§ 15497. Local Control and Accountability Plan and Annual Update **Approval Date: 6/24/2014**

Introduction:

LEA: Needles Unified School District Contact: Dr. Mary McNeil, Superintendent, mary_mcneil@needlesusd.org (760) 326-3126 **LCAP Year:2014-2015**

Local Control and Accountability Plan 2014-2017

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: All Students Will Learn and Education is 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.

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? **(Item #1 in table below)**
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? **(Item #2 in table below)**
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? **(Item #3 in table below)**
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? **(Item #4 in table below)**
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? **(Item #5 in table below)**
6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities? **(Item #6 in table below)**

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	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.

Involvement Process	Impact on LCAP
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. **LCAP Presentations and Meetings were held according to the following timeline:** 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 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	

Involvement Process	Impact on LCAP
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	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.

Involvement Process	Impact on LCAP
year, District leaders reviewed and discussed the data with stakeholder groups. 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. 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. 6. Annual Update to LCAP Goals : Not applicable to Year One	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. 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.

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"?
   The LEA's goals related to "Conditions of Learning" are to ensure that every student is provided with the following:
   A) A highly qualified teacher who posses the knowledge, skills and motivation to provide access to District Priorities.
   B) A learning environment that is clean, safe, intellectually stimulating and possess the appropriate learning materials, textbooks and technology for 21st Century teaching and learning.

C) A standards-based curriculum and programs with appropriate blend between the Common Core State Standards (CCSS) in Math and English Language Arts/Literacy, the Next Generation Science Standards (NGSS) and California Content Standards in History/Social Science, PE, Health and the Arts.

2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?

The LEA's goals related to "Pupil Outcomes" are as follows:

A) All students are performing at grade level or above in ELA.

B) All students are performing at grade level or above in Math.

C) All students complete the UC/CSU a-g entrance requirements upon graduation from high school (California students) or all students will meet the College and Career Readiness Standards (Arizona students).

D) All students will take at least one AP course or college-level course while enrolled in high school.

E) All students will have multiple opportunities to develop college and career readiness through CTE/ROP Pathway programs to ensure alignment with UC/CSU and CCSS requirements.

F) All students will have multiple opportunities for a balanced academic program that includes core academics, sports, electives, and extra-curricular activities.

G) Provide instruction that utilizes interim common assessments that result in the sharing of student data and the identification of best practices so that students learn challenging content and student performance is increased.

3) What are the LEA's goal(s) to address state priorities related to "Engagement" (e.g., pupil and parent)?

The LEA's goals related to "Engagement" are as follows:

A) All students are connected to school through one of the four A's: Academics, Athletics, Activities and the Arts.

B) School and District Leadership teams will Increase parent engagement in site and district committees (DAC, SSC), as program volunteers, and in parent workshops.

C) School and District Leadership teams will increase community engagement as mentors, internship programs, and community input groups (LCAP meetings, Native American Education Committee).

D) Maintain a culture of trust, professionalism, high expectations in a positive climate focused on all students.

E) 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.

4) What are the LEA's goal(s) to address locally-identified priorities?
The LEA's goals related to "locally identified priorities" are closely aligned with the eight priority outcomes identified by the state and no new ones are noted.

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.)?
Individual needs were evaluated in a variety of ways to inform the development of both district and site goals with LCAP. In the Needles Unified School District, we believe that all students, regardless of ethnicity, language or income barriers, previous education or identified disability have a "right" to achieve every goal that we have articulated as a district. Because of this belief system, we have been working toward some of the identified accountability measures in past years with a new-found purpose to increase student achievement for all students. While student achievement data has remained at lower levels over the past 5 years, there have been gains by student sub-groups as well as in providing intense professional development to utilize effective instructional strategies with appropriate state standards and curriculum. Data was shared with the Board of Trustees, School Site Councils, staff and parents to better understand the need and gain enriched input on meeting these goals for all students. The District's WASC Committee and Curriculum & Instruction Committee also identified strategies to improve student achievement throughout the district.

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?
There is a slight discrepancy in CST ELA and Math achievement between White and Hispanic, Native American, SED and SWD subgroups. Individual considerations for targeting goals to subgroups of Hispanic, Native American, and Students With Disabilities were identified although all students were identified in need of significant improvement. District goals were identified for all students with targets for the Hispanic, Native American, SED and SWD subgroups. Foster Youth and English Language Learners do not meet population size to be a significant subgroup.

7) What are the specific predicted outcomes/metrics/noticeable changes associated with each of the goals annually and over the term of the LCAP?
This information can be found in the table below.

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?

