
Expected Annual Measurable Outcomes:	Increase support systems for all students to encourage positive behavior, decrease number of referrals to the office by 1%, decrease drop out rates by 1%, increase attendance rates and graduation rates by 1%. State Metrics: • CAHSEE Rates for ELA/Math • CAASPP Levels Local Metrics: • District benchmarks • Number of Office Referrals • Suspension Rates • Expulsion Rates • Attendance Rates

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Implement PBIS K-12 consistently districtwide	LEA-Wide	X All OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)	5800: LCFF $3,000
Probation Officer K-12 to support positive student behavior	LEA-Wide	X All OR: __Low Income pupils __English Learners __Foster Youth	5800: Probation Dept. Grant $1,000
Additional counseling services	LEA-Wide	X All OR: _Low Income pupils __English Learners __Foster Youth	5800: LCFF $3,000

AVID summer support programs	LEA-Wide	X All OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)	1100: Title 1 $4,000
Student health programs/ monitoring of students individual health needs by public nurse services	LEA-Wide	X All OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)	5800: LCFF $35,310
Support to succeed in academic programs and extra curricular activities: A. Additional counseling for students B. Probation Office to support positive behavior	LEA-wide	__All OR: X Low Income pupils X English Learners X Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)	A. 5800: LCFF $4,500 B. 5800: Probation Dept. Grant $3,812.50

LCAP Year 3: 2017-2018	
Expected Annual Measurable Outcomes:	Increase support systems for all students to encourage positive behavior, decrease number of referrals to the office by 1%, decrease drop out rates by 1%, increase attendance rates and graduation rates by 1%. State Metrics: • CAHSEE Rates for ELA/Math • CAASPP Levels Local Metrics: • District benchmarks • Number of Office Referrals • Suspension Rates • Expulsion Rates • Attendance Rates

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Implement PBIS K-12 consistentlydistrict wide	LEA-Wide	X All _Low Income pupils _English Learners _Foster Youth _Redesignated fluent English	5800: LCFF $3,000
Probation Officer K-12 to support positive student behavior	LEA-Wide	X All _Low Income pupils _English Learners _Foster Youth _Redesignated fluent English	5800: Grant $10,000
Additional counseling services	LEA-Wide	X All _Low Income pupils _English Learners _Foster Youth _Redesignated fluent English	5800: LCFF $3,000

AVID summer support programs	LEA-Wide	X All OR: __Low Income pupils __English Learners __Foster Youth	1100: Title 1 $4,000
Student health programs/ monitoring of students individual health needs by public nurse services	LEA-Wide	X All OR: __Low Income pupils __English Learners Foster Youth	5800: LCFF $35,310
Support to succeed in academic programs and extra curricular activities: A. Additional counseling for students B. Probation Office to support positive behavior	LEA-wide	All OR: X Low Income pupils X English Learners X Foster Youth	A. 5800: LCFF $4,500 B. 5800: Probation Dept. Grant $3,812.50

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

Original GOAL from prior year LCAP:	1.1 Provide all students with highly qualified teachers who possess the knowledge, skills and motivation to provide access to District priorities.	Related State and/or Local Priorities: 1 X 2 X 3 4 5 6 7 8 __ COE only: 9 10 ____ Local : Specify

Goal Applies to:	Schools:	LEA-Wide
	Applicable Pupil Subgroups:	All

Expected Annual Measurable Outcomes:	Improve quality of teaching by the implementation of a PD plan focused on effective instructional strategies, knowledge of curriculum, and student engagement and motivation strategies.	Actual Annual Measurable Outcomes:	P Rutherford provided 4 PD sessions on Student Engagement and Effective Instructional Strategies for all teachers/4 Walk through visitations to monitor Signature Practices/Strategic grade level/department meetings with PD Consultant/Teachers provided extensive instructional materials for trainings. Targeted sessions focused on strategies for LI/EL/FY student populations.

LCAP Year: 2014-2015

Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
PD on effective instructional strategies, knowledge of curriculum, student engagement and motivation strategies. A. PD360 B. Paula Rutherford PD Consultant C. PIVOT	A. 5800: LCFF $18,000 B. 5800: LCFF $30,000 C. 5800: LCFF $20,000	A.PD 360 was not purchased after review of inclusion in our PD programs. B. Professional Development sessions (4) on Student Engagement and Effective Instructional Strategies for all teachers including walk through visitations (4) with PD Consultant and administrators to monitor Signature Practices/grade level/department meetings with PD Consultant/teacher instructional materials for trainings. C. PIVOT trainings were reviewed and not purchased.	B. 5800: Common Core $28,444

Scope of Service: LEA-Wide X All OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English		Scope of Service: LEA-Wide X All OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient	
PD on effective instructional strategies and motivation strategies for EL/LI success A. PD 360 B. PD Instruction Rutherford C. PIVOT	A. 5800: Title 1 $18,000 B. 5800: LCFF $15,000 C. 5800: LCFF $20,000	A.PD 360 was not purchased after review of inclusion in our PD programs. B. Professional Development sessions (4) on Student Engagement and Effective Instructional Strategies for all teachers including walk through visitations (4) with PD Consultant and administrators to monitor Signature Practices/grade level/department meetings with PD Consultant/teacher instructional materials for trainings. C. PIVOT trainings were reviewed and not purchased.	B. 5800: Common Core $11,556
Scope of Service: LEA-Wide __All OR: X Low Income pupils X English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)		Scope of Service: LEA-Wide __All OR: X Low Income pupils X 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?	1. PIVOT will be reviewed again for inclusion during the 15-16 SY to consider support in the PD program on data reflections. 2. Paula Rutherford will be brought back to the District during the 15-16 SY to continue work on implementing Signature Practices to engage students and implement effective instructional strategies. Focus will be on lesson development.		

