§ 15497. Local Control and Accountability Plan and Annual Update Template.

Introduction:

LEA: Lucerne Valley Unified School District **Contact (Name, Title, Email, Phone Number):** Suzette Davis, Superintendent**, suzette_davis@lvsd.k12.ca.us,** 760-248-6108 **LCAP Year:** 2014-15

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and annual update template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5.

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. 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 should comply with instructions and 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. 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 adopted by the state board for all pupils, including English learners. (Priority 2)*

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

***Parent involvement**: efforts to seek parent input in decision making, 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 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 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 engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA's goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

Guiding Questions:

1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, 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?
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 representative parents of pupils identified in Education Code section 42238.01?
6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

Involvement Process	**Impact on LCAP**
1. Meetings were held with parents, students, staff, and the community to share the District Strategic Plan, the Local Control Funding Formula (LCFF), and the Local Control Accountability Plan (LCAP). The meeting schedule i. Management Team-**Tuesday, Feb. 11**-Facilitator-Suzette Davis, Superintendent and Billy Wessell, Director of Business. ii. Inventory of Supports and Services (ISS)-**Wednesday, Feb. 26-2:00**-Facilitator-Sue Abel Participants: Special Educ. teachers, parents, classified staff, administrator iii. LCAP Parent Meeting-Elementary or Middle/High School-**Wednesday, Feb. 26- 5:00**-Facilitator-Suzette Davis and Billy Wessell iv. LCAP Parent Meeting-Elementary or Middle/High School-**Thursday, Feb. 27-5:00**-Facilitator-Suzette Davis and Billy Wessell v. Curriculum, Instruction, Assessment Group (CIA)-**Saturday, March 1-8:00-**Facilitator-Suzette Davis vi. Lucerne Valley Economic Development Association (LVEDA)**-Tuesday, March 4-noon-**Suzette Davis and Billy Wessell.	1. All of the results of the various surveys and minutes from meetings were used in developing and writing the LCAP. 2. Stakeholders included in development of LCAP: a. Students b. Parents c. Bargaining Units (LVTA and CSEA Chapter 743) d. Staff e. Community Members/Businesses 3. Information obtained from the results were used to identify the priorities used in the development of the Local Control Accountability Plan (LCAP) for Lucerne Valley Unified School District LVUSD. 4. The LVUSD Strategic Plan was developed and adopted in the 2012-2013 School Year. Both the Strategic Plan and data obtained for the LCAP were reviewed to ensure consistency and alignment.

Involvement Process	Impact on LCAP
vii. Academic Program Survey (APS), Elementary School-**Wednesday, March 5-2:00**-Facilitator-Sue Abel, Participants: teachers including special educ.,classified staff, 1-3 parents, board member viii. APS, Middle/High School-**Wednesday, March 5-2:00-**Facilitator-Bill Klein, Participants English and math teachers including special educ., classified staff, 1-3 parents, board member. 1-2 students ix. District Academic Survey (DAS)-**Wednesday, March 12-2:00-** Facilitators-Bill Klein, Sue Abel, Participants :teachers (K-12), administrators(site and district), classified staff, parents, special educ. staff, board member, union representation x. Presentations were made at the Elementary School, Middle School/High School and Transportation Department for additional opportunity for bargaining unit members unable to attend previous meetings. **Tuesday, March 18 and Wednesday March 19.** xi. Meeting with members of the Bargaining Units' Executive Board Members, Suzette Davis and Billy Wessell to review all data that was collected from LCAP surveys. **Monday, April 21.** 2. Paper and online surveys were given to the following: certificated staff, classified staff, parents/community members, students. Summaries of these surveys are attached. 3. The District Assistance Survey was given to parents and staff. A summary of this is attached. 4. The Inventory of Supports and Services (ISS) was given to parents and staff of students with disabilities. A summary of this is attached. 5. The Academic Program Survey (APS) was given at Lucerne Valley Elementary, Lucerne Valley Middle, and Lucerne Valley High Schools. The results of these surveys were used to write the Single Plan for Student Achievement (SPSA) at these schools and the summaries are in those documents. 6. Lucerne Valley's English Learner population is not significant; however, the District has a District English Language Advisory Committee (DELAC) and an English Language Advisory Committee (ELAC) at each school were invited to all meetings.	