In preparation for developing the District's LCAP, the following activities were conducted:

The Districts API in 2013 was "700", far below the goal of "800", which was an increase from 2007, indicating steady and continuous improvement. The analysis of STAR data for the past three years indicates a continuous and steady increase in proficiency rates for the District. In ELA, STAR proficiency rates increased from 35.4% to 37.5% to 41.3% and in Math from 37.2% to 38.9% to 42.2%. Although these scores are well below the state target of 78% for ELA and 78.2% for Math, they are nonetheless an increase. The review of data for identified subgroups indicated a decrease in ELA proficiency for Native Americans and females while all other subgroups (Hispanic, White, SED, SWD) showed gains. In Math proficiency, Students With Disabilities (SWD) and females indicated a decrease while all other subgroups (Native American, Hispanic, White, SED) showed gains. While identified subgroups certainly require targeted focus to improve student achievement, the fact that all scores are significantly below the target and the state average support the need for ALL students to improve. In the review of tenth grade CAHSEE pass rates, there has been improvement in the past two years in ELA (67%) and Math (65%) although these scores are well below the county and state averages. In 2013, 10th grade CAHSEE proficiency rates were ELA (31%) with a state average rate of 57% and Math (33%) with a state average rate of 60%.

Although NCLB Program Improvement (PI) determinations have been frozen at 2013 levels due to changes to the Smarter Balance Assessment program, the PI status of both District and Sites were reviewed in the developing of LCAP goals. With the end of the STAR assessment program, the NUSD is frozen at PI Year 3 overall. Individual sites remain as follows: Vista Colorado ES at Year 5+, Needles Middle School at Year 4 and Needles High School at Year 2 even though NHS met all AYP goals for 2013. The graduation rate has increased and decreased over the past eight years. In 2013, the NUSD graduation rate was 74.7% with a target of 90%. In 2012, NUSD met a variable target with a rate of 78.38% due to flexibility in meeting this target. In review of teacher experience, VCES met the target with a 100% rate of teachers who are highly qualified under NCLB. Both NMS and NHS had a rate of 93% of highly qualified teachers, predominantly due to unique circumstances in finding NCLB highly qualified teachers with a California credential in the District's location. Annual parent surveys, WASC surveys, LCAP surveys information gathered through Town Hall Meetings were analyzed to develop goals for all 8 state priorities.

9) What information was considered/reviewed for individual school sites?

At the elementary level, student achievement, attendance rates, student discipline, surveys and responses to LCAP surveys and Town Hall Meeting information sessions were included in the determination of LCAP goals specifically targeted at the K-5 grade levels. At the middle school, student achievement, attendance rates, student discipline, surveys and responses to LCAP surveys and Town Hall Meeting information sessions were included as well as participation in advanced courses, athletics, and extra-curricular activities in the determination of LCAP goals specifically targeted at the 6-8 grade levels. At the high school, student achievement, attendance rates, student discipline, surveys and responses to LCAP and WASC surveys, student advisory meetings and Town Hall Meeting information on participation and assessment proficiency was reviewed for advanced courses, athletics, STAR, Exploratory Test, (AVID), ASVAB, CAHSEE, AP, EAP, SAT, ACT, college readiness, college enrollment, course of study data and extra-curricular activities in the determination of LCAP goals. This data was analyzed and reviewed to determine the goals for "more" programs and services to be included in LCAP and LCFF to improve the conditions for learning, pupil outcomes and engagement for all students.

10) What information was considered/reviewed for subgroups identified in Education Code section 52052?

CST, CAHSEE, AP, UC/CSU a-g, student discipline, attendance, drop-out, graduation rates, student connectedness through participation in extra-curricular activities and athletics, and course of study were reviewed for subgroups identified in Education Code section 52052. There was continuous and steady progress for the Hispanic (669), White (731) and Socioeconomically Disadvantaged (SD or LI) (660) subgroups over this eight-year period. There is a gap between subgroups that has identified Hispanic, Native American, SD (LI) SWD as targeted student populations for additional services to meet LCAP goal.

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?

Not applicable during year one of our LCAP requirements

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: Highly qualified and credentialed teachers in every classroom **Metrics:** Credential audit, participation in PD, Principal observations, evaluations, teacher mis-assignment reports	1.1 Provide highly-qualified teachers who possess the knowledge and skills	All	All		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.	Continue to implement the Professional Development Plan focused on effective instructional strategies, knowledge of curriculum, and student engagement and motivation strategies.	Continue to implement the Professional Development Plan focused on effective instructional strategies, knowledge of curriculum, and student engagement and motivation strategies.	1,2

