**§ 15497. Local Control and Accountability Plan and Annual Update Template. Rev.7/28/14**

**Introduction:**

**LEA: Helendale School District Contact Ross Swearingen; ross@helendale.k12.ca.us;760-952-1180 LCAP Year:2014-15**

## *Local Control and Accountability Plan and Annual Update Template*

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

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

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

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

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

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

## *State Priorities*

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

*A. Conditions of Learning:*

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

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

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

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

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

*B. Pupil Outcomes:*

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

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

*C. Engagement:*

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

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

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

**Section 1: Stakeholder Engagement**

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

**Instructions:** Describe the process used to engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA's goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

**Guiding Questions:**

1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, community organizations representing English learners, and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process?

4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representative parents of pupils identified in Education Code section 42238.01?
6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

| **Involvement Process** | **Impact on LCAP** |
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| Surveys were developed to gauge the opinions of different stakeholder groups including students, parents, community stakeholders, and certificated, classified, and administrative employees from all schools. The survey window ranged from 4 weeks in the community to 2 weeks for students, parents, and staff. When the survey window had closed there were 688 surveys that had been completed by the stakeholders of the district and represented all sub groups. The results of these surveys were analyzed by administrative staff in order to implement immediate changes if needed and were organized in order to present at two strategic planning meetings.<br>The strategic planning meetings are a part of an annual cycle in the district where district goals are evaluated and input is given through multiple processes in order to move the district forward based upon the needs of the community. In September of 2012 seven board goals were adopted based upon the priorities of the community. These board goals are:<br>1. The District will be a source of pride to the Helendale Community through its actions and its effective communication.<br>2. The District will always act to maintain fiscal solvency in order to ensure the greatest learning opportunities for every child.<br>3. The District will build and maintain educational and extra-curricular programs that enrich every student's learning experiences.<br>4. The District will use technology as a tool to enhance and engage student learning. | Based upon the input that was received during the strategic planning process, the following goals will continue to be pursued in the Helendale School District with action plans assigned to each goal based upon specific feedback from weighted polling during strategic planning and LCAP development input from stakeholders.<br>1. The District will be a source of pride to the Helendale Community through its actions and its effective communication.(3, 6)<br>2. The District will always act to maintain fiscal solvency in order to ensure the greatest learning opportunities for every child. (1)<br>3. The District will build and maintain educational and extra-curricular programs that enrich every student's learning experiences. (2, 4, 5, 7)<br>4. The District will use technology as a tool to enhance and engage student learning. (1, 2, 3, 4, 5, 7, 8)<br>5. The District will ensure that its academic program allows every child to reach their learning potential. (2, 4, 5, 7, 8)<br>6. The District will provide operationally effective support systems in order to provide the highest quality learning environment for all students. (1)<br>7. The District will teach, encourage, and expect positive student behavior and a safe and orderly school environment in order to promote effective teaching and maximize learning. (3, 5, 6, 8) |

| Involvement Process | Impact on LCAP |
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| 5. The District will ensure that its academic program allows every child to reach their learning potential.<br>6. The District will provide operationally effective support systems in order to provide the highest quality learning environment for all students.<br>7. The District will teach, encourage, and expect positive student behavior and a safe and orderly school environment in order to promote effective teaching and maximize learning.<br><br>During the strategic planning meetings participation and input by all significant sub groups including English Learner, Low Income, and Foster Youth stakeholders was sought and received. During the process quantitative data was shared with the stakeholders of the specific academic results that had been achieved over the past year. Three year API and AYP data was also shared in order to show positive trends of learning in the district including significant growth at the secondary schools and a drop at the elementary school and a one point overall drop in the district. Survey results were shared with perspectives from each stakeholder group including staff, community, parents, and students reviewed and analyzed. During the presentation, discussion among the audience was free flowing in order to address questions and offer theories for the results that were shared.<br>Qualitative data was also shared with the audience in order to share progress that had occurred under each of the district goals over the past strategic planning cycle. Accomplishments such as update of the district website and quarterly community newsletters were examples of accomplishments of Goal 1. Examples of Goal 2 accomplishments included added student enrollment to the district and a fiscal reserve of 22%. Under Goal 3 examples such as the addition of an independent study program and expansion of tech classes and enrichment classes in the district were highlighted as accomplishments. Goal 4 accomplishments include the implementation of online benchmark testing and a parent portal to communicate grades in a more timely manner to parents. Highlighted under goal 5 were examples such as API growth at ACE and Riverview Middle School and an increased focus on staff development toward implementation of Common Core standards. | |