Section 2: Goals and Progress Indicators

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, for ***each*** *state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.*

Instructions: Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. 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. The goals must reflect outcomes for all pupils and include 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. 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 (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.

Guiding Questions:

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
3) What are the LEA's goal(s) to address state priorities related to "Engagement" (e.g., pupil and parent)?
4) What are the LEA's goal(s) to address locally-identified priorities?
5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
6) What are the unique goals for subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA's goals for all pupils?
7) What are the specific predicted outcomes/metrics/noticeable changes associated with each of the goals annually and over the term of the LCAP?
8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority and/or to review progress toward goals in the annual update?
9) What information was considered/reviewed for individual school sites?
10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
NEED: All students will be placed in classes with highly qualified teachers. (93% of teachers are currently highly qualified) **METRICS:** Records of teacher credentials. Records of teachers' training in CCSS. Student course enrollment data from Aeries.	**Goal 1: Students will receive a quality education.**	All	All sites		Increase % of highly qualified teachers from 93% to 95%	Increase % of highly qualified teachers from 95% to 97%	Increase % of highly qualified teachers from 97% to 100%	**State Priorities:** 1. Basic 2. Implementation of State Standards 7. Course access

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
NEED: Students will have access to facilities that are maintained in good repair **METRIC:** School facility checklists and visits as well as Williams visit reports. School attendance rates. California Healthy Kids Survey results		All	All sites		Establish baseline data for facilities.	Implement facility repair based on baseline data.	Implement facility repair based on baseline data.	**State Priorities:** 1. Basic 5. Pupil Engagement 6. School Climate

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
NEED: EL students will have increased intervention. **Metric:** Students access to standards-aligned instructional materials. Records of students who are reclassified fluent English proficient. Number/ percentage of EL students who are receiving support.		English Learners	All sites		Establish a baseline of students usage of Rosetta Stone software	Increase student usage of software by 10% over baseline	Increase student usage of software by 10% over prior year	**State Priorities:** 1. Basic 4. Pupil Achievement 5. Pupil Engagement

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
NEED: Increase percent of students who score proficient or better in reading and math on quarterly benchmarks. **Metric:** LEA quarterly benchmark data. WASC data.	**Goal 2: Students are on track to graduate from high school prepared to enter college or the workforce.**	All	All sites		Establish a baseline of students scoring proficient or better on quarterly benchmarks.	Increase % of students who score proficient or advanced on quarterly benchmarks by 10% from baseline.	Increase % of students who score proficient or advanced on quarterly benchmarks by 10% from 2015-16.	**State Priorities:** 4. Pupil Achievement 8. Other pupil outcomes.

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
_____ **NEED:** Increase percent of students scoring college ready in English and Math by the Early Assessment Program (EAP). **Metric:** EAP Results (Currently 18% for English and Math)		_____ Juniors	_____ High Schools		_____ Increase EAP rate of college readiness in English and Math to 28%	_____ Increase EAP rate of college readiness in English and Math to 38%	_____ Increase EAP rate of college readiness In English and Math to 48%	_____ **State Priorities:** 4. Pupil Achievement

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
NEED: Increase the pass rate of CAHSEE in ELA and math. **Metric:** CAHSEE results (current 73% for ELA and 63% for math).		All	High Schools		Increase CAHSEE pass rate to 83% for ELA and 73% for math.	Increase CAHSEE pass rate to 91% for ELA and 83% for math.	Increase CAHSEE pass rate to 98% for ELA and 93% for math.	**State Priorities:** 4. Pupil Achievement

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
NEED: Increase the percent of seniors who complete the A-G requirements. (2011 was 28%) **Metric:** Students access to standards-aligned instructional materials. Seniors graduating with A-G requirements. Student course enrollment data from Aeries. WASC data.		Seniors	High Schools		Increase % of students meeting A-G requirements from 28% to 32%	Increase % of students meeting A-G requirements from 32% to 37%	Increase % of students meeting A-G requirements from 37% to 42%	**State Priorities:** 1. Basic 4. Pupil Achievement 7. Course Access 8. Other Pupil Outcomes

