

Board Approved:	<u>6/19/17</u>
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LCAP Year 2017–18 2018–19 2019–20

Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[LCFF Evaluation Rubrics](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Desert Center Unified School District		
Contact Name and Title	Susan E. Scott Superintendent	Email and Phone	(760)413-2646 suescott@eaglemtnschool.com

2017-20 Plan Summary

THE STORY

Briefly describe the students and community and how the LEA serves them.

Desert Center Unified School district has an enrollment of 13 students in TK - 8. DCUSD is in a rural area of the desert located by Eagle Mountain. The District covers over 1722 miles geographically with a population of about 204 residents. Eagle Mountain was a thriving working mine until the early 1980's. While the mine was in operation, there was one elementary school, one middle school, one high school and one continuation school. DCUSD uses the existing high school campus to service the elementary student population. The high school students are bussed to Palo Verde Unified School District. The student demographics are as follows: 46% Hispanic and 54% White. One student is an English Language Learner and 54% of our students are Socioeconomically Disadvantaged. Our Special Education, homeless and foster youth population do not comprise a significant sub group. Our community is impacted during winter months with the influx of snowbirds who are actively engaged with our community and school. Our district and our community hold high academic expectations of our students. Parent involvement is encouraged and 95% parent conference participation was achieved this year. Desert Center best serves their students by maintaining a low student to adult ratio thereby offering individualized and/or small group instruction. At the beginning of this year the student to adult ratio was 10:1. Currently the ratio is 3.5:1, allowing extensive time for individualized instruction for our students. Students at risk are given individual intervention time with the teacher and/or instructional aide.

LCAP HIGHLIGHTS

Identify and briefly summarize the key features of this year's LCAP.

Desert Center has adopted new curriculum for ELA/ELD and Math. Professional development has been provided for the teachers in using the new curriculum with fidelity. In addition, the students have had access to online curriculum using PEAK for Social Studies and Science which are aligned to the Common Core and the NGSS. Interventions for math and ELA have been in place all year and progress is being monitored through the web based software. In addition, parent participation has increased and will be maintained through the involvement of parents at our meetings and field trips. Because of the small school size, data is not provided through the California Dashboard as we do not meet their minimum requirements for the amount of students. Students are tracked individually to monitor growth.

REVIEW OF PERFORMANCE

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

GREATEST PROGRESS

Desert Center is most proud of the increase in parent participation. At our annual Turkey Trot celebration we had over 70 guests in attendance. Every student had family members or relatives such as grandparents or aunts and uncles in attendance. This was an increase from 50 guests last year. Parents are also actively involved in our field trips. We have a family member or relative in attendance for each of our students. At our parent meetings, we seek input about field trips and try to accommodate the suggestions. Academically, the students have progressed on the annual state assessments in ELA by 73.6 points and 42.6 points in Math. The District will continue to provide interventions in both subject areas so that continual growth is experienced by our students. For ELA, the district will continue to provide Core Lexia for reading intervention. In addition, we will begin using DiBELS for the 17-18 school year. For math intervention, the district will provide Math ST for grades K -6.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

GREATEST NEEDS

Looking at individual data for our students, mathematics is one area that the students have the greatest need. The adoption of the new math curriculum and the implementation of this curriculum with fidelity has been the greatest support for our students. In addition, the district has implemented ST Math for grades TK-3 for math intervention. Utilizing the new Math curriculum, the new Math intervention program and our individualized and/or small group instruction, Desert Center is serving all students (including the unduplicated pupils and the pupils with special needs) to improve their learning to ensure growth each year. Because of our low student enrollment, the California Dashboard does not report performance gap due to privacy issues with our data. We may have only one student in a grade level or one student in one of the subgroups.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

PERFORMANCE GAPS

The district does not have any data that shows performance gaps. Each student is monitored individually for their growth. Currently, we only have 1 English Learner that has not been continuously enrolled in our district and we do not have any foster youth. For these subgroups, individualized instruction is provided daily to these groups for 30 to 60 minutes. Due to the small enrollment, data is not published on the California Dashboard and due to privacy issues, data is not reported. The District monitors the data for each student individually.