Original GOAL from prior year LCAP:	1.2 Provide a learning environment that is clean, safe, and intellectually stimulating with the appropriate technology infrastructure.	Related State and/or Local Priorities: 1 X 2 3 4 5 6 7 8 __ COE only: 9 10 _____ Local : Specify

Goal Applies to:	Schools:	LEA-Wide
	Applicable Pupil Subgroups:	All

Expected Annual Measurable Outcomes:	A. Complete General Obligation Bond (2008) for District Cafeteria and all school sites B. Continue District's deferred maintenance plan to improve the learning environment at all district and school sites C. Implement District's safety priorities at all district and school sites D. Continue Prop 39 Energy Conservation Plan E. Meet all Williams Reporting facilities obligations F. Increase bandwidth	Actual Annual Measurable Outcomes:	A. Completed General Obligation Bond (2008) for District Cafeteria and all school sites (Measure N) B. Completed deferred maintenance to improve the learning environment at all district and school sites C. Implemented safety priorities at all district and school sites D. Prop 39 Plan was placed on hold until 15-16 to focus on other facility issues. E. 98% of all Williams facilities requirements were met F. Increased bandwidth from 4mbps to 40mbps G. Developed BIIG grant to increase bandwidth to 100 mbps

LCAP Year: 2014-2015			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Improve and/or maintain facilities: A. MPR Completion of Measure N Bond B. Deferred Maintenance C. Safety Upgrades D. Energy Conservation Prop 39 Plan E. Williams Facilities Requirements F. Increase bandwidth	A. 6200: Fund 21 $11,200 A. 6200: Fund 35 $712,985 A. 5800: Fund 21 $37,819 A. 6200: Fund 21 $1000 A. 6200: Fund 21 $24,797 B. 5800: Fund 14 $9,565 C. 5800: Fund 14 $10,000 D. 5800: Prop 39 $59,278 E. Included in Deferred Maintenance F. Included in Deferred Maintenance	Improve and/or maintain facilities: A. The GO Bond Measure N completed construction on cafeteria/ multipurpose room and modernization at all sites B. Deferred maintenance provided new carpeting, playground equipment, painting of classrooms, band room flooring and remodel, and transportation upgrades (Improved Williams report on facilitates from 50 to 2 findings) Increased bandwidth to 40 mbps and wrote a grant to increase bandwidth to 100 mbps C. Safety upgrades: Ramps were repaired; field was repaired; Shade for sites; GPS for transportation vehicles; restrooms and building sites upgraded to meet safety standards D. Energy Conservation Prop 39 plan was deferred to the 15-16 SY E. Williams facilities requirements were included in deferred maintenance F. Bandwidth was increase to 40 mbps	A. 6200: Fund 21 $11,200 A. 6200: Fund 35 $208,279 A. 5800: Fund 35 $64,786 B. 5800: Fund 14 $9,565 C. 5800: LCFF $9,565 D. No funds were used in 14-15 SY E. Included in B Deferred Maintenance F. Included in B Deferred Maintenance

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	1. Energy conservation Prop 39 plan will be included in the 15-16 SY. 2. Future deferred maintenance will include a shade structure, removal of the original cafeteria to enlarge the parking area for staff and visitors. 3. Safety and maintenance improvements are planned to meet Williams requirements and to enhance safe facilities for all students and staff. 4. BIIG grant will be implemented to improve bandwidth to 100 mbps for 15-16 SY.

Original GOAL from prior year LCAP:	1.3 Provide a learning environment with appropriate materials, textbooks and technology.	Related State and/or Local Priorities: 1 X 2 3 4 5 6 7 8 __ COE only: 9 10 ____ Local : Specify

Goal Applies to:	Schools:	LEA-Wide
	Applicable Pupil Subgroups:	All

Expected Annual Measurable Outcomes:	Provide standards-based instructional materials K-12, meet all Williams reporting requirements for textbooks, review materials available for textbook adoption in Math K-12 (2015-2016), provide technology to support SBAC	Actual Annual Measurable Outcomes:	A. Provided standards-based instructional materials K-12 including Engage NY ELA, Engage NY Math and CPM Math programs to meet Williams requirements. Reviewed and adopted Math K-12 for 2015-2016 B. Technology infrastructure upgraded at all sites to support increased devices and bandwidth growth and SBAC implementation

LCAP Year: 2014-2015

Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
Availability of materials and technology: A. Math instructional materials/Standards-based books and supplies B. Technology infrastructure to implement SBAC	A. 4100: Lottery $2,794 B. 5800: LCFF $10,000	Availability of materials and technology: A. K-5 reviewed available Math textbooks selected to adopt Engage NY; 6-12 reviewed textbooks and selected CPM Math for 6-12 B. Technology infrastructure purchased and installed at all sties to support SBAC implementation	A. 4100: Lottery $19,524 B. 5800: LCFF $8,118
Scope of Service LEA-Wide X All		Scope of Service LEA-Wide 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?	1. CPM Math materials for gds. 6-12 will be implemented for the 15-16SY. 2. Elementary K-5 will implement Engage NY Math 3. Additional wireless routers and switches to support all sites will be installed during the 15-16 SY.

Original GOAL from prior year LCAP:	1.4 Implement CCSS in Math and ELA/Literacy and NGSS for K-12	Related State and/or Local Priorities: 1 X 2 X 3 4 X 5 6 7 8 __ COE only: 9 10 ____ Local : Specify

Goal Applies to:	Schools:	LEA-Wide
	Applicable Pupil Subgroups:	All

Expected Annual Measurable Outcomes:	Provide PD to effectively implement Common Core standards-based curriculum for ELA and Math K-12, provide collaborative meetings for teachers to monitor student progress	Actual Annual Measurable Outcomes:	A. Ed Caliber was purchased as a curriculum management system and used by K-5 for ELA/Math B. County Consultant provided PD to effectively implement standards- based curriculum for Math 6-12 C. Early Release Days provided collaborative meetings for teachers to monitor student progress and plan instruction