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
NEED: Increase student scores on the CAASPP **METRICS:** CAASPP scores		All	All Sites		Establish a baseline of scores from CAASPP.	Increase the student scores on CAASPP by 2%.	Increase the student scores on CAASPP by 2%.	**State Priorities:** 4. Pupil Achievement 8. Other Pupil Outcomes
NEED: Targeted students will receive improved /increased support. **Metric:** Students access to standards-aligned instructional materials. Number/ percent of targeted	**Goal 3: Students will be engaged in a positive school climate.**	Targeted Students: English Learners Reclassified English Learners Foster Youth Low Income	All sites		Establish baseline % of targeted students receiving improved /increased services.	Increase % of targeted students receiving improved /increased services by 2%.	Increase % of targeted students receiving improved /increased services by 2%.	**State Priorities:** 1. Basic 5. Pupil engagement

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
students receiving improved /increased support. **NEED:** Students will be supported through increased parent participation. **Metric:** Parent involvement sign-in sheets.		All	All sites		Establish baseline for % of parent involvement.	Increase baseline by 10% or more.	Increase baseline by 10% or more.	**State Priorities:** 3. Parent Involvement
NEED: School attendance rates will increase at all levels. **Metric:** P-2		All	All Sites		Increase attendance rates from 96.6% to 96.8%.	Increase attendance rates from 96.8% to 97%.	Increase attendance rates from 97% to 97.2%.	**State Priorities:** 5. Pupil Engagement.

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Attendance Report **NEED:** Graduation rates will increase. **Metric:** Percent of graduating seniors (Current rate is 71%)		Seniors	High Schools		Increase graduation rates from 71% to 77%	Increase graduation rates from 76% to 81%.	Increase graduation rates from 81% to 85%.	**State Priorities:** 5. Pupil Engagement.
NEED: Suspension & expulsion rates will decrease. **Metric:** Suspension & Expulsion data (2012-13 rate was 21%).		All	All sites		Maintain suspension and expulsion rates at 15% or less.	Maintain suspension and expulsion rates at 12% or less.	Maintain suspension and expulsion rates at 10% or less.	**State Priorities:** 6. School Climate

Section 3: Actions, Services, and Expenditures

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 the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.

Instructions: Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA's budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

1) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
2) How do these actions/services link to identified goals and performance indicators?
3) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?
4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
5) In the annual update, 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?
6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?

A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA's budget.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal 1: students will receive a quality education.	**State Priorities:** 1. Basic 2. Implementation of State Standards 7. Course Access	**Action 1:** Hire and retain staff that meet the qualifications of highly qualified and place in classrooms and assignments appropriately.	LEA-wide		Salary increase of 2% $84,917 LCFF 1000 Major Object	Maintain salaries $84,917 LCFF 1000 Major Object	Maintain salaries $84,917 LCFF 1000 Major Object
	State Priorities: 1. Basic 2. Implementation of State Standards 7. Course Access	**Action 2:** Purchase materials to support Common Core State Standards (CCSS).	LEA-wide		Purchase Instructional Supplies $47,447 Common Core Implementation Funding 4000 Major Object	Purchase Instructional Supplies $30,000 LCFF 4000 Major Object	Purchase Instructional Supplies $30,000 LCFF 4000 Major Object

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal 2: Students are on track to graduate from high school prepared to enter college or the workforce.	**State Priorities:** 1. Basic 5. Pupil Engagement 6. School Climate	**Action 1:** Provide summer custodial to deep clean facilities.	LEA-wide		Summer Custodial Staff $27,000 LCFF 2,000 & 3000 Major Objects	Summer Custodial Staff $27,000 LCFF 2,000 & 3000 Major Objects	Summer Custodial Staff $27,000 LCFF 2,000 & 3000 Major Objects
	State Priorities: 1. Basic 5. Pupil Engagement 6. School Climate	**Action 2:** Purchase facilities software to create database of current facility conditions.	LEA-wide		Purchase software $5,000 4,000 Major Object	No ongoing cost	No ongoing cost
	State Priorities: 1. Basic 5. Pupil Engagement 6. School Climate	**Action 3:** Repair asphalt as school sites.	LEA-wide		Repair asphalt at school sites. $60,000 LCFF 5000 Major Object	Repair asphalt at school sites. $60,000 LCFF 5000 Major Object	Repair asphalt at school sites. $60,000 LCFF 5000 Major Object