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	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: Modern facilities for all students **Metrics:** Facilities inspections, safe school surveys, technology surveys, Principal observations, evaluations	1.2 Provide a learning environment that is clean, safe, and intellectually stimulating with the appropriate technology infrastructure.	All	All		Complete General Obligation Bond (2008) for District Cafeteria and all school sites Continue District's deferred maintenance plan to improve the learning environment at all district and school sites Implement District's safety priorities at all district and school sites Continue Prop 39 Energy	Continue District's deferred maintenance plan to improve the learning environment at all district and school sites Implement District's safety priorities at all district and school sites Meet all Williams Reporting facilities obligations Develop a Facilities Master Plan for ongoing maintenance and	Continue District's deferred maintenance plan to improve the learning environment at all school sites Implement District's safety priorities at all district and school sites	1

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.)
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					Conservation Plan, Meet all Williams Reporting facilities obligations Increase bandwidth	modernization for all sites and district facilities Increase bandwidth		

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	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: Provide Standards-Based Instruction and Materials **Metrics:** Textbook and materials review, Principal observations, evaluations, any and all applicable metrics	1.3 Provide a learning environment with appropriate materials, textbooks and technology.	All	All		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	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 Review materials available for textbook adoption in ELA/Literacy K-12 (2016-2017)	Provide standards-based instructional materials in ELA and Math K-12, meet all Williams reporting requirements for textbooks, review and adopt additional textbooks/materials as designated by CDE	1

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.)
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Need: Continue Implementation of CCSS **Metrics:** Professional development, collaboration, meeting agendas, SBAC data, District benchmarks, formative assessments, Principal observations, any and all applicable metrics	1.4 Implement CCSS in Math and ELA/Literacy and NGSS for K-12	All	All		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	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, provide PD to implement NGSS	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, provide PD to implement NGSS,	1,2,4

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: Increased Student Achievement in ELA/Literacy **Metric:** SBAC, District benchmarks, formative assessments, IEP goal attainment, Principal observations, , any and all applicable metrics	2.1 All students are performing at grade level or above in ELA/Literacy	All – targeting Hispanic, Native American, SED, SWD, Females	All		Establish baseline data in ELA/ Literacy on SBAC and District Benchmarks	Each student will improve on assessments of SBAC and District Benchmarks from the previous year for ELA/Literacy	Each student will improve on assessments of SBAC and District Benchmarks from the previous year for ELA/Literacy	4,8

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: Increased Student Achievement **Metric:** SBAC, District benchmarks, formative assessments, IEP goal attainment, Principal observations**,** , any and all applicable metrics	2.2 All students are performing at grade level or above in Math	All- targeting Hispanic, Native American, SED, SWD, Females	All		Establish baseline data in Math on SBAC and District Benchmarks	Each student will improve on assessments of SBAC and District Benchmarks from the previous year for Math	Each student will improve on Math assessments of SBAC and District Benchmarks from the previous year for Math	4,8

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: College Preparedness and Courses for All **Metric:** AP enrollment results, College course enrollment results, college level course enrollment results, UC/CSU a-g course completion, any and all applicable metrics	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	All-targeting Hispanic, Native American, SED, SWD	NHS, ETC		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	Increase by at least 1% the number of students taking AP and/or college courses while enrolled in high school from the previous year Increase the available college-level courses for students to take while enrolled in high school	Increase by at least 1% the number of students taking AP and/or college courses while enrolled in high school from the previous year Increase the available college-level courses for students to take while enrolled in high school	4,7,8

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: Improved Career Pathways **Metric:** Master Schedule, support from local businesses, (Rotary, Chamber, NDBA) ROP course enrollment and pathway completion rates, CTE program offerings/events, , any and all applicable metrics	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	All-targeting Hispanic, Native American, SED, SWD	All		Increase ROP/CTE course offerings and improve pathway opportunities for students to increase student participation in CTE programs by 1%	Increase ROP/CTE course offerings and improve pathway opportunities for students to increase student participation in CTE programs by 1%	Increase ROP/CTE course offerings and improve pathway opportunities for students to increase student participation in CTE programs by 1%	7,8

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: Improve Balance of Academic and Enrichment Programs **Metric:** Master Schedule, clubs participation, extra curricular activities participation, athletic program participation, Principal observation, any and all applicable metrics	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	All - targeting Hispanic, Native American, SED, SWD	All	All	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 rate outs by 1% and increase attendance rates by 1% for HS and MS	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 rate outs by 1% and increase attendance rates by 1% for HS and MS	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 rate outs by 1% and increase attendance rates by 1% for HS and MS	5,7,8