LCAP Year: 2014-2015

Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
Implement standards-based: A. Ed Caliber B. SB County PD Math C. Data Reflections	A. 7400: LCFF $7,578 B. 5800: LCFF $10,000 C.1100: LCFF $7,500	Implement standards-based: A. California standards-based curriculum was implemented in all K-12 Math and ELA courses. Standards-based curriculum in Math and ELA an online lesson management program B. Professional Development provided to all math teachers 6-12 by San Bernardino County Math Consultant. Math Consultant focused on standards based instruction C. Early Release Days (ERD) provided times for collaborative meetings for common planning of instructional units.	A. 7400: Common Core $7,578 B. 5800: TII $9,000 C. 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)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	1. NGSS (Next Generation Science Standards) will be implementation during the 15-16 SY. All additional teachers will be trained for implementation during the 15-16 SY. 2. NGSS materials are being acquired to implement during the 15-16 SY. 3. SB County consultants for elementary math and K-12 ELA will be identified and contracted with for PD workshops during the 15-16 SY.		

Original GOAL from prior year LCAP:	2.1 All students are performing at grade level or above in ELA/Literacy	Related State and/or Local Priorities: 1 2 3 4 X 5 6 7 8 X COE only: 9 10 ____ Local : Specify

Goal Applies to:	Schools:	LEA-Wide
	Applicable Pupil Subgroups:	All – targeting Hispanic, Native American, SED, SWD, Females

Expected Annual Measurable Outcomes:	Establish baseline data in ELA/Literacy on SBAC and District Benchmarks	Actual Annual Measurable Outcomes:	SBAC data on ELA/Literacy not available at time of writing District benchmarks delayed until 15-16 SY

LCAP Year: 2014-2015

Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
A. Lower class sizes in core ELA programs	A. 1100: LCFF $52,293 A. 3000: LCFF $22,287	A. HS class sizes lowered class size with 3 teacher for 100 students with 29:1 (as well as additional periods for electives) Additional teacher at HS/ English	A. 1100: LCFF $62,871 A. 3000: LCFF $23,582
B. PD on effective instructional strategies	B. No costs out of this goal	B. PD provided by Paula Rutherford as part of Goal 1.1	B. No costs out of this goal
C. Intervention Programs/ Remediation	C. 2100: Title 1 $10,000 C. 3000: Title 1 $8,272	C. Instructional Aides' hours were all increased to 6 hours with additional personnel hired to support intervention/remediation and tutoring programs focused on EL/LI. Additional intervention program was offered for 10 days following the SY for grades 2-3.	C.2100: Title 1 $7,844 C.3000: Title 1 $1,765

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)	
Support to achieve in core programs: A. Instructional Aide Support B. Intervention program	A. 2100: Title 1 $13,987 A. 3000: Title 1 $7,000 B. 4300: Title 1 $20,000	Support to achieve in core programs: A. Instructional Aide Support : additional hours added to each classroom aide/ additional positions created to support students with individualized help B. Additional intervention program was offered for 10 days following the school year for grades 2-3.	A. 2100: Title 1 $7,844 A. 3000:Title 1 $1,765 B. 5800: Title 1 $9,650
Scope of Service LEA-Wide OR: X Low Income pupils X English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify) __Redesignated fluent English proficient		Scope of Service LEA-Wide __All OR: X Low Income pupils X English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)	

_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?	• Intervention pyramid of support will be developed during the 15-16 SY • Additional teacher at middle school to support lower class sizes will be included for 15-16 SY

Original GOAL from prior year LCAP:	2.2 All students are performing at grade level or above in Math	Related State and/or Local Priorities: 1 2 3 4 X 5 6 7 8 X COE only: 9 10 ____ Local : Specify

Goal Applies to:	Schools:	LEA-Wide
	Applicable Pupil Subgroups:	All- targeting Hispanic, Native American, SED, SWD, Females

Expected Annual Measurable Outcomes:	Establish baseline data in Math on SBAC and District Benchmarks	Actual Annual Measurable Outcomes:	SBAC data on Math not available at time of writing District benchmarks delayed until 15-16 SY

LCAP Year: 2014-2015

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures

Intervention/ Remediation Programs and monitoring of student attendance: A. Instructional Aide support B. Intervention Programs MS Renaissance Learning C. Study Island online program	A. 2100 Title 1 $7,149 A. 3000: Title 1 $6,546 B. 5800: Title 1 $8,422 C. 4300: LCFF $5,000	Intervention/ Remediation Programs and monitoring of student attendance: A. Instructional Aide support to support intervention/remediation and tracking student attendance. Instructional aides' hours were increased to support implementation of math standards A. Intervention programs at MS included one period of Renaissance Learning Math B. Study Island was reviewed and not purchased	A. 2100: Title 1 $16,323 A. 3000: Title 1 $3,673 B. 5800: Title 1 $8,423
Scope of Service LEA-Wide X All OR: __Low Income pupils __English Learners		Scope of Service LEA-Wide X All OR: __Low Income pupils __English Learners	

__Redesignated fluent English proficient __Other Subgroups: (Specify)		__Redesignated fluent English proficient __Other Subgroups: (Specify)	
Support to achieve in core programs: A. Instructional Aide Support B. Intervention ES/MS/HS	A. 2100: Title 1 $7,148 A. 3000: Title 1 $6,545 B. 4300: Title 1 $15,000	Support to achieve in core programs: A. Instructional Aide Support through additional work hours at all levels to support the implementation of standards B. Intervention program materials were not implemented	A. 2100: Title 1 $7,844 A. 3000: Title 1 $1,765
Scope of Service LEA-WIde __All OR: X Low Income pupils X English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)		Scope of Service LEA-Wide __All OR: X Low Income pupils X 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?	• For the 15-16 SY, this intervention math period will include specific instruction in grade level state standards. • For the 15-16 SY, an additional math teacher for Integrated 1 (8th, 9th and 10th graders) will be used to reduce class size and provide 'in-school' intervention to support meeting grade level standards. • For the 15-16 SY Study Island will be purchased and implemented for all students to support self-direction in math skills acquisition.		