| Involvement Process | Impact on LCAP |
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| Goal 6 accomplishments included school security initiatives such as secured campuses, additional use of cameras for security, and internship opportunities available in the district. Our final goal highlighted the implementation of PBIS district wide as well as the use of dogs that detect drugs on our school campuses.<br>The process of strategic planning continued by reviewing each goal one at a time and soliciting feedback from all participants through table talks about what should be the districts actions over the next year in order to effectively accomplish each goal. Table groups reported out their recommendations goal by goal and those results were recorded by the facilitator on large sheet paper for all to see. Following the completion of input for next steps, stakeholders participated in a weighted polling process to give final input. Each participant received dots that they could assign to a generated idea. Following the completion of weighted polling the dots were tallied and rank ordered by quantity of dots received. The process of strategic planning meetings was implemented twice, once during the day and once in the evening in order to expand the number of potential stakeholders participating. All told there were 45 participants who attended the strategic planning meetings.<br>During the February 11th Board of Trustees meeting, the results of input from strategic planning including the results of weighted polling was shared with the Board of Trustees and the public. Discussion was generated by the public and board members about the results of the weighted polling.<br>The process for development of the LCAP continued with administration organizing the data received into the priority areas for the LCAP and writing of the LCAP to include 87 of the 123 (70%) suggestions that were generated during the strategic planning process.<br>Following writing of the draft LCAP, employee associations were consulted and all employees were provided a copy of the draft to provide feedback prior to public hearing. Each School Site Council reviewed the draft to ensure that the goals of their school were included and feedback was generated to the district in order for revision prior to public hearing. Revisions were made when appropriate and the draft was presented at a public hearing on May 13th, 2014. Community input was sought and a final opportunity for public input for revisions was received. On June 3rd the District Advisory Committee which is compiled of | |

| Involvement Process | Impact on LCAP |
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| teachers, classified staff, parent representatives of Low Income, Foster Youth, and English Language Learners convened and made revisions to the LCAP prior to submission to the hearings at the Board of Trustees meetings. | |

**Section 2: Goals and Progress Indicators**

*For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, for **each** state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.*

**Instructions:** Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups (e.g., school site councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment

between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

**Guiding Questions:**

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

| Identified Need and Metric | Goals | Annual Update: | What will be different/improved for students? (based on identified metric) | Related State and Local |
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| (What needs have been identified and what metrics are used to measure progress?) | 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.) | Analysis of Progress | LCAP YEAR Year 1: 2014-15 | Year 2: 2015-16 | Year 3: 2016-17 | 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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| The District will be a source of pride to the Helendale Community through its actions and its effective communication.<br>**Measured by:** Annual surveys of the community, staff, parents, and students to show satisfaction with district performance and communications.<br>**Measured by:** Enrollment will increase annually. | Goal 1: Parents and Community will see Helendale School District as the only choice to send their children for an education through positive communications and interactions with the district. | All | All | | Survey Participants will show parent approval of district at greater than 88%; staff >95%; secondary students > 78%; Elementary Students > 95.5%<br><br>Enrollment will increase by 2% over prior year | Survey Participants will show parent approval of district at greater than 89%; staff >95.5%; secondary students > 79%; Elementary Students > 96%<br><br>Enrollment will increase by 2% over prior year | Survey Participants will show parent approval of district at greater than 90%; staff >96%; secondary students > 80%; Elementary Students > 96.5%<br><br>Enrollment will increase by 2% over prior year | State Goal: Parent Involvement; Student Engagement |
| The District will always act to maintain fiscal | Goal 2: The District will make financial | All<br><br>Subgroups: | All | | A year end reserve of 20% or greater. | A year end reserve of 20% or greater. | A year end reserve of 20% or greater. | Local Priority: Financial Stability; |

| 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 | |
| solvency in order to ensure the greatest learning opportunities for every child. **Measured by**: A healthy ending balance to the District's annual budget**. Measured by**: Annual Audit approval. **Measured by:** Positive Certification by County Schools Business Office | decisions to ensure the long term financial stability of the district. | LI<br>EL<br>SPED | | | Zero findings on Annual Audit<br>3 Year Positive Certification of Budget | Zero findings on Annual Audit<br>3 Year Positive Certification of Budget | Zero findings on Annual Audit<br>3 Year Positive Certification of Budget | |
| The District will build and maintain | Goal 3: The District will | All | All | | All District students will | All District students will | All District students will | State Goal: Course Access; |

| Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?) | Goals | | | Annual Update: Analysis of Progress | What will be different/improved for students? (based on identified metric) | | | Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.) |
|---|---|---|---|---|---|---|---|---|
| | Description of Goal | Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.) | School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.) | | LCAP YEAR Year 1: 2014-15 | Year 2: 2015-16 | Year 3: 2016-17 | |
| educational and extra-curricular programs that enrich every student's learning experiences.<br>**Measured by:**<br>Number of Elective Courses during school day at each school annually.<br>**Measured by:**<br>Number of Extra-Curricular sports/activities district wide<br>**Measured by:**<br>Student performance rated in PFT. | offer its students opportunities beyond the core curriculum in order to provide more well-rounded learning and extra-curricular opportunities. | Subgroups:<br>LI<br>EL<br>SPED | | | have participated in at least one elective beyond core classes per semester.<br><br>Average Daily Attendance rates will increase over the prior year. | have participated in at least one elective beyond core classes per semester.<br><br>Average Daily Attendance rates will increase over the prior year by .2%. | have participated in at least one elective beyond core classes per semester.<br><br>Average Daily Attendance rates will increase over the prior year by .2%. | Other Student Outcomes; Student Engagement |

| Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?) | Goals | | | Annual Update: Analysis of Progress | What will be different/improved for students? (based on identified metric) | | | Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.) |
|---|---|---|---|---|---|---|---|---|
| | Description of Goal | Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.) | School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.) | | LCAP YEAR Year 1: 2014-15 | Year 2: 2015-16 | Year 3: 2016-17 | |
| The District will use technology as a tool to enhance and engage student learning.<br>**Measured by:** Student:Device Ratio.<br>**Measured by:** Student and Staff logins to District Systems<br>**Measured by:** Use of benchmark tests through Illuminate.<br>**Measured by:** Staff/Student Technology Satisfaction Survey | Goal 4: The District will provide students with multiple opportunities for learning through technology while also providing staff the ability to enhance their work and their teaching through the use of technology | All<br><br>Subgroups:<br>LI<br>EL<br>SPED | All | | A minimum of one grade level at each school will be using hand held devices for educational purposes.<br><br>Benchmark satisfaction surveys will be implemented for students and staff. | A minimum of two grade levels at each school will be using hand held devices for educational purposes.<br><br>Benchmark satisfaction surveys will be implemented for students and staff. | A minimum of three grade levels at each school (excluding RMS) will be using hand held devices for educational purposes.<br><br>Benchmark satisfaction surveys will be implemented for students and staff. | State Goal: Other Student Outcomes; Course Access<br><br>Local Priority: Increase in technology |

| 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 | |
| The District will ensure that its academic program allows every child to reach their learning potential.<br>**Measured by:** Performance on Benchmark Tests and SBAC.<br>**Measured by:** Applicable CST test performance in Science.<br>**Measured by:** Number of Monthly Administrative Classroom Walkthroughs | Goal 5: Students in the district will achieve at the highest levels possible through effective teaching strategies and environments in all core subject areas. | All<br><br>Subgroups:<br>LI<br>EL<br>SPED | All | | Quarterly Benchmark Assessments aligning with Common Core objectives will be implemented with a baseline score.<br><br>District will continue to show improved scores over prior year in State administered assessments in | Quarterly Benchmark Assessments aligning with Common Core Assessments will be created and implemented with improved scores from prior year assessment. District will continue to show improved scores over prior year in State administered assessments in P.E. and | Quarterly Benchmark Assessments aligning with Common Core Assessments will be created and implemented with improved scores from prior year assessment. District will continue to show improved scores over prior year in State administered assessments in SBAC, PE, and | State Goal: Student Achievement: Implementation of Common Core; Other Student Outcomes; Local Priority Class Size |

| 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 | |
| **Measured by:** Student: Teacher Ratios<br>**Measured by:** EL Reclassification | | | | | P.E. and Science.<br><br>Administrative classroom walkthroughs with teacher feedback will be increased by 10% over 2013-14 benchmark year.<br>Class size ratio will meet gap goals of LCFF in grades K-3 and shall not increase more than a half student difference of district 2013- | Science.<br><br>Additionally will create a baseline SBAC score based upon state measures.<br><br>Administrative classroom walkthroughs with teacher feedback will be increased by 10% over previous year.<br>Class size ratio will meet gap goals of LCFF in grades K-3 and shall not increase more | Science.<br><br>Administrative classroom walkthroughs with teacher feedback will be increased by 10% over the previous year.<br>Class size ratio will meet gap goals of LCFF in grades K-3 and shall not increase more than a half student difference of district 2013-14 student:teach | |

| 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 | |
| | | | | | 14 student:teacher ratio. | than a half student difference of district 2013-14 student:teacher ratio. | er ratio. | |
| The District will provide operationally effective support systems in order to provide the highest quality learning environment for all students.<br>**Measured by:**<br>Number and Variety of Annual Safety Drills<br>**Measured by:** | Goal 6: The District will maintain a safe and healthy learning and working environment for all students and staff. | All | All | | At least one of the following safety drills shall occur during each month of the school year. (Fire, Earthquake, Lockdown, Bomb threat).<br><br>Zero Quarterly Williams Complaints will be | At least one of the following safety drills shall occur during each month of the school year. (Fire, Earthquake, Lockdown, Bomb threat).<br><br>Zero Quarterly Williams Complaints will be | At least one of the following safety drills shall occur during each month of the school year. (Fire, Earthquake, Lockdown, Bomb threat).<br><br>Zero Quarterly Williams Complaints will be | State Goal: Basic Services |