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
	State Priorities: 1. Basic 2. Implementation of State Standards 7. Course Access	**Action 4:** Facilitate the District Professional Development plan for all staff.	LEA-wide		Professional Development for Teachers and Administrators. $15,000 Title I & Title II 1000 & 3000 & 5000 Major Objects Professional Development for Instructional Aides and support staff. $5,000 LCFF & Title I 2000 & 3000 & 5000 Major Objects	Professional Development for Teachers and Administrators. $15,000 Title I & Title II 1000 & 3000 & 5000 Major Objects Professional Development for Instructional Aides and support staff. $5,000 LCFF & Title I 2000 & 3000 & 5000 Major Objects	Professional Development for Teachers and Administrators. $15,000 Title I & Title II 1000 & 3000 & 5000 Major Objects Professional Development for Instructional Aides and support staff. $5,000 LCFF & Title I 2000 & 3000 & 5000 Major Objects
	State Priorities: 1. Basic 2. Implementation of State Standards 7. Course Access	**Action 5:** Provide release time for curriculum planning purposes.	LEA-wide		Classroom release time for planning (1 time per semester/trimester for each grade level) $5000 LCFF 1000 & 3000 Major Objects	Classroom release time for planning (1 time per semester/trimester for each grade level) $5000 LCFF 1000 & 3000 Major Objects	Classroom release time for planning (1 time per semester/trimester for each grade level) $5000 LCFF 1000 & 3000 Major Objects

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
	State Priorities: 4. Pupil Achievement 5. Pupil Engagement 7. Course Access 8. Other Pupil Outcomes	**Action 6:** Hire Spanish Teacher to support A-G Requirements and purchase supplies to support program.	Lucerne Valley High School		Teacher Salary & Benefits $75,500 LCFF 1000 & 3000 Major Objects Purchase Supplies $10,000 LCFF 4000 Major Object	Teacher Salary $75,500 LCFF 1000 & 3000 Major Objects Purchase Supplies as needed See Action 2 of Goal 1 "Purchase Instructional Supplies"	Teacher Salary $75,500 LCFF 1000 & 3000 Major Objects Purchase Supplies as needed See Action 2 of Goal 1 "Purchase Instructional Supplies"
Goal 3: Students will be engaged in a positive school climate.	**State Priorities:** 4. Pupil Achievement 5. Pupil Engagement 7. Course Access 8. Other Pupil Outcomes	**Action 1:** Hire Music Teacher and purchase supplies to support program.	Lucerne Valley Middle School/High School		Teacher Salary $75,500 LCFF 1000 & 3000 Major Objects Purchase Supplies & Repair Instruments $20,000 Title I 4000 & 5000 Major Objects	Teacher Salary $75,500 LCFF 1000 & 3000 Major Objects Purchase Supplies as needed See Action 2 of Goal 1 "Purchase Instructional Supplies"	Teacher Salary $75,500 LCFF 1000 & 3000 Major Objects Purchase Supplies as needed See Action 2 of Goal 1 "Purchase Instructional Supplies"

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
	State Priorities: 1. Basic 6. School Climate	**Action 2:** Install/Update Surveillance systems at all sites.	LEA-wide		Install Surveillance systems $60,000 LCFF 5000 Major Object	Maintain surveillance systems No ongoing cost	Maintain surveillance systems No ongoing cost
	State Priorities: 1. Basic 2. Implementation of State Standards 7. Course Access	**Action 3:** Purchase special needs bus.	LEA-wide		Purchase special needs bus. $100,000 LCFF 6000 Major Object	No ongoing cost	No ongoing cost
	State Priorities: 1. Basic 5. Pupil Engagement 6. School Climate	**Action 4:** Purchase playground /sports equipment at Elementary School	Lucerne Valley Elementary School		Purchase playground /sports equipment at the Elementary School $10,000 Title I 4000 Major Object	Maintain equipment No ongoing cost	Maintain equipment No ongoing cost