Original GOAL from prior year LCAP:	2.3 All students will be prepared for college through AP courses, college-level courses while enrolled in high school, and/or UC/CSU a-g course completion	Related State and/or Local Priorities: 1 2 3 4 X 5 6 7 X 8 X COE only: 9 10 ____ Local : Specify

Goal Applies to:	Schools:	ETC, NHS
	Applicable Pupil Subgroups:	All- targeting Hispanic, Native American, SED, SWD

Expected Annual Measurable Outcomes:	Increase by at least 1% the number of students (45% for 2013-2014) taking AP and/or college courses while enrolled in high school Increase the available college-level courses for students to take while enrolled in high school	Actual Annual Measurable Outcomes:	A. Increased the number of students (45% for 2013- 2014) taking AP and/or college courses by 1% (98% of AP students took the AP tests with 57 students) B.Increased the available college-level courses for students to take while enrolled in high school / ERWC and AP Chemistry (26 students) ERWC included LI/FY focus

LCAP Year: 2014-2015

Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
A. Develop a focus on college Readiness: WASC	A. 1100: LCFF $5000	A. Develop a focus on college readiness: WASC process completed with 6R award.	A. 1100: LCFF $3,926
B. Mandate students take college exams : AP Tests/PSAT	B. 5800: LCFF $1,000	B. Mandated students take college exams: AP Test / PSAT	B. 5800: LCFF $4,500 B. 5800: LCFF $993
C. Implement Expository Reading and Writing (college remedial) course at HS	C. 1100: LCFF $7,500	C. ERWC Class added for one period	C.1100: LCFF $8,514
D. Hire AVID Tutors	D. 5800: LCFF $3,000 D. 1100 Title 1 $4,000	D. Hired 1 certificated AVID tutor	D. 2100: Title 1 $3,392 D. 3000: Title 1 $802

Scope of Service Middle School; High School X All OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)		Scope of Service Middle School; High School X All OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)	
Support to complete college course: ERWC Class	1100: LCFF $2,000	Support to complete college course ERWC Additional Period of college remedial English course focused on college prep skills	1100: LCFF $2,000
Scope of Service HS __All OR: X Low Income pupils X English Learners __Foster Youth __Redesignated fluent English proficient Other Subgroups: (Specify)		Scope of Service HS __All OR: X Low Income pupils X 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?	1. WASC Action Plans will be implemented 2. More sections of ERWC will be offered on the Master Schedule for the 15-16 SY 3. For the 15-16 SY, additional local college students will be identified and encouraged to serve as AVID tutors.

Original GOAL from prior year LCAP:	2.4 All students will have multiple opportunities to develop career readiness through CTE/ROP Pathway programs to ensure alignment with UC/CSU and CCSS requirements	Related State and/or Local Priorities: 1 2 3 4 5 6 7 X 8 X COE only: 9 10 ____ Local : Specify

Goal Applies to:	Schools:	All
	Applicable Pupil Subgroups:	All- targeting Hispanic, Native American, SED, SWD

Expected Annual Measurable Outcomes:	Increase ROP/CTE course offerings and improve pathway opportunities for students to increase student participation in CTE programs by 1%	Actual Annual Measurable Outcomes:	Actual Outcomes for High School Only A. Increased ROP/CTE course offerings with Business Services course 12% of students took the course (15 students) . Students managed the Mustang Café. B. Increased student participation in CTE programs by 1%

LCAP Year: 2014-2015

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures

A. Implement add'l ROP course to support career pathways (Business Services) B. Develop B1 certification pathways, B2 internships, B3 mentorships	A. 2130: ROP $18,200 B1. 4300: ROP $1,000 B2. 5800: LCFF $500 B3. 5800: LCFF $500	A. Implemented add'l ROP course to support career pathways (Business Services) B1. Certification Pathways for food handler and restaurant manager implemented. 100% of students in the culinary pathway received their food handler certification. 10% received restaurant manager certification B2. Internships: Not implemented due to economic issues in the area B3. Mentorships: resume reviews and interview practicums with a mentor from the community only for the high school. Seniors (47/48 students) had the opportunity for resume reviews and interview.	A. 2130: ROP $26,983 B1. 4300: ROP $386 B3. 5800: LCFF $2500

Scope of Service Middle School; High School X All OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)		Scope of Service High School X All 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?	1. For the 15-16 SY, the Business Services class will continue as a CTE program and the Mustang Café will continue to offer a location for high school students to study and connect with other students. 2. For the 15-16 SY, a partnership with PVCC will be pursued to develop CTE courses. 3. For the 15-16 SY, an online mentor program will be piloted to determine if this will provide a wide range of global experiences for students. 4. For the 15-16 SY, all seniors will have opportunities for resume review and interview practicums with a local business community member.		

Original GOAL from prior year LCAP:	2.5 All students will have multiple opportunities for a balanced academic program that includes core academics, sports, electives, and extra-curricular activities to improve student involvement in school	Related State and/or Local Priorities: 1 2 3 4 5 X 6 7 X 8 X COE only: 9 10 ____ Local : Specify

Goal Applies to:	Schools:	LEA-Wide
	Applicable Pupil Subgroups:	All - targeting Hispanic, Native American, SED, SWD

Expected Annual Measurable Outcomes:	Balance core academic programs, sports, electives, and extra-curricular activities Increase/Improve offerings in academic programs, sports electives and extra-curricular activities to decrease drop out rates by 1% and increase attendance rates by 1% for HS and MS	Actual Annual Measurable Outcomes:	Academic Programs: GATE program at the elementary level offered students enrichment opportunities in an after-school program GATE teacher supervised high school sites/AP courses and college level classes A new course, Health and Study Skills was implemented as a graduation requirement. This course included a focus on meeting the needs of LI/EL/FY students to succeed in high school. Sports: Cross County sports were added to high school level according to the NIAA regulations. Football was added to the middle school to provide a feeder program for high school sports. Electives: Add'l electives/courses for HS/MS students included band & drama. 26 additional middle school students signed up for band at second semester. Add'l instruments were purchased to support the program. A PE position was created to enable middle school and high school programs to offer additional electives and core classes. Extra-Curricular Activities: There were 19 clubs that offered students extra-curricular activities including rocketry, media, music, art, chess, Brainiacs, music, drama. Drop Out Rates: Local Drop out rates were decreased to 0% and all seniors (48) completed graduation requirements and 6 students in the alternative education programs. Attendance Rate: District attendance rates increased by 2% (HS and MS attendance rates increased by at least 1%).