| 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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| | 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 | |
| Number of facility Complaints for Quarterly Williams Settlement Hearings<br>**Measured by:**<br>Student Lunch Satisfaction Survey<br>**Measured by:**<br>Workers Compensation Claims Filed with the District. | | | | | reported to the Board.<br><br>A baseline satisfaction score shall be created by a student survey to determine students satisfaction with lunches. | reported to the Board.<br><br>A 1% increase from the 2014-15 baseline satisfaction score shall be achieved through a student survey to determine student's satisfaction with lunches. | reported to the Board.<br><br>A 1% increase from the 2014-15 baseline satisfaction score shall be achieved through a student survey to determine student's satisfaction with lunches. | |
| The District will teach, encourage, and expect positive student behavior and a safe and orderly school environment in | Goal 7: There will always be high expectations for student behaviors which will be | All<br><br>Subgroups:<br>LI<br>EL<br>SPED | All | | A 5% decrease in number of office referrals from the 2013-14 school year shall be | A 5% decrease in number of office referrals from the 2014-15 school year shall be achieved at | A 5% decrease in number of office referrals from the 2015-16 school year shall be | State Priority: 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 | |
| order to promote effective teaching and maximize learning.<br>**Measured by:**<br>Number of Annual Office Referrals, Suspensions and Expulsions.<br>Measured by:<br>Opportunities for Positive Recognition of students | taught, expected, rewarded and held accountable for. | | | | achieved at each school.<br><br>A 5% decrease in number of suspensions from the 2013-14 school year shall be achieved at each school.<br><br>One student per month per grade level shall be recognized at the monthly board meeting to recognize their positive behavior at a | each school.<br><br>A 5% decrease in number of suspensions from the 2014-15 school year shall be achieved at each school.<br><br>One student per month per grade level shall be recognized at the monthly board meeting to recognize their positive behavior at a public board meeting. | achieved at each school.<br><br>A 5% decrease in number of suspensions from the 2015-16 school year shall be achieved at each school.<br><br>One student per month per grade level shall be recognized at the monthly board meeting to recognize their positive behavior at a | |

| 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 | |
| | | | | | public board meeting. | | public board meeting. | |

**Section 3: Actions, Services, and Expenditures**

*For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.*

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

and services. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

**Guiding Questions:**

1) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
2) How do these actions/services link to identified goals and performance indicators?
3) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?
4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
5) In the annual update, how have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?

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

| **Goal** (Include and identify all goals from Section 2) | **Related State and Local Priorities** (from Section 2) | **Actions and Services** | **Level of Service** (Indicate if school-wide or LEA-wide) | **Annual Update: Review of actions/ services** | **What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?** | | |
|---|---|---|---|---|---|---|---|
| | | | | | **LCAP YEAR Year 1: 20XX-XX** | **Year 2: 20XX-XX** | **Year 3: 20XX-XX** |

| **Goal** (Include and identify all goals from Section 2) | **Related State and Local Priorities** (from Section 2) | **Actions and Services** | **Level of Service** (Indicate if school-wide or LEA-wide) | **Annual Update: Review of actions/ services** | **What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?** | | |
|---|---|---|---|---|---|---|---|
| | | | | | **LCAP YEAR Year 1: 20XX-XX** | **Year 2: 20XX-XX** | **Year 3: 20XX-XX** |
| Goal 1: Parents and Community will see Helendale School District as the only choice to send their children for an education through positive communications and interactions with the district. | Parent Involvement; Student Engagement | Improve daily communication to all of Helendale Community<br><br>Regularly Updated Website with teacher links and District Facebook Page<br><br>Community Newsletter Participation Monthly<br><br>Full implementation of Illuminate Web Based Student Information System and Data and Assessment Program | LEA | | Electronic Marquee at D.O.$50,000.00 from the Capital Projects Fund 25-Developer Fees-Object 6400 Management 5233<br><br>Increased Teacher Training and Participation with links on website. $0.00 cost to the district.<br><br>Monthly Articles written for "The Ledger" $0.00 cost to the district.<br><br>Attendance, grade reporting, progress monitoring and reporting, assessment implementation, discipline tracking. | Electronic Marquee at HSS.$15,500.00 from the Capital Projects Fund 25-Developer Fees-Object 6400 Management 5233..<br><br>Develop a data based baseline for website traffic. $0.00 cost to the district.<br><br>Monthly Articles written for "The Ledger" $0.00 cost to the district.<br><br>Attendance, grade reporting, progress reporting, assessment implementation, discipline tracking. | Electronic Marquee at HES.$50,000.00 from the Capital Projects Fund 25-Developer Fees-Object 6400 Management 5233.<br><br>Monthly Articles written for "The Ledger" $0.00 cost to the district.<br><br>Attendance, grade reporting, progress reporting, assessment implementation, discipline tracking. |