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: Ongoing Assessment and Analysis of Student Performance **Metric:** District benchmarks, formative assessments, data reflections (protocols and meeting minutes), any and all applicable metrics	2.6 Provide instruction that utilizes interim common assessments, collaborative sharing of student data and the implementation of best practices	All - targeting Hispanic, Native American, SED, SWD	All		Develop District benchmarks utilizing CCSS for ELA/Literacy and Math (Integrated Pathway) Develop unit assessments for NGSS Develop unit assessments for CCSS ELA/Literacy and Math (Integrated Pathway) Implement Data Reflections for grade level and department PLC's to increase	Refine and develop District benchmarks utilizing CCSS for ELA/Literacy and Math (Integrated Pathway) Refine and develop unit assessments for NGSS Refine and develop unit assessments for CCSS ELA/Literacy and Math (Integrated Pathway) Implement Data Reflections for	Refine District benchmarks utilizing CCSS for ELA/Literacy and Math (Integrated Pathway) Refine unit assessments for NGSS Refine unit assessments for CCSS ELA/Literacy and Math (Integrated Pathway) Implement Data Reflections for grade level and department PLC's to increase student achievement by 1%	2,8

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	
					student achievement	grade level and department PLC's to increase student achievement by 1% on SBAC		

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 Connectedness **Metric**: Internal tracking in academics, athletics, activities and the arts, AP classes, UC/CSU a-g completion, SBAC, graduation rates, drop-out rates, any and all applicable metrics	2.7 All students are connected to school through one of the four A's: Academics, Athletics, Activities and the Arts.	All - targeting Hispanic, Native American, SED, SWD	All		Develop opportunities for alternative programs Increase academic course offerings Increase athletic opportunities Increase school activities Increase opportunities in the Arts Increase graduation rates for MS and HS by 1%,decrease MS and HS drop out rates by 1%, increase grad rates by 1%	Develop opportunities for alternative programs Increase academic course offerings Increase athletic opportunities Increase school activities Increase opportunities in the Arts Increase graduation rates for MS and HS by 1%,decrease MS and HS drop out rates by 1%, increase grad rates by 1%	Develop opportunities for alternative programs Increase academic course offerings Increase athletic opportunities Increase school activities Increase opportunities in the Arts Increase graduation rates for MS and HS by 1%,decrease MS and HS drop out rates by 1%, increase graduation rates by 1%	4,5,8

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 Parent Involvement on Site/District Committees and Parent Education Programs **Metric:** Attendance rosters from meetings, parent education programs, communication parent surveys, records, any and all applicable metrics	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.	All	All		Increase and improve parent participation in District and site decision-making committees, workshops, groups, and individually, Increase communication through auto-dialer system for parents, compute baseline data on surveys returned to school by parents	Increase and improve parent participation in District and site decision-making committees, workshops, groups, and individually, Increase communication through auto-dialer system for parents, Increase the number of surveys returned to school by parents over baseline data from the previous year by 1%	Increase and improve parent participation in District and site decision-making committees, workshops, groups, and individually, Increase communication through auto-dialer system for parents, Increase the number of surveys returned to school by parents over baseline data from the previous year by 1%	3

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: Increased Community Involvement **Metric:** Attendance rosters from meetings, mentor and internship program involvement, surveys and all applicable metrics	3.2 Site and district leadership teams will increase community engagement as mentors, in internship programs, and community input groups (LCAP meetings, Native American Education Committee)	All	All		Increase community support for school programs Develop internship opportunities for students Develop mentors to support college and career readiness Increase community input on district programs and services	Increase community support for school programs Develop internship opportunities for students Develop mentors to support college and career readiness Increase community input on district programs and services	Increase community support for school programs Develop internship opportunities for students Develop mentors to support college and career readiness Increase community input on district programs and services	Local Priority: Community Involvement

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: Improved student attendance and engagement in school **Metric:** Attendance data, graduation rates, drop-out rates, suspension rates, expulsion rates, Principal observations, school survey, any and all applicable metrics	3.3 Maintain a culture of trust, professionalism, high-expectations for all students in a positive climate focused on all students.	All	All		Increase support systems for at-risk students Improve positive school and district climate Increase high expectations by all district staff Implement improvements that support a culture of trust Implement improvements that support high standards of professionalism Decrease drop out rate by 1%, increase graduation rate	Increase support systems for at-risk students Improve positive school and district climate Increase high expectations by all district staff Implement improvements that support a culture of trust Implement improvements that support high standards of professionalism Decrease drop out rate by 1%, increase graduation rate	Increase support systems for at-risk students Improve positive school and district climate Increase high expectations by all district staff Implement improvements that support a culture of trust Implement improvements that support high standards of professionalism Decrease drop out rate by 1%, increase graduation rate by 1% and	3,5,6 Local Priority: Positive 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	
					by 1% and increase attendance rate by 1%	by 1% and increase attendance rate by 1%	increase attendance rate by 1%	