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Individualized instructional time has been given to the one student for the development of English language. Professional development will be utilized to improve ELD instruction for both the teachers and the instructional aides. For all subgroups such as foster youth, English Learners and Socio-economically disadvantaged, the district maintains a low student to adult ratio in order to provide individualized instruction and time for these students. Core Lexia and Math ST are intervention programs provided for all these subgroups.

BUDGET SUMMARY

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	\$1,198,042
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$262,221.00

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

The LCAP is written utilizing the most recent LCFF calculator projections which would determine the LCFF funds if DCUSD was not a basic aid district. The majority of our budget is used for general operating expenses as well as maintenance costs.

\$1,137,0189

Total Projected LCFF Revenues for LCAP Year

Annual Update

LCAP Year Reviewed: 2016-17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

Desert Center Unified will recruit, hire and retain highly qualified staff, and provide ongoing professional development in order to support optimum learning opportunities for student success; including access to instructional materials and a safe and orderly school.

State and/or Local Priorities Addressed by this goal:

STATE	<input checked="" type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input type="checkbox"/>	7	<input type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

ANNUAL MEASURABLE OUTCOMES

EXPECTED

- Maintain 100% of students having a teacher fully credentialed in the subject area and for the pupils they are teaching, as evidenced by Accountability Report Card (SARC) 100% of Certificated staff is highly qualified.
- Maintain "No Findings" on annual Williams Report.
- Ensure 180 school day
- Valenzuela / CAHSEE Lawsuit Settlement:
Student Access: This criteria must be monitored to ensure that all students have access to new CCSS aligned materials are the district adopt new curriculum in ELA/ELD, math, science, and history/social science
- Safe Facilities: Continue monitoring safe facilities for all students
- Provide a 180 school year for all students

ACTUAL

All students had a highly qualified teacher with an 180 day school year. The Williams Report each quarter has "no findings". Students have newly adopted curriculum which is aligned to CCSS. The school continues to provide a safe facility for students and conducts monthly drills to ensure students are prepared for emergencies. Monthly facility inspections reports are completed by the maintenance department and reviewed by the superintendent. Noted deficiencies are repaired.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **1**

<p>Actions/Services</p>	<p>PLANNED 1.1 During the 2016-2017 school year, the district will continue monitoring the recruitment and retention of highly qualified staff by providing competitive teacher and instructional aid salaries</p> <p>1.2 The district will use the SARC to provide evidence in monitoring highly qualified teachers, including authorization to work with EL students</p>	<p>ACTUAL 1.1 All teachers are HQT 1.2 SARC is current and reflects all teachers are highly qualified and have CLAD credential.</p>
<p>Expenditures</p>	<p>BUDGETED Teacher Salaries 1000-1999: Certificated Personnel Salaries Base \$146,218</p>	<p>ESTIMATED ACTUAL Teacher Salaries 1000-1999: Certificated Personnel Salaries Base \$163,161</p>

Action **2**

<p>Actions/Services</p>	<p>PLANNED 1.3 The district will maintain an 180 day school year</p>	<p>ACTUAL 1.3 The district maintained an 180 day school year.</p>
<p>Expenditures</p>	<p>BUDGETED \$0.00</p>	<p>ESTIMATED ACTUAL 0.00</p>

Action **3**

<p>Actions/Services</p>	<p>PLANNED 1.4 The district will continue to maintain “No Findings on annual Williams Report.</p>	<p>ACTUAL 1.4 No findings were found on the annual Williams Report.</p>
<p>Expenditures</p>	<p>BUDGETED \$0.00</p>	<p>ESTIMATED ACTUAL \$0.00</p>

ANALYSIS

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Recruitment for the open teacher position was done early in Spring so as to maximize the number of applicants. We had the largest pool of candidates for this district and we were able to hire a HQT teacher.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The goal was achieved as we had numerous applicants and a successful candidate who was HQT and had a CLAD credential.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The costs of the teachers increased because one teacher completed her master's which moved her over in salary costs and the second teacher that was hired had many years of experience and was given credit for those years.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No changes were made.