| Goal (Include and identify all goals from Section 2) | Related State and Local Priorities (from Section 2) | Actions and Services | Level of Service (Indicate if school-wide or LEA-wide) | Annual Update: Review of actions/ services | What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)? | | |
|---|---|---|---|---|---|---|---|
| | | | | | LCAP YEAR Year 1: 20XX-XX | Year 2: 20XX-XX | Year 3: 20XX-XX |
| | | | | | $17,110.00 from LCFF Object 5840 Management 0445. | $17,110.00 from LCFF Object 5840 Management 0445. | $17,110.00 from LCFF Object 5840 Management 0445. |
| Goal 2: The District will make financial decisions to ensure the long term financial stability of the district. | Local Priority: Financial Stability; | Pursuit of Solar/ Alternative Energy<br><br>Increase Community Business Partnerships to improve student opportunities. | LEA | | Assessment of energy sources and fiscal impact. $10,800.00 from Prop 39.<br><br>Chamber attendance, Foundation support, Internships and Classes, Gas to Teach Class Program Participation. $0.00 cost to the district. | Construction of alternative energy generators/savers. $28,000.00 from Prop 39.<br><br>Chamber attendance, Foundation support, Internships and Classes, Gas to Teach Class Program Participation. $0.00 cost to the district. | Implementation of alternative energy generation/savings. $70,000.00 from Prop 39.<br><br>Chamber attendance, Foundation support, Internships and Classes, Gas to Teach Class Program Participation. $0.00 cost to the district. |
| Goal 3: The District will offer its students opportunities beyond the core curriculum in order to provide more well- | State Priority: Course Access; Other Student Outcomes; Student Engagement | Additional Electives and Courses | LEA | | Additional Elective FTE @ Secondary School based upon student interest surveys, T.K./RTI FTE @ Elementary School and | Music, Art, or PE FTE @ elementary school, Pursuit of elementary GATE program/ ACE AP Courses and elective classes offered to all elem students during | Implementation of GATE program @ elementary school AP courses offered at HSS and elective classes offered to all elem students during school year. $12,000.00 LCFF |

| Goal (Include and identify all goals from Section 2) | Related State and Local Priorities (from Section 2) | Actions and Services | Level of Service (Indicate if school-wide or LEA-wide) | Annual Update: Review of actions/ services | What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)? | | |
|---|---|---|---|---|---|---|---|
| | | | | | LCAP YEAR Year 1: 20XX-XX | Year 2: 20XX-XX | Year 3: 20XX-XX |
| rounded learning and extra- curricular opportunities. | | | | | elective classes offered to all elem students during school year. $95,840.00 LCFF Object 1110 Management 0000. | school year. $76,000.00 LCFF Object 1110 Management 0000. | Object 1110 Management 0000. |
| | | | | | Field Trips provided to all students to enhance curriculum experience. Student Government, MEEC, and other grants. | Field Trips provided to all students to enhance curriculum experience. Student Government, MEEC, and other grants. | Field Trips provided to all students to enhance curriculum experience. Student Government, MEEC, and other grants. |
| | | Additional Career and Intern Opportunities | | | Career Days featuring community, county, state, and national speakers offered with community | Career Days featuring community and beyond speakers offered with community support. $0.00 cost to the | Career Days featuring community and beyond speakers offered with community support. $0.00 cost to the district. |

| Goal (Include and identify all goals from Section 2) | Related State and Local Priorities (from Section 2) | Actions and Services | Level of Service (Indicate if school-wide or LEA-wide) | Annual Update: Review of actions/ services | What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)? | | |
|---|---|---|---|---|---|---|---|
| | | | | | LCAP YEAR Year 1: 20XX-XX | Year 2: 20XX-XX | Year 3: 20XX-XX |
| | | After School Programs | | | support. $0.00 cost to the district.<br><br>Provide facility and community support to Boys and Girls Club programs. $1,500.00 LCFF Objects 5510, 5520, 5560, 5570 Management 0000. | district.<br><br>Provide facility and community support to Boys and Girls Club programs. $1,500.00 LCFF Objects 5510, 5520, 5560, 5570 Management 0000. | Provide facility and community support to Boys and Girls Club programs. $1,500.00 LCFF Objects 5510, 5520, 5560, 5570 Management 0000. |
| Goal 4: The District will provide students with multiple opportunities for learning through technology while also providing staff the ability to enhance their work and their teaching through the use of technology | State Priority: Other Student Outcomes; Course Access<br><br>Local Priority: Increase in technology | Expanded technology opportunities for all staff and students | LEA | | Employ Director of Technology to oversee, infrastructural and educational aspects of technology including pursuit toward 1:1 student:device ratio districtwide, additional access to distance and electronic | Employ Director of Technology to oversee, infrastructural and educational aspects of technology including pursuit toward 1:1 student:device ratio districtwide, additional access to distance and electronic learning opportunities with increased speed. Enhance | Employ Director of Technology to oversee, infrastructural and educational aspects of technology including pursuit toward 1:1 student:device ratio districtwide, additional access to distance and electronic learning opportunities with increased speed. Enhance |