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: Improved Support Systems for Students **Metric:** Attendance data, drop-out rates, graduation rates, suspension rates, expulsion rates, Principal observations, reduced referral rates, any and all applicable metrics	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.	All-targeting Hispanic, Native American, SED, SWD	All		Implement PBIS to support positive student behavior Utilize counseling as a support service for behavior and academics Implement an alternative educational program for "at-promise" students Increase attendance rates by 1%, decrease graduations & drop-out rates and referrals by 1%	Implement PBIS to support positive student behavior Utilize counseling as a support service for behavior and academics Implement an alternative educational program for "at-promise" students Increase attendance rates by 1%, decrease graduations & drop-out rates and referrals by 1%	Implement PBIS to support positive student behavior Utilize counseling as a support service for behavior and academics Implement an alternative educational program for "at-promise" students Increase attendance rates by 1%, decrease graduations & drop-out rates and referrals by 1%	5,6,8

Section 3A: 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?
   The Needles Board of Trustees and the Superintendent have established achievement goals for all students. These goals apply to All students. Any student not meeting these standards and/or goals will be targeted for support to achievement, with extra assistance and resources being provided to LI, with FY and EL (as appropriate), and any other student not meeting District and State expectations, including but not limited to highly qualified teachers; standards-based materials in ELA and Math; clean and safe facilitates; rigorous standards-based academic programs with access to higher-level coursework; increased monitoring, reflection and targeting of students not meeting expectations; enrollment and completion of AP and college-level coursework; targeted intervention; alternative programs; increased career pathways; improved college readiness; increased academic course offerings, athletic, activities, and arts, improved parent and community involvement, improved student connectedness.

2) How do these actions/services link to identified goals and performance indicators?
These actions/services are aligned to a mandated State accountability mandates, and local priorities established by the Board of Trustees and parent advisory councils. Every goal is inked to an appropriate expenditure.

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?
Expenditures are outlined in the following table

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?
Not applicable for Year One of LCAP

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?
Not applicable for Year One of LCAP

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?
Not applicable for Year One of LCAP

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?
Not applicable for Year One of LCAP

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** (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**
1.1 Provide highly-qualified teachers who possess the knowledge and skills.	1,2	PD on effective instructional strategies, knowledge of curriculum, student engagement and motivation strategies.	LEA-Wide		**Action:** PD 360 3010 5850 $18,000 PD Instruction: Paula Rutherford 7405 5810 $30,000 PIVOT 4035 5810 $20,000	**Action:** PD 360 3010 5850 $18,000 PD Instruction: Paula Rutherford 7405 5810 $30,000 PIVOT 4035 5810 $20,000	**Action:** PD 360 3010 5850 $18,000 PD Instruction: Paula Rutherford 7405 5810 $30,000 PIVOT 4035 5810 $20,000

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (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
1.2 Provide a learning environment that is clean, safe, and intellectually stimulating with the appropriate technology infrastructure.	1	Improve and/or maintain facilities	LEA- Wide		**Action:** Energy Conservation: Prop 39 6230 $59,278 MPR Completion: Bond Measure N Fund 21 6250 $11,200 Fund 35 6250 $712,985 5810 $37,819 6252 $1000 6210 $24,797 Safety: Fund 14 5810 $10,000 Deferred Maint: Fund 14 5810 $9565	**Action:** Safety: Fund 14 5810 $10,000 Deferred Maint: Fund 14 5810 $9565	**Action:** Safety: Fund 14 5810 $10,000 Deferred Maint: Fund 14 5810 $9565

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (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
1.3 Provide a learning environment with the appropriate materials, textbooks and technology.	1	Availability of materials and technology	LEA-Wide		**Action:** Instructional Materials /Math: 6300 4110 $2794 Technology Infrastructure: 0000 5810 $10,000	**Action:** Instructional Materials Math: 0000 4110 $40,000 Technology Infrastructure: 0000 5810 $10,000	**Action:** Instructional Materials ELA: 0000 4110 $40,000 Technology Infrastructure: 0000 5810 $10,000

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (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
1.4 Implement CCSS in Math and ELA/Literacy, NGSS for K-12	1,2,4	Implement standards-based	LEA- Wide		**Action:** Ed Caliber: 7405 5810 $7578 Data Reflections: 0000 1130 $7500 PD Math: SB County 3185 5810 $10,000	**Action:** Ed Caliber: 7405 5810 $7578 Data Reflections: 0000 1130 $7500 PD Math: SB County 3185 5810 $10,000	**Action:** Ed Caliber: 7405 5810 $7578 Data Reflections: 0000 1130 $7500 PD Math: SB County 3185 5810 $10,000

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (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
2.1 All students are performing at grade level or above in ELA/Literacy	4,8	Lower class sizes in core ELA programs PD on effective instructional strategies Intervention Programs/ Remediation	LEA-Wide		**Action:** Add'l Instructional Aide Support: 3010 2110 $10,000 3010 3000 $8,272 Add'l Teacher HS English: 0000 1110 $53,293 0000 3000 $22,287	**Action:** Add'l Instructional Aide Support: 3010 2110 $10,000 3010 3000 $8,272 Add'l Teacher HS English: 0000 1110 $53,293 0000 3000 $22,287	**Action:** Add'l Instructional Aide Support: 3010 2110 $10,000 3010 3000 $8,272 Add'l Teacher HS English: 0000 1110 $53,293 0000 3000 $22,287