Annual Update

LCAP Year Reviewed: 2016-17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 2

Goal 2: Provide Professional Development for certificated and other instructional staff in the areas of CCSS.

State and/or Local Priorities Addressed by this goal:

STATE	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input type="checkbox"/>	7	<input type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Provide Professional development ELA/ELD and Math

ACTUAL

The teachers attended professional development for Math and ELA.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action

1

Actions/Services

PLANNED

2.1 During the 2016-2017 school year, the district will provide professional development for teachers and instructional staff on newly adopted ELA/ELD materials. These services may include on-site PD, conference attendance, webinars, materials, and the use of consultants and include the use ELD materials and technology.
 2.1.a During the summer of 2016, the district in conjunction with the County Office of Education will provide professional development on the Math Common Core State Standards. The training dates will be: June 20 and 21 and August 2 - 5, 2016.

ACTUAL

2.1The teachers attended a week professional development in the Summer on Digital Storytelling for ELA. Additionally, the teachers attended a Summer training on developing assessments for Math and ELA
 2.1.aThe teachers attended online training for the new Math curriculum through the vendor as we could not coordinate the time with the county.

Expenditures	BUDGETED 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$2,900	ESTIMATED ACTUAL 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$3,060
Action	2	
Actions/Services	PLANNED 2.2 The District will provide a weekly minimum day for the teachers to collaborate and receive professional development.	ACTUAL 2,2 The teachers meet every minimum day for collaboration and professional development. The teachers have developed new report cards aligned to the standards and have developed online assessments for the students.
Expenditures	BUDGETED \$0.00	ESTIMATED ACTUAL \$0.00

ANALYSIS

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	The teachers attended a week professional development in the Summer on Digital Storytelling for ELA. Additionally, the teachers attended a Summer training on developing assessments for Math and ELA. The teachers attended online training for the new Math curriculum.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	The trainings were beneficial in that Digital Storytelling has been implemented in the instructional process. The teachers are developing common assessments for their students. The new math curriculum is being implemented with fidelity.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	None

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

This goal merges with goals 2-3 and 5-9 in the 2016-2017 LCAP to goal 2 in the 2017-2018 LCAP.

Annual Update

LCAP Year Reviewed: 2016-17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 3

Staff and students will increase use of technology to ensure technology is integrated into students' overall academic instruction.

State and/or Local Priorities Addressed by this goal:

STATE	<input type="checkbox"/>	1	<input checked="" type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input type="checkbox"/>	7	<input type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Staff and students will increase their overall use of technology in the classroom

ACTUAL

Staff and students increased their use of technology through the implementation of digital storytelling and using the online curriculum for Science and Social Studies.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Actions/Services	PLANNED 3.1 Increase knowledge and use of Tech in the classroom by 60 minutes/day to support online student assessments and improve research skills.	ACTUAL 3.1 Students are using technology more than 60 minutes per day. Daily use of computers are integrated within the math and ELA curriculum.
	BUDGETED \$0.00	ESTIMATED ACTUAL \$0.00