| Goal (Include and identify all goals from Section 2) | Related State and Local Priorities (from Section 2) | Actions and Services | Level of Service (Indicate if school-wide or LEA-wide) | Annual Update: Review of actions/ services | What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)? | | |
|---|---|---|---|---|---|---|---|
| | | | | | LCAP YEAR Year 1: 20XX-XX | Year 2: 20XX-XX | Year 3: 20XX-XX |
| | | | | | learning opportunities with increased speed. Enhance communications with community and improve technology services districtwide through service and professional development. $55,749 LCFF Function 7510 Object 2310 Management 0000. | communications with community and improve technology services districtwide through service and professional development. $57,421 LCFF Function 7510 Object 2310 Management 0000. . | communications with community and improve technology services districtwide through service and professional development. $59,144 LCFF Function 7510 Object 2310 Management 0000. . |
| | | Tech Replacement Plan | | | Create a 5 year plan to replace all current technologies on an ongoing basis. $0.00 cost to the district. | Purchase 20% of needed technology to implement 5 year tech refresh cycle. $15,000.00 LCFF Object 6450. | Purchase 20% of needed technology to implement 5 year tech refresh cycle. $15,000.00 LCFF Object 6450. |
| | | Enhance communication and efficiency to community | | | Replace Phone system at elementary school. $15,000.00 Capital | XXXX | XXXX |

| Goal (Include and identify all goals from Section 2) | Related State and Local Priorities (from Section 2) | Actions and Services | Level of Service (Indicate if school-wide or LEA-wide) | Annual Update: Review of actions/ services | What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)? | | |
|---|---|---|---|---|---|---|---|
| | | | | | LCAP YEAR Year 1: 20XX-XX | Year 2: 20XX-XX | Year 3: 20XX-XX |
| | | | | | Facilities Fund 25-Developer Fees Object 5810 Management 5233. | | |
| Goal 5: Students in the district will achieve at the highest levels possible through effective teaching strategies and environments in all core subject areas. | State Priority: Student Achievement: Implementation of Common Core; Other Student Outcomes; Local Priority Class Size | Implement Common Core State Standards that improve student achievement by providing high quality professional development for classroom teachers, administrators, and other school and community based personnel. | LEA | | Substitute costs and Staff Development Days for teachers and staff to attend trainings. LCFF Objects 1140, 2140, 2240, 2440 Management 0000.<br><br>Release time for teacher participation in the process of developing Pacing Guides and Benchmark Assessments. $8,500.00 Common Core Standards Object 5230. | Substitute costs and Staff Development Days for teachers and staff to attend trainings. LCFF Objects 1140, 2140, 2240, 2440 Management 0000.<br><br>Release time for teacher participation in the process of developing Pacing Guides and Benchmark Assessments. $8,500.00 LCFF Object 5230. | Substitute costs and Staff Development Days for teachers and staff to attend trainings. LCFF Objects 1140, 2140, 2240, 2440 Management 0000.<br><br>Release time for teacher participation in the process of developing Pacing Guides and Benchmark Assessments. $8,500.00 LCFF Object 5230. |

| Goal (Include and identify all goals from Section 2) | Related State and Local Priorities (from Section 2) | Actions and Services | Level of Service (Indicate if school-wide or LEA-wide) | Annual Update: Review of actions/ services | What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)? | | |
|---|---|---|---|---|---|---|---|
| | | | | | LCAP YEAR Year 1: 20XX-XX | Year 2: 20XX-XX | Year 3: 20XX-XX |
| | | Implement Common Core State Standards that improve student achievement by providing high quality curriculum and supplemental materials for instruction.<br><br>Implement Common Core State Standards that improve student achievement by ensuring for effective instruction, evaluation, and progress | | | Review and Pilot instructional Math materials and curriculum support for CCSS. $23,000 for curriculum Materials. LCFF Object 5890 Management 5233.<br><br>Provide teachers with adoption training through staff development days. $1,500.00 Common Core Standards Object 5230.<br><br>Attain annual LCFF goal of class sizes in K-3 and maintain current district class size average in other grades. | Review and Purchase Math instructional materials and curriculum support for CCSS. $100,000.00 LCFF Objects 4110 and 4310.<br><br>Provide teachers with adoption training through staff development days. $1,500.00 LCFF Object 5230.<br><br>Attain annual LCFF goal of class sizes in K-3 and maintain current district class size average in other grades. | Review and Purchase Language Arts instructional materials and curriculum support for CCSS. $50,000.00 LCFF Objects 4110 and 4310.<br><br>Provide teachers with adoption training through staff development days. $1,500.00 LCFF Object 5230.<br><br>Attain annual LCFF goal of class sizes in K-3 and maintain current district class size average in other grades. |