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
	State Priorities: 3. Parent Involvement	**Action 5:** Plan and facilitate parent involvement activities.	LEA-wide		Staff time to facilitate parent involvement meetings $5,000 LCFF 1000 & 2000 & 3000 Major Objects Materials for parent involvement meetings $1,000 LCFF 4000 Major Object	Staff time to facilitate parent involvement meetings $5,000 LCFF 1000 & 2000 & 3000 Major Objects Materials for parent involvement meetings $1,000 LCFF 4000 Major Object	Staff time to facilitate parent involvement meetings $5,000 LCFF 1000 & 2000 & 3000 Major Objects Materials for parent involvement meetings $1,000 LCFF 4000 Major Object

B. Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01 and pupils redesignated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils redesignated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA's budget.

Goal (Include and identify all goals from Section 2, if applicable)	**Related State and Local Priorities (from Section 2)**	**Actions and Services**	**Level of Service (Indicate if school-wide or LEA-wide)**	**Annual Update: Review of actions/ services**	**What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?**		
					LCAP YEAR Year 1: 2014-15	**Year 2: 2015-16**	**Year 3: 2016-17**
Goal 1: Students will receive a quality education	**State Priorities:** 2. Implementation of State Standards 4. Pupil Achievement 5. Pupil Engagement 7. Course Access	**Action 1:** All English Learners will have increased intervention through use of Rosetta Stone software.	LEA wide		Additional intervention time and support will be given to English Learners for Rosetta Stone through the master schedule. Software previously purchased. No ongoing cost.	Additional intervention time and support will be given to English Learners for Rosetta Stone through the master schedule. Software previously purchased. No ongoing cost.	Additional intervention time and support will be given to English Learners for Rosetta Stone through the master schedule. Software previously purchased. No ongoing cost.

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal 3: Students will be engaged in a positive school climate.	**State Priorities:** 1. Basic 5. Pupil Engagement	**Action 2:** English Learners, Foster Youth, Low Income and Reclassified English Learners will receive improved /increased services.	LEA wide		Assistance with school supplies, clothing and other supplies. $5,000 LCFF 4000 Major Object Additional support through targeted training of staff that support these students. $10,000 LCFF 1000, 2000, 3000, 5000 Major Objects Improved parent involvement with the parents of targeted students through use of the District website, newsletters, etc. No ongoing cost	Assistance with school supplies, clothing and other supplies. $5,000 LCFF 4000 Major Object Additional support through targeted training of staff that support these students. $10,000 LCFF 1000, 2000, 3000, 5000 Major Objects. Improved parent involvement with the parents of targeted students through use of the District website, newsletters, etc. No ongoing cost	Assistance with school supplies, clothing and other supplies. $5,000 LCFF 4000 Major Object Additional support through targeted training of staff that support these students. $10,000 LCFF 1000, 2000, 3000, 5000 Major Objects Improved parent involvement with the parents of targeted students through use of the District website, newsletters, etc. No ongoing cost

C. Describe the LEA's increase in 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 school site 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 priority areas. (See 5 CCR 15496(b) for guidance.)

LVUSD is projected to receive $634,332 in 2014/15 for Supplemental & Concentration Grant monies. These funds are earned based off of our projected number of Target Students: English Learners, Foster Youth and Low Income students. LVUSD will offer a variety of programs and support for these students, to include: assistance with school supplies and clothing, additional support through targeted training of staff who support these students, additional intervention for English Learners with Rosetta Stone and improved parent involvement with the parents of these students. While we recognize that these funds are generated for the targeted population of students, some services may be utilized for students outside of the targeted population as our unduplicated targeted population is 85% of our entire District enrollment..

D. 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). 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). 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.

LVUSD will improve/increase services for our targeted population of students (English Learners, Foster Youth, and Low Income Students) by 11.21% in 2014/15. We will achieve this by increasing the training and release time for curriculum planning for teachers by 100%, increasing targeted staff training for support staff 100% and increasing the parent involvement by 100%.

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