Action 2

Actions/Services	PLANNED 3.2 Utilize CCSS materials to integrate technology for all content areas.	ACTUAL 3.2 Online courses for Social Studies and Science were implemented that align to CCSS.
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Expenditures	BUDGETED 4000-4999: Books And Supplies Supplemental and Concentration \$4,264	ESTIMATED ACTUAL 4000-4999: Books And Supplies Supplemental and Concentration \$4,264
Action	3	
Actions/Services	PLANNED 3.3 Continue to keep computer devices on a 1:1.	ACTUAL 3.3 Ipads and mini ipads were purchased for use in the classrooms in addition to each student having a chromebook.
Expenditures	BUDGETED 4000-4999: Books And Supplies Supplemental and Concentration \$10,000	ESTIMATED ACTUAL 4000-4999: Books And Supplies Supplemental and Concentration \$5,647
Action	4	
Actions/Services	PLANNED 3.4 Purchase online curriculum to integrate blended learning opportunities within each classroom.	ACTUAL 3.4 K-12 online courses were purchased for Science and Social Studies.
Expenditures	BUDGETED 4000-4999: Books And Supplies Supplemental and Concentration \$12,087	ESTIMATED ACTUAL 4000-4999: Books And Supplies Supplemental and Concentration \$10,494

ANALYSIS

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	The goals were met for the year. The biggest challenge was for the teachers to become familiar with the learning management system of the online curriculum. As the year progressed familiarity with the program increased. Students were able to learn the system quickly and enjoyed the different avenue of instruction. Progress monitoring of student success was monitored through the management system.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Students are getting the experience of an online courses preparing them for high school and college.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Reduction in the number of students from the prior year resulted in less costs for the purchase of technology, licenses for the online curriculum and instructional materials.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

This goal merges with goals 2-3 and 5-9 in the 2016-2017 LCAP to goal 2 in the 2017-2018 LCAP.

Annual Update

LCAP Year Reviewed: 2016-17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 4

- Increase the percentage of parents/guardians
- indicating they feel included and connected with their school.
 - attending and participating in School Site Council meetings.

State and/or Local Priorities Addressed by this goal:

STATE	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input checked="" type="checkbox"/>	3	<input type="checkbox"/>	4	<input checked="" type="checkbox"/>	5	<input checked="" type="checkbox"/>	6	<input type="checkbox"/>	7	<input type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Monitor parent engagement

ACTUAL

Parent engagement has increased shown by the increase in attendance at school events and the number of parents that are attending field trips with the students.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action	1		
Actions/Services		<p>PLANNED</p> <p>4.1 Maintain the percentage of parents who feel included and connected to the school using community members, conferences, and parent/teacher surveys, based on the number of students attending the school.</p>	<p>ACTUAL</p> <p>4.1 Parent and Teacher conference participation was 95% this year. In addition, parent participation on field trips has increased to 90% (only one family has not attended any field trips). Attendance at School Site Council meeting has been maintained.</p>
Expenditures		<p>BUDGETED</p> <p>5000-5999: Services And Other Operating Expenditures Base \$1,000</p>	<p>ESTIMATED ACTUAL</p> <p>5000-5999: Services And Other Operating Expenditures Base \$1,000</p>

Action 2

<p>Actions/Services</p>	<p>PLANNED 4.2 Maintain the percentage of parents serving on the School Site Council, based on the number of students attending the school this year.</p>	<p>ACTUAL 4.2 The percentage of parents serving on SSC has remained the same.</p>
<p>Expenditures</p>	<p>BUDGETED \$0.00</p>	<p>ESTIMATED ACTUAL \$0.00</p>

ANALYSIS

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Providing funding for the parents to attend the school field trips has increased parent participation.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Parents receive a positive connection with the school and staff when attending the field trips. It gives the parents an opportunity to see their student interact with their peers and with the staff.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

None

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

This goal has been modified to goal 3 in the 2017-2018 LCAP.

Annual Update

LCAP Year Reviewed: 2016-17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 5

All students will maintain grade level proficiency and obtain proficiency in the core content areas. Core content refers to ELA, math, history and science. Proficiency is meeting or exceeding standards at grade level on state assessments.

State and/or Local Priorities Addressed by this goal:

STATE	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input checked="" type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input checked="" type="checkbox"/>	7	<input type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Metrics include:
Identify targets for CAASPP

*District does not meet eligibility requirements to receive a state Annual Performance Index (API).