| Goal (Include and identify all goals from Section 2) | Related State and Local Priorities (from Section 2) | Actions and Services | Level of Service (Indicate if school-wide or LEA-wide) | Annual Update: Review of actions/ services | What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)? | | |
|---|---|---|---|---|---|---|---|
| | | | | | LCAP YEAR Year 1: 20XX-XX | Year 2: 20XX-XX | Year 3: 20XX-XX |
| | | reporting. Provide an optimum learning and working environment by employing highly qualified certificated and classified employees; providing and instructional program to support 21st Century Learning Skills | | | Provide District Induction Training and BTSA support and training to all new certificated employees. $3,000.00 LCFF Object 1110 Management 7392. | Provide District Induction Training and BTSA support and training to all new certificated employees. $3,000.00 LCFF Object 1110 Management 7392. | Provide District Induction Training and BTSA support and training to all new certificated employees. $3,000.00 LCFF Object 1110 Management 7392. |
| Goal 6: The District will maintain a safe and healthy learning and working environment for all students and staff. | State Priority: Basic Services | Continuation of Safety Committee with expanded measures for safe school environments | LEA | | Regular meetings of Safety Committee. Review of District Safety Procedures. Implementation of safety drills. $200.00 LCFF Object 4330 Management 0000. | Regular meetings of Safety Committee. Review of District Safety Procedures. Implementation of safety drills. $200.00 LCFF Object 4330 Management 0000. | Regular meetings of Safety Committee. Review of District Safety Procedures. Implementation of safety drills. $200.00 LCFF Object 4330 Management 0000. |

| Goal (Include and identify all goals from Section 2) | Related State and Local Priorities (from Section 2) | Actions and Services | Level of Service (Indicate if school-wide or LEA-wide) | Annual Update: Review of actions/ services | What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)? | | |
|---|---|---|---|---|---|---|---|
| | | | | | LCAP YEAR Year 1: 20XX-XX | Year 2: 20XX-XX | Year 3: 20XX-XX |
| | | Ensure organized, safe and clean schools and district facilities | | | Creation and implementation of District Staffing Formula for classified, confidential and management support staff. $0.00 cost to the district. | Implementation of District Staffing Formula for classified, confidential and management support staff. $0.00 cost to the district. | Implementation of District Staffing Formula for classified, confidential and management support staff. $0.00 cost to the district. |
| Goal 7: There will always be high expectations for student behaviors which will be taught, expected, rewarded and held accountable for. | State Priority: School Climate; | Implementation of SWPBIS<br><br>Recognize and Reward students for meeting behavior standards. | LEA | | Train staff on continued expansion of SWPBIS during staff development days and sub release time. $1,500.00 Title II Resource 4035.<br><br>Reward system and recognition opportunities systematically implemented district wide. $1,500.00 LCFF and Unrestricted Lottery Object 4350. | Train staff on continued expansion of SWPBIS during staff development days and sub release time. $1,500.00 Title II Resource 4035.<br><br>Computerized online banking system for students rewards through district student store. $1,500.00 LCFF and Unrestricted Lottery Object 4350. | Train staff on continued expansion of SWPBIS during staff development days and sub release time. $1,500.00 Title II Resource 4035.<br><br>Computerized online banking system for students rewards through expanded district student store. $1,500.00 LCFF and Unrestricted Lottery Object 4350. |

| Goal (Include and identify all goals from Section 2) | Related State and Local Priorities (from Section 2) | Actions and Services | Level of Service (Indicate if school-wide or LEA-wide) | Annual Update: Review of actions/ services | What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)? | | |
|---|---|---|---|---|---|---|---|
| | | | | | LCAP YEAR Year 1: 20XX-XX | Year 2: 20XX-XX | Year 3: 20XX-XX |
| | | Hold students accountable for not meeting standards including legal infractions | | | Use of Illuminate and SWIS to track infractions. Train all administrators on Operation Clean Sweep and implement district wide. $0.00 cost to the district. | Use of Illuminate and SWIS to track infractions. Train all administrators on Operation Clean Sweep and implement district wide. $0.00 cost to the district. | Use of Illuminate and SWIS to track infractions. Train all administrators on Operation Clean Sweep and implement district wide. $0.00 cost to the district. |
| | | Appropriate professional interaction of all employees with students and colleagues. | | | Provide systematic staff development including induction for all new employees and subs and ongoing training for all employees. $7,500.00 Schools First FCU grant for Alternative Evaluations Object to be assigned when funds are expended. | Provide systematic staff development including induction for all new employees and subs and ongoing training for all employees. $5,000.00 LCFF Object 5233 or Schools First FCU grant if made available. | Provide systematic staff development including induction for all new employees and subs and ongoing training for all employees. $5,000.00 LCFF Object 5233 or Schools First FCU grant if made available.. |