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (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
2.2 All students are performing at grade level or above in Math	4,8	Intervention/ Remediation Programs and monitoring of student attendance	LEA-Wide		**Action:** Instructional Aide Support: 3010 2110 $7149 3010 3000 $6546 Intervention Programs MS/HS: Accelerated Math: 3010 5810 $8422 Study Island: 0000 4310 $5000	**Action:** Instructional Aide Support: 3010 2110 $7149 3010 3000 $6546 Intervention Programs MS/HS: Accelerated Math: 3010 5810 $8422 Study Island: 0000 4310 $5000	**Action:** Instructional Aide Support: 3010 2110 $7149 3010 3000 $6546 Intervention Programs MS/HS: Accelerated Math: 3010 5810 $8422 Study Island: 0000 4310 $5000

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (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
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	4,7,8	Develop a focus on college readiness Mandate students take college exams Implement Expository Reading and Writing (college remedial) course at HS Hire AVID Tutors	Middle School High School		**Action:** WASC: 0000 1130 $5000 AP Test Costs: 0000 5880 $1000 ERWC Class (add'l period): 0000 1110 $7500 10th Grade PSAT Costs: 0000 5880 $3000 AVID Tutors: 3010 1140 $4000	**Action:** AP Test Costs: 0000 5880 $1000 ERWC Class (add'l period): 0000 1110 $7500 10th Grade PSAT Costs: 0000 5880 $3000 AVID Tutors: 3010 1140 $4000	**Action:** AP Test Costs: 0000 5880 $1000 ERWC Class (add'l period): 0000 1110 $7500 10th Grade PSAT Costs: 0000 5880 $3000 AVID Tutors: 3010 1140 $4000

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (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
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	7,8	Implement add'l ROP course to support career pathways (Business Services) Develop certification pathways, Internships, mentorships	Middle School High School		**Action:** Add'l ROP Class-Business Services: 9650 Mgmt. 0136 $18,200 Certification Pathways: 9650 4310 $1000 Internships: 0000 5880 $500 Mentorships: 0000 5880 $500	**Action:** Add'l ROP Class-TBD 9650 Mgmt. 0136 $18,200 Certification Pathways: 9650 4310 $1000 Internships: 0000 5880 $500 Mentorships: 0000 5880 $500	**Action:** Add'l ROP Class-Microsoft 9650 Mgmt. 0136 $18,200 Certification Pathways: 9650 4310 $1000 Internships: 0000 5880 $500 Mentorships: 0000 5880 $500

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (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
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.	5,7,8 Local Priority: Student Engagement	Gate program at each site Stipends for teachers/others to offer clubs (3 sites) Librarian K-12 Add' sports to engage more students Technology program at a 1:1 level K-12 Add'l electives for HS/MS students	LEA-Wide		**Action:** Add'l elective Period HS: 0000 1110 $10,500 GATE Teachers: 0000 1130 $8979 Clubs: 0000 1130 $20,000 Librarian K-12: 0000 5810 $25,000 Cross County (HS): 0000 1130 $4402 1:1 Laptops (HS) 7405 4410 $56,652	**Action:** Add'l elective Period HS/MS 0000 1110 $21,000 GATE Teachers: 0000 1130 $8979 Clubs: 0000 1130 $20,000 Librarian K-12: 0000 5810 $25,000 Cross County (HS): 0000 1130 $4402 1:1 Laptops (MS) 7405 4410 $56,652	**Action:** Add'l elective Period HS/MS 0000 1110 $21,000 GATE Teachers: 0000 1130 $8979 Clubs: 0000 1130 $20,000 Librarian K-12: 0000 5810 $25,000 Cross County (HS): 0000 1130 $4402 1:1 Laptops/iPads (ES) 7405 4410 $56,652

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (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
2.6 Provide instruction that utilizes interim common assessments, collaborative sharing of student data and the implementation of best practices.	2,8	Analysis of significant data to track student performance	LEA-Wide		**Action:** Key Data: 3185 5810 $15,000 District Benchmarks: 3185 5810 $20,000 Data Reflections: 3185 5810 $8,000	**Action:** Key Data: 3185 5810 $15,000 District Benchmarks: 3185 5810 $20,000 Data Reflections: 3185 5810 $8,000	**Action:** Key Data: 3185 5810 $15,000 District Benchmarks: 3185 5810 $20,000 Data Reflections: 3185 5810 $8,000