LCAP Year: 2014-2015			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
A. Gate program at each site B. Stipends for teachers/others to offer clubs (3 sites) C. Librarian K-12 D. Additional sports to engage more students E. Technology program at a 1:1 level K-12 F. Add'l electives for HS/MS students	A. 1100: LCFF $8,979 B. 1100: LCFF $20,000 C. 5800: LCFF $25,000 D. 1100: LCFF $4,402 E. 1100: LCFF $10,500 F. 4400: LCFF $56,652	A. Gate coordinators accepted additional stipend position at elementary and high school sites. Middle School did not have anyone apply for the position of GATE coordinator. Elementary coordinator provided an after-school enrichment program. HS coordinator supervised AP and college courses. B. Stipends for teachers/others to offer clubs (3 sites) There were 19 clubs offered for students K-12. C.Librarian K-12 was hired as a consultant through the County Office to set up elementary library. Librarian advised district staff on the purchase of materials for all library sites D.Additional sports to engage more students with Cross Country at HS and football at MS E. Laptops were purchased for **all** students gds. 2-12 and iPads for K-12 F. Additional electives/courses for HS/MS students included fine arts (band and drama), Health and Study Skills, PE.	A. 1100: LCFF $6,166 A. 3000: LCFF $866 B.1100: LCFF $32,854 C.5800: LCFF $25,000 D.1100: LCFF $3,083 D.3000: LCFF $433 E.4400: LCFF $14,737 E.4300/4400: Title 1 $130,880 E.4400: Title 1 PI $79,963 E. 4400: SPEDS $11,460 E. 4400: Donations $12,500 E. 1100: LCFF $39,265 E. 3000: LCFF $14,998

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)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	1. For the 15-16 SY, all sites will have a GATE teacher to promote and monitor enrichment activities and program components. 2. For the 15-16 SY, NUSD will work with the SB County to identify another librarian to support district programs. 3. For the 15-16 SY, training in the use of technology to support the instructional programs and the identification of specific technology applications will be determined. 4. For the 15-16 SY, digital music instructional programs will be implemented at the elementary level. 5. For the 15-16 SY, continued alternative programs using independent study and online instruction will be utilized at the newly created CDS and Alternative program site.		

Original GOAL from prior year LCAP:	2.6 Provide instruction that utilizes interim common assessments, collaborative sharing of student data and the implementation of best practices	Related State and/or Local Priorities: 1 2 X 3 4 5 6 7 8 X COE only: 9 10 ____ Local : Specify

Goal Applies to:	Schools:	LEA-Wide
	Applicable Pupil Subgroups:	All - targeting Hispanic, Native American, SED, SWD

Expected Annual Measurable Outcomes:	A. Develop District benchmarks utilizing CCSS for ELA/Literacy and Math (Integrated Pathway) B. Develop unit assessments for NGSS C. Develop unit assessments for CCSS ELA/Literacy and Math (Integrated Pathway) D. Implement Data Reflections for grade level and department PLC's to increase student achievement	Actual Annual Measurable Outcomes:	A. Key Data was reviewed and postponed to the 15-16 SY due to the lack of SBAC test scores B. Unit assessments for NGSS were postponed to 15-16 SY and will be implemented. C. Various assessment programs were evaluated and NWEA MAP was purchased to assess growth throughout the year for all students in K-12. D. Elementary teachers met in PLC's and evaluated student progress towards meeting CA standards. MS/HS teachers met in PLCs to review student progress.

LCAP Year: 2014-2015

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures

Analysis of significant data to track student performance: A. Key Data to analyze student data B. District Benchmarks on California State Standards C. Data Reflections:	A. 5800: Title 1 PI $15,000 B. 5800: Title 1 PI $20,000 C. 5800: Title 1 PI $8,000	Analysis of significant data to track student performance: A.Key Data was reviewed and postponed to the 15-16 SY due to the lack of SBAC test scores B. District Benchmarks on California State Standards were purchased to monitor student achievement in CA standards core programs for K-12 C. Data Reflections: Data reflections occurred in PLC's on Early Release Days for data developed by teachers or through Engage NY, unit assessments and/or textbooks	B. 5800: TI PI $16,717 C. No costs

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)		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	1.Key Data will be utilized to analyze the SBAC data from Spring 2015 to analyze results to drive instructional strategies for 15-16 SY. 2.District benchmarks (MAP) will be implemented for the 15-16 SY CA standards to monitor growth for all students in grades K-12. 3. For the 15-16 SY, administrators will develop a protocol for grade level and department PLC's to review student data, monitor growth and diagnose interventions.				

Original GOAL from prior year LCAP:	2.7 All students are connected to school through one of the four A's: Academics, Athletics, Activities and the Arts	Related State and/or Local Priorities: 1 2 3 4 X 5 X 6 7 8 X COE only: 9 10 ____ Local : S

Goal Applies to:	Schools: LEA-Wide	
	Applicable Pupil	All - targeting Hispanic, Native American, SED, SWD

Expected Annual Measurable Outcomes:	A. Develop opportunities for alternative programs B. Increase academic course offerings C. Increase athletic opportunities D. Increase school activities E. Increase opportunities in the Arts F. Increase graduation rates for MS and HS by 1%, decrease MS and HS drop out rates by 1%, increase grad rates by 1%	Actual Annual Measurable Outcomes:	A. Wrote received approval on the application to open the Needles Community Day School B. Increased academic course offerings for APEX at the continuation high school ETC. C. Increased athletics by adding cross county varsity at NHS football at NMS to provide a feed program for the HS D. Increased school activities through stipends for teachers to provide clubs. More than 200 students participated in club activities including art, rocketry, chess, media, etc. E. Implemented district-wide Art Fair and Art Showcase F. Decreased HS drop out rates by 1% and increased graduation rates by 100% for NHS and all ETC seniors and extended seniors.