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

| **Goal** (Include and identify all goals from Section 2, if applicable) | **Related State and Local Priorities** (from Section 2) | **Actions and Services** | **Level of Service** (Indicate if school-wide or LEA-wide) | **Annual Update: Review of actions/ services** | **What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?** | | |
|---|---|---|---|---|---|---|---|
| | | | | | **LCAP YEAR Year 1: 20XX-XX** | **Year 2: 20XX-XX** | **Year 3: 20XX-XX** |
| Goal 5: Students in the district will achieve at the highest levels possible through effective teaching strategies and environments in all core subject areas. | Student Achievement; | RTI and reteaching opportunities for students at risk due to economic disadvantages | LEA | | .4 FTE RTI program implemented at HES Extended period for reteaching implemented at HSS. Additional support through SAI programs at HES and HSS. $27,378.00 LCFF and Title I Resource 3010 Object 1110. | .4 FTE RTI program implemented at HES Extended period for reteaching implemented at HSS. Additional support through SAI programs at HES and HSS. $28,199.00 LCFF and Title I Resource 3010 Object 1110. | .4 FTE RTI program implemented at HES Extended period for reteaching implemented at HSS. Additional support through SAI programs at HES and HSS. $29.045.00 LCFF and Title I Resource 3010 Object 1110. |
| Goal 5: Students in the district will achieve | Student Achievement; | Small group and individualized support and instruction for | RMS | | Instructional aide assistance for core instruction | Instructional aide assistance for core instruction | Instructional aide assistance for core instruction |

| Goal (Include and identify all goals from Section 2, if applicable) | Related State and Local Priorities (from Section 2) | Actions and Services | Level of Service (Indicate if school-wide or LEA-wide) | Annual Update: Review of actions/ services | What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)? | | |
|---|---|---|---|---|---|---|---|
| | | | | | LCAP YEAR Year 1: 20XX-XX | Year 2: 20XX-XX | Year 3: 20XX-XX |
| at the highest levels possible through effective teaching strategies and environments in all core subject areas. | | students who are learning the English Language. | | | using effective grouping and instructional strategies based upon student needs. $27,857.00 LCFF Object 2110 Management 5233. | using effective grouping and instructional strategies based upon student needs. $28,971.00 LCFF Object 2110 Management 5233. | using effective grouping and instructional strategies based upon student needs. $30,130.00 LCFF Object 2110 Management 5233 |
| Goal 5: Students in the district will achieve at the highest levels possible through effective teaching strategies and environments in all core subject areas. | Student Achievement; | Support and counseling services. | LEA | | Counseling and academic support systems for students with academic and social needs provided through District and SELPA support systems. $1,000.00 LCFF Object 5810 Management 0000. | Counseling and academic support systems for students with academic and social needs provided through District and SELPA support systems. $1,000.00 LCFF Object 5810 Management 0000. | Counseling and academic support systems for students with academic and social needs provided through District and SELPA support systems. $1,000.00 LCFF Object 5810 Management 0000. |

C. Describe the LEA's increase in funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5). Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496. For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school site in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state priority areas. (See 5 CCR 15496(b) for guidance.)

Helendale Elementary School District (HSD) has projected an unduplicated percentage of low income, foster youth, and English learner pupils at 47.34%. The estimated total of Supplemental Grants is $139,215.00 for the 2014-15 school year. HSD will be expending these dollars districtwide by providing additional educational support to identified pupils. HSD will be hiring additional teaching and instructional staff to reinforce classroom education. Staff will work with identified pupils and respond to their educational needs. The district believes a Response to Intervention (RTI) teacher in the primary grades will effectively work to support the special needs of identified pupils in the elementary school setting. An RTI teacher will deliver modified instruction based on the individualized needs of the pupil. Instructional aides to include an additional bilingual aide at Riverview Middle School will provide additional support in core academic content areas with modified instruction based on the individualized needs of the pupil. Academic support across grade levels will prepare identified students to be successful in current and future years.

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

Helendale Elementary School District (HSD) has a 47.34% unduplicated low income, foster youth, and English learner pupil population. HSD will identify the individual needs of this pupil population and modify additional academic support for these pupils. By hiring additional teaching and instructional staff, HSD will target identified pupils and provide these pupils with individualized educational support around classroom instruction and core academic content areas. HSD has planned for a minimum 3.75% increase in an identified pupils additional support in an academic day. This daily percentage will increase based upon the individualized needs of the identified pupil. RTI services will support the increase in services outside the traditional classroom by providing Language Arts support to 15 students per day. Instructional aides will provide additional support inside and outside the traditional classroom setting while supporting the individual needs of 10 English Language Learners each day. These services will provide greater than 3.75% increase to students of the District.

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.