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (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
2.7 All students are connected to school through one of the four A's; Academics, Athletics, Activities and the Arts.	4,5,8	Develop alternative programs Increase academic course offerings, school activities	LEA-wide		**Action:** ID tracking of Student Activities HS/MS: 0000 4340 $1398 Engagement in Clubs: 0000 1130 $10,000 Staff Monitoring Participation in school activities K-12: 0000 1310 $5000 Add'l Teacher for CSR at VCES: 1400 1110 $53,293 1400 3000 $22,287 Field Trips Online K-12: 7405 4410 $5000	**Action:** ID tracking of Student Activities HS/MS: 0000 4340 $1398 Engagement in Clubs: 0000 1130 $10,000 Staff Monitoring Participation in school activities K-12: 0000 1310 $5000 Add'l Teacher for CSR at VCES: 1400 1110 $53,293 1400 3000 $22,287 Field Trips Online K-12: 7405 4410 $5000	**Action:** ID tracking of Student Activities HS/MS: 0000 4340 $1398 Engagement in Clubs: 0000 1130 $10,000 Staff Monitoring Participation in school activities K-12: 0000 1310 $5000 Add'l Teacher for CSR at VCES: 1400 1110 $53,293 1400 3000 $22,287 Field Trips Online K-12: 7405 4410 $5000

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (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
					Alternate Education Program (CDS): 0000 1110 $53,293 0000 3000 $22,287 APEX Online Programs (HS): 0000 5810 $9850	Alternate Education Program (CDS): 0000 1110 $53,293 0000 3000 $22,287 APEX Online Programs (HS): 0000 5810 $9850	Alternate Education Program (CDS): 0000 1110 $53,293 0000 3000 $22,287 APEX Online Programs (HS): 0000 5810 $9850

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (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
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.	3	Increase parent involvement through effective communication Provide parent workshops to support student learning Develop a volunteer program at each site	LEA- Wide		**Action:** Parent Link for Communication: 7405 5810 $2000 Parent Education: 3010 5819 $3836 Volunteer Program: 0000 5810 $2500	**Action:** Parent Link for Communication: 7405 5810 $2000 Parent Education: 3010 5819 $3836 Volunteer Program: 0000 5810 $2500	**Action:** Parent Link for Communication: 7405 5810 $2000 Parent Education: 3010 5819 $3836 Volunteer Program: 0000 5810 $2500

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (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
3.2 Site and district leadership teams will increase community engagement as mentors, in internship programs, and community input groups (LCAP meetings, Native American Education Committee)	Local Priority: Community Involvement	District/Site personnel will engage in community activities/events Students will plan programs that engage the greater community Utilize community members to enrich school offerings and curriculum	LEA-Wide		**Action:** Memberships in Community Groups: 0000 5350 $1000 Sober Celebration HS: 0000 1130 $1500 Rachel's Challenge: 000 5810 $1500 Art Attack: 0000 1130 $2000 Mini-day Events: 0000 1130 $1000 Native American Ed Committee: 0000 5819 $500	**Action:** Memberships in Community Groups: 0000 5350 $1000 Sober Celebration HS: 0000 1130 $1500 Rachel's Challenge: 000 5810 $1500 Art Attack: 0000 1130 $2000 Mini-day Events: 0000 1130 $1000 Native American Ed Committee: 0000 5819 $500	**Action:** Memberships in Community Groups: 0000 5350 $1000 Sober Celebration HS: 0000 1130 $1500 Rachel's Challenge: 000 5810 $1500 Art Attack: 0000 1130 $2000 Mini-day Events: 0000 1130 $1000 Native American Ed Committee: 0000 5819 $500

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (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
3.3 Maintain a culture of trust, professionalism, high-expectations for all students in a positive climate focused on all students.	3,5,6 Local Priority: Positive School climate	PD on creating a positive school climate Programs to support a positive and professional district climate for staff Increase high expectations for all students and staff Positive support systems for all students	LEA-wide		**Action:** Rachel's Challenge: 0000 5810 $1500 PD Workshops: 0000 5810 $3000 Staff programs: 0000 5250 $5000	**Action:** Rachel's Challenge: 0000 5810 $1500 PD Workshops: 0000 5810 $3000 Staff programs: 0000 5250 $5000	**Action:** Rachel's Challenge: 0000 5810 $1500 PD Workshops: 0000 5810 $3000 Staff programs: 0000 5250 $5000