LCAP Year: 2014-2015			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
A. Develop alternative programs	A. 1100: LCFF $53,293 A. 3000: LCFF $22,287	A. The Community Day School alternative program was postponed to the 15-16 SY to ensure ongoing funding.	-
B. Increase academic course offerings and school activities	B. 5800: LCFF $9,850	B. Academic course offerings were increased at the continuation HS. (APEX).	B. 5800: LCFF $9,580
C. ID tracking of student activities MS/HS	C. 4300: LCFF $1,398	C. ID tracking of student activities MS/HS through an electronic tracking system to monitor attendance at the HS	- C. 4300: LCFF $998
D. Engagement in Clubs	D. 1100: LCFF $1,000	D. Engagement in Clubs More than 200 students engaged in club activities with the majority at the elementary school although there were clubs at all grade levels. Teachers received a stipend to run the club.	D. 1100: LCFF $10,000
E. Staff monitoring participation in school activities K-12	E. 1300: LCFF $5,000	E. After review, staff was not used to monitor school participation	
F. Add'l teacher for CSR at VCES	F. 1100: EPA $53,293 F. 3000: EPA $22,287	F. Additional teacher at Vista reduced additional the size of classes to an average of 24:1	F. 1100: EPA $45,338 F. 3000: EPA $22,388
G. Field Trips Online K-12	G. 4400:Common Core $5,000		

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)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	1. For the 15-6 SY, the system will track student participation in events and activities. 2. For the 15-16 SY, teachers at secondary levels will be encouraged to develop clubs in addition to continued clubs at the elementary level. 3. For the 15-16 SY, online field trips will be implemented to support classroom programs. In addition, field trips (in-person) will be developed for each grade level to support academic programs. 4. For the 15-16 SY, the CDS will open and support alternative programs for "at-risk" students. 5. Additional APEX courses will be acquired for the CDS for the 15-16 SY.		

Original GOAL from prior year LCAP:	3.1 School and District Leadership teams will increase parent engagement in site and district committees (DAC, SSC, LCAP), as program volunteers, and in parent workshops.	Related State and/or Local Priorities: 1 2 3 X 4 5 6 7 8 __ COE only: 9 10 ____ Local : Specify

Goal Applies to:	Schools:	LEA-Wide
	Applicable Pupil Subgroups:	All

Expected Annual Measurable Outcomes:	A. Increase and improve parent participation in District. B. Increase communication through auto-dialer system for parents C. Compute baseline data on surveys returned to school by parents D. Site decision-making committees, workshops, groups, and individually	Actual Annual Measurable Outcomes:	A. Parent workshops on student discipline, county court systems, common core curriculum, and district programs were presented by District staff and experts. Workshops included a focus on EL/FY/LI student populations. Parents in need of support throughout the volunteer program application process were supported by district funds. There were 57 volunteers available to support school programs at all levels, which is an increase from previous years. B. Purchased an auto-dialer system to improve parent communication and notifications on District events C. WASC survey provided feedback on parent concerns and suggestions for program improvement. D. LCAP, Single Plans for Student Achievement and WASC provided opportunities for parents to provide input to influence decisions within the District

LCAP Year: 2014-2015			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
A. Increase parent involvement through effective communication B. Provide parent workshops to support student learning C. Develop a volunteer program at each site	A. 5800: LCFF $2,000 B. 5800: Title 1 $3,836 C. 5800: LCFF $2,500	A. Increased parent involvement through effective communication "Parent Link" auto-phone dialer was implemented and messages were provided on school information to all parents and staffs. WASC survey provided feedback on District programs. B. Provided parent workshops to support student learning. Programs were offered on student discipline, county court systems, common core curriculum, district programs were made available to parents and community members. C. Developed a volunteer program at each site. Parents in need of support throughout the application process were supported by district funds	A. 5800: LCFF $2,558 B. 5800: Title 1 $1,600 C. 5800: LCFF $970

Scope of Service: LEA- Wide X All OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English __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)	
Parent education to support student achievement	5800: Title 1 $1,000	Parent education to support student achievement Parent workshops on student discipline, support services, county court system, common core math were provided throughout the year by volunteers	No Cost
Scope of Service: LEA-Wide __All OR: __Low Income pupils X English Learners _ Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)		Scope of Service: LEA-Wide __All OR: X Low Income pupils X English Learners X 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	1. For 15-16 SY, all site administrators and secretaries will be trained on implementing the auto dialer system. 2. For 15-16 SY, parent workshops provided on a regular basis on bully awareness, discipline, attendance, how to partner with the schools, core programs, etc. 3. For the 15-16 SY, there will be a campaign to identify more volunteers to support site programs.		

Original GOAL from prior year LCAP:	3.2 Site and district leadership teams will increase community engagement as mentors, in internship programs, and community input groups (LCAP meetings, School Site Council, District Advisory Council, Native American Education Committee)	Related State and/or Local Priorities: 1 2 3 4 5 6 7 8 __ COE only: 9 10 Local : Community Involvement

Goal Applies to:	Schools:	LEA-Wide
	Applicable Pupil Subgroups:	All

Expected Annual Measurable Outcomes:	A. Increase community support for school programs B. Develop internship opportunities for students C. Develop mentors to support college and career readiness D. Increase community input on district programs and services	Actual Annual Measurable Outcomes:	A. District staff participation in community groups increased involvement in school programs, such as Interact presentations at Rotary, student participation in Chamber activities, NDBA development of a student member, and Band performances at community events). Student participation in local events increased community involvement (parades, store openings). B. Internship opportunities were not available for students C. A local mentor supported college and career readiness through senior interview preparation and resume review. D. Increased community input on district programs and services through student planned events and programs that engaged the greater community (CHP, City, Hospital, Tribal Education Centers, SB County Sheriff, Flight for Life, SB County Courts) for a week-long program of "Sober Celebration", which included "Every 15 Minutes", speakers and activities to encourage healthy life styles. All high school students participated in these events.

LCAP Year: 2014-2015			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
A. District/Site personnel will engage in community activities/events (memberships in community groups) B. Students will plan programs that engage the greater community: B1.Sober Celebration-positive behavior for HS students week B2. Rachel's Challenge B3. Art Attack B4. Mini-day events C. Utilize community members to enrich school offerings and curriculum (Native American Ed. Committee events)	A. 5300: LCFF $1000 B1. 1100: LCFF $1,500 B2. 5800: LCFF $1,500 B3. 1100: LCFF $2,000 B4. 1100: LCFF $1,000 C. 5800: LCFF $500	A. District personnel engaged in community activities/events (Rotary, NDBA, Chamber of Commerce and City of Needles) B.Students planned programs that engaged the greater community: B1.Sober Celebration week which included "Every 15 Minutes", speakers and activities to encourage healthy life styles. All high school students participated in these events which included many local community agencies, including SB County Sheriff's Dept, Colorado River Community Hospital, Flight for Life, California Highway Patrol, City of Needles, SB County Courts etc. B2. Rachel's Challenge provided activities, presentations and community workshops on kindness and caring for others. The Friends of Rachel Club was formed at the MS to support a K-12 caring school community. All students K-12 and the greater school community were provided activities and a workshop. Character Education was developed as a result of this training.	A. 5300: LCFF $450 B1. 5800: LCFF $5,035 B2. 5800: LCFF $10,082

		C. Utilize community members to enrich school offerings and curriculum Native American Education Committee provided advice on district programs The Native American Education Committee supported programs for all students and collaboration to reopen Chemehuevi Valley ES.	C: 5200: LCFF $50.00
Scope of Service LEA-Wide X All OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English		Scope of Service LEA-Wide X All OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	1. Art Attack will take place during the 15-16 SY. 2. For the 15-16 SY mini-day events will take place every other month starting in September. Events will include project based learning to support core thematic units. 3. For the 15-16 SY, cultural awareness sensitivity training will be implemented to support sub-groups, including Native Americans, low income, foster youth and English Learners.

Original GOAL from prior year LCAP:	3.3 Maintain a culture of trust, professionalism, high-expectations for all students in a positive climate focused on all students.	Related State and/or Local Priorities: 1 2 3 X 4 5 X 6 X 7 8 __ COE only: 9 10__Local : Specify Positive School Climate

Goal Applies to:	Schools:	LEA-Wide
	Applicable Pupil Subgroups:	All

Expected Annual Measurable Outcomes:	A. Increase support systems for at-risk students B. Improve positive school and district climate C. Increase high expectations by all district staff D. Implement improvements that support a culture of trust E. Implement improvements that support high standards of professionalism F. Decrease drop out rate by 1%, increase graduation rate by 1% and increase attendance rate by 1%	Actual Annual Measurable Outcomes:	A. PBIS training and program implementation supported positive support systems for all students B. Rachel's Challenge staff, student and community workshops helped to encourage a positive school climate. Rachel's Challenge Club created school events/activities that supported a positive school and district climate. C. AVID training and program implementation supported high expectations for all students. Elementary sites were trained to implement AVID school wide for the net year. 98% of secondary teachers and 100% of all administration were trained in AVID strategies. D. Consistent implementation of District policies and procedures in a positive work environment supported a culture of trust. E. Board Development pertaining to effective governance supported high standards of professionalism. F. Drop out rate equaled 0% (local metric) as all seniors graduated and attendance rate increased by 2% districtwide.

LCAP Year: 2014-2015			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
A. PD on creating a positive school climate	A. 5800: LCFF $3,000	A. PD on creating a positive school climate and support systems for all students (PD Workshops) SB County Consultants provided PD workshops to support strategies for student achievement to create a positive school climate	A. 5800: LCFF $2,548
B. Programs to support a positive and professional district climate	B. 5800: LCFF $1,500	B. Rachel's Challenge PD supported a positive school climate by promoting kind and caring behavior.	B. 5800: LCFF $1,500
C. Increase high expectations for all students and staff		C. High Expectations for all students and staff is a component of all aspects of this goal.	
D. Positive support systems for all students	D. 5800: LCFF $5,000	D. Positive support systems for all students and increased high expectations through staff programs, AVID program implementation and PBIS (Positive Behavior Intervention Support) .	D. 5800: Title 1 $15,000

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)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	1.SB County Instructional Coach will work with teachers on effective instructional strategies to support all students. 2.AVID will be implemented K-5 in addition to 6-12 to support student achievement for the 15-16 FY. 3.An increased number of parent workshops will be included to support an understanding of California State Standards, importance of school attendance, and ways to support their children in college and beyond.		

Original GOAL from prior year LCAP:	3.4 All students will have access to a system of personal support services (including but not limited to PBIS, counseling, alt. programs), activities and opportunity at the school and within the community to promote success.	Related State and/or Local Priorities: 1 2 3 4 5 X 6 X 7 8 X COE only: 9 10 _____ Local : Specify

Goal Applies to:	Schools: LEA-Wide	
	Applicable Pupil	All- targeting Hispanic, Native American, SED, SWD

Expected Annual Measurable Outcomes:	A. Implement PBIS to support positive student behavior B. Utilize counseling as a support service for behavior and academics C. Implement an alternative educational program for "at-promise" students D. Increase attendance rates by 1%, increase graduations & decrease drop-out rates and referrals by 1%	Actual Annual Measurable Outcomes:	A. Teachers refined the implementation of PBIS to support positive student behavior (behavior plans) Referrals were defined and incident of minor infractions resulting in a visit to the office decreased (MS/HS) B. A psychologist on a consultant contract provided support counseling "group" services for behavior and academics for K-5 students, with a focus on EL/LI/FY student populations. C. Application process for alternative educational program (CDS) was approved for implementation during 15-16 SY D. Increased attendance rates by 2%; decreased dropout rate to 0%; increased graduation rate to 100% as all seniors completed all graduation requirements. Data on referral rates was not available at time of writing.