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (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
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.	5,6,8	Implement PBIS K-12 On-site probation officer K-12 Add'l counseling services Summer support programs Student Health programs/ monitoring of students' health	LEA-Wide		**Action:** Sober Celebration: 0000 1130 $1500 Probation Officer: Grant through Probation Dept $13,812.50 Add'l Counseling for Students: 3185 5810 $3000 AVID Summer Bridge Program: 3010 1110 $4000 Nurse K-12: 0000 5810 $35,310	**Action:** Sober Celebration: 0000 1130 $1500 Probation Officer: Grant through Probation Dept $13,812.50 Add'l Counseling for Students: 3185 5810 $3000 AVID Summer Bridge Program: 3010 1110 $4000 Nurse K-12: 0000 5810 $35,310	**Action:** Sober Celebration: 0000 1130 $1500 Probation Officer: Grant through Probation Dept $13,812.50 Add'l Counseling for Students: 3185 5810 $3000 AVID Summer Bridge Program: 3010 1110 $4000 Nurse K-12: 0000 5810 $35,310

3.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 Needles Unified School District has a significant subgroup population of Low Income (LI) students. There are fewer than 10 English Learners (EL) at K-12 levels and no foster youth as identified for LCAP. All school sites are school-wide Title 1 and there is little gap between student groups as ALL students performed at the lower decimals in past state assessments.** 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 each fiscal year implementing these actions, including where those expenditures can be found in the LEA's budget.

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** (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**
1.1 Provide highly-qualified teachers who possess the knowledge and skills.	1,2	PD on effective instructional strategies and motivation strategies for EL/LI student success	LI/EL LEA-Wide		**Action:** PD 360 5850 3010 $18,000 PD Instruction: Paula Rutherford 7405 5810 $15,000	**Action:** PD 360 5850 3010 $18,000 PD Instruction: Paula Rutherford 7405 5810 $15,000	**Action:** PD 360 5850 3010 $18,000 PD Instruction: Paula Rutherford 7405 5810 $15,000

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (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**
					PIVOT 4035 5810 $20,000	PIVOT 4035 5810 $20,000	PIVOT 4035 5810 $20,000
2.1 All students are performing at grade level or above in ELA/Literacy	4,8	Support to achieve in core programs	LI/EL LEA-Wide		**Action:** Add'l Instructional Aide Support: 3010 2110 $13,987 3010 3000 $7,000 Intervention ES/MS/HS: 3010 4310 $20,000	**Action:** Add'l Instructional Aide Support: 3010 2110 $13,987 3010 3000 $7,000 Intervention ES/MS/HS: 3010 4310 $20,000	**Action:** Add'l Instructional Aide Support: 3010 2110 $13,987 3010 3000 $7,000 Intervention ES/MS/HS: 3010 4310 $20,000

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (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
2.2 All students are performing at grade level or above in Math	4,8	Support to achieve in core programs	LI/EL LEA-Wide		**Action:** Instructional Aide Support: 3010 2110 $7148 3010 3000 $6545 Intervention ES/MS/HS: 3010 4310 $15,000	**Action:** Instructional Aide Support: 3010 2110 $7148 3010 3000 $6545 Intervention ES/MS/HS: 3010 4310 $15,000	**Action:** Instructional Aide Support: 3010 2110 $7148 3010 3000 $6545 Intervention ES/MS/HS: 3010 4310 $15,000

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (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
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	4,7,8	Support to complete college course	LI/EL LEA-wide		**Action:** ERWC Class (add'l period): 0000 1110 $2000	**Action:** ERWC Class (add'l period): 0000 1110 $2000	**Action:** ERWC Class (add'l period): 0000 1110 $2000

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (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
3.1 School and district leadership teams will increase parent engagement in site and district committees (DAC,SSC,LCAP), as programs volunteers and in parent workshops.	3	Parent Education to support student achievement	EL LEA- Wide		**Action:** Parent Education: 3010 5819 $1000	**Action:** Parent Education: 3010 5819 $1000	**Action:** Parent Education: 3010 5819 $1000

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (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
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.	5,6,8	Support to succeed in core programs and extra curricular activities	LI/EL LEA-wide		**Action:** Probation Officer: Grant through Probation Dept $13,812.50 Add'l Counseling for Students: 3185 5810 $2000	**Action:** Probation Officer: Grant through Probation Dept $13,812.50 Add'l Counseling for Students: 3185 5810 $2000	**Action:** Probation Officer: Grant through Probation Dept $13,812.50 Add'l Counseling for Students: 3185 5810 $2000

3C. 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, school-wide, countywide, or charter-wide 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 school-wide 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.)

The LCFF Supplemental funds have been calculated to be **$384,966**, which is **$270,702,** more than the **$114,264** funding related to the District's EIA minimum in 2013-2014. The LEA is spending these funds at both the district and the site level. 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. 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, we are working to create more targeted interventions for all underachieving sub-groups. These interventions will focus on literacy, which is the key factor in predicting future educational and economic outcomes for students. 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 students, including effective standards-based academic programs, additional avenues for student engagement, intervention programs, PD for teachers of LI 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 and identified student subgroups.

3D. 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.

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 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 6.72% "more" in 2014-2015 to meet the needs of ALL students. 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 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 students K-12.

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.