LCAP Year: 2014-2015

Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
A. Implement PBIS K-12	A. 5200: LCFF $1,500	A. Implemented PBIS K-12 and MS/HS defined the discipline referral process to focus on restorative justice	A. 5200: LCFF $2,548
B. On-site probation officer K-12	B.Grant $13,812.50	B.On-site probation officer provides counseling and discipline for inappropriate student behavior, including anti-bully behavior.	B. Grant $10,000
C. Additional counseling services	C. 5800: TI PI $3000	C. Additional counseling services were provided for students in K-5 to support positive student behavior to support academic achievement.	C.5800: TI PI $4,920
D. Summer support programs	D. 1100: T1 $4,000	D. AVID Summer support program was not provided due to low participation during the prior summer	
E. Student health programs/ monitoring of students' health	E. 5800: LCFF $35,310	E. Student health programs and monitoring of students' health provided through a contract with a public health nurse.	E. 5800: LCFF $35,310

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)	
Support to succeed in core programs and extra curricular activities: A. Probation Officer to support positive behavior B. Additional counseling for students	A. Grant $13,812.50 B. 5800: T1 PI $2,000	Support to succeed in core programs and extra curricular activities: A. Probation Officer to support positive behavior The Probation Officer implemented anti-bully programs for students in 6 – 12 with a focus on LI/FY/EL students. B. Additional counseling for students Additional counseling was available for students in grades K-5 to support positive student behavior to support learning with a focus on EL/LI/FY students.	A. Grant $3,812.50 B. 5800: LCFF $2,000
Scope of Service: LEA-Wide __All OR:		Scope of Service: LEA-Wide __All OR:	

X Low Income pupils X English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)		X Low Income pupils X English Learners X 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?	1. For the 15-16 SY, elementary teachers will review the referral process according to PBIS guidelines. 2. The Probation Officer will provide workshops for parents in SY 2015-2016 on discipline, bully behavior, safe schools 3. AVID Summer Bridge program is planned for Summer 2016.

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:	**$1,057,903**

The LEA is spending these funds at both the district and the site level to increase student achievement for unduplicated count student populations (599 students). In the Needles USD, we are taking a two-tired approach to improving the learning and achievement outcomes for all students, especially those that fall under 5 CCR 15496 (a)(5). The most important thing to improve the knowledge and skills of our teachers and our administrators to provide the best first tier of instruction with intervention, remediation and alternative programs to meed the needs of each student. These interventions will focus on literacy, which is the key factor in predicting future educational and economic outcomes for students. There are numerous researchers who would support the findings that a student's first instruction on any topic or concept is the most important to his/her likelihood of learning. Additional teachers were added in the 14-15 SY at Vista Colorado ES and at Needles HS to decrease class size. For the 15-16 SY an additional teacher will be added to Needles MS to lower class sizes and increase intervention electives and at Needles HS with an additional math teacher to ensure that all 9th graders have small group instruction in Integrated Math I and available electives for intervention within the school day. All of the aforementioned strategies are in alignment with current research.

To provide the first tier of instruction for all students, including low-income pupils, and foster youth, we are working to develop common practices that will be implemented in every classroom TK-12. The District is working to develop intensive/targeted and flexible interventions at the elementary school level in literacy with a focus on comprehension.

LCFF Supplemental Funding will be allocated to cover the costs of implementing all goals for LI/FY/EL students, including effective standards-based academic programs, additional avenues for student engagement, intervention programs, PD for teachers of LI/FY/EL students, increased alternative programs, parent involvement, and support services. These actions will support increased service and support for target student populations to better serve LI/FY/EL and identified student subgroups.

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

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

13.31	%

Schmoker (2011) identifies strategies that support increased student achievement for under-served student populations through focused and consistent intervention efforts. The Needles USD is allocating funds to aggressively improve the levels of student achievement, engagement, school climate, college and career readiness and parent/community involvement through focused, monitored and rigorous increases to program and services to all students, while targeting LI, FY and EL student subgroups. At the elementary level, the focus is on literacy skills and building those skills necessary for success in secondary college readiness courses (AP and college-level courses). At secondary levels, the focus is on meeting grade level standards and gaining skills for success in college, career or beyond. Technology skills for all students are key to access to higher education, successful SBAC results and success in a global world. Gaining skills in 21st Century Learning (collaboration, critical thinking, communication, creativity and cultural understanding) will support engagement, positive school climates, and pupil achievement. These goals recognize that as teachers implement effective standards-based academic programs with effective instructional strategies that engage, assess, and scaffold learning, all students, included targeted populations will improve. Monitoring, tracking and reflecting on student achievement data supports teachers and administrators to identify differentiated instructional "first instruction" strategies and differentiation for re-teaching. **The Needles USD will spend 13.31% "more" in 2015-2016 to meet the needs of ALL students, with a focus on LI/FY/EL sub-groups.** Throughout this three-year LCAP program and services implementation, there will be increases in student performance brought about by an increase in student connectedness and engagement to school, increase in preparedness for college and career; increases in attendance & graduation rates; decreases in drop-out, referral, suspension and expulsion rates for ALL students by at least a 1%. Specific programs and services will be offered to engage/connect targeted student populations (low income, foster youth and English Learners) to support intervention/remediation of core programs, personal support services and academic success support for success in college preparedness pathways and parent education improved communication, engagement and support of LI/EL/FY students TK-12.

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).

01-13-15 [California Department of Education]