ACTUAL

ELA increased by 73.6 points and Math increased by 42.6 points. The district does not have enough students so data is not reported on the California Dashboard due to privacy. Based on the individual score for the student, the student was given a goal for this year on the CAASPP. For those students not meeting the standard, their goal was to meet standard. For those students who met the standard, their goals was to maintain or increase to exceed the standard.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Actions/Services

PLANNED
5.1 Increase individual student targets in CAASPP, CELDT, CST for science, and school and classroom assessments.

ACTUAL
5.1 Spreadsheet sheet is maintained to monitor individual student performance on the CAASPP. Progress and report cards reflect classroom assessments. For those students not meeting the standard, their goal was to meet standard. For those students who met the standard, their goals was to maintain or increase to exceed the standard. The students

		attended a two week boot camp prior to state testing to review Math, ELA and Science standards at their grade level. Our three ELD students moved from the district and we recently received a new EL student whose goal is to increase one CELDT level each year.
Expenditures	BUDGETED \$0.00	ESTIMATED ACTUAL \$0.00

Action **2**

Actions/Services	PLANNED 5.2 Identify district assessments using the new ELA/ELD curriculum in order to develop a baseline for individual students	ACTUAL 5.2 Assessments were chosen for the new ELA/ELD curriculum as well as the math.
Expenditures	BUDGETED 4000-4999: Books And Supplies Base \$5000	ESTIMATED ACTUAL 4000-4999: Books And Supplies Base \$1,043

Action **3**

Actions/Services	PLANNED 5.3 Continue the use of Core Lexia for reading intervention	ACTUAL 5.3 Core Lexia is being used daily for students in grades TK - 6.
Expenditures	BUDGETED 4000-4999: Books And Supplies Base \$1,000	ESTIMATED ACTUAL 4000-4999: Books And Supplies Base \$0.00

Action **4**

Actions/Services	PLANNED 5.4 Utilize the interim assessments of CAASP to support student success.	ACTUAL 5.4 Interim assessments are given as students complete the content needed to take the assessment. Data is reviewed for identification of needed intervention.
Expenditures	BUDGETED \$0.00	ESTIMATED ACTUAL \$0.00

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Teachers have incorporated Core Lexia in their daily instruction for students needing the intervention. Assessments from the curriculum are used to measure progress. The ELA and Math curriculum is delivered with fidelity.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Students had significant increase in ELA and Math on the CAASPP tests last year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Purchased a 3 year license for software in the 15-16 school year. No new students required license. Budgeted amount is higher than updated amount. because fewer students enrolled. The available monies were used to maintain a low student to adult ratio by having a teacher and a paraprofessional in each classroom.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

This goal merges with goals 2-3 and 5-9 in the 2016-2017 LCAP to goal 2 in the 2017-2018 LCAP.

Annual Update

LCAP Year Reviewed: 2016-17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 6

100% of students have access to aligned materials for Common Core Standards. Students experience instruction with materials aligned with the CCSS in both ELA/ELD and Math. Schools and teachers utilize technology to prepare students for college and career readiness.

State and/or Local Priorities Addressed by this goal:

STATE	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	2	<input type="checkbox"/>	3	<input checked="" type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input type="checkbox"/>	7	<input type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Adopt ELA/ELD materials

ACTUAL

ELA/ELD adoption was completed.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Actions/Services

PLANNED
6.1 Adopt new ELA/ELD materials and develop a pacing guide with benchmark assessments.

ACTUAL
6.1 ELA/ELD curriculum was adopted. Teachers are using the scope and sequence from the textbook for pacing. Benchmark assessments were selected from the new curriculum.

Expenditures

BUDGETED
4000-4999: Books And Supplies LCFF \$30,000

ESTIMATED ACTUAL
4000-4999: Books And Supplies LCFF \$10,615

Action 2

Actions/Services

PLANNED

ACTUAL

Expenditures	<p>6.2 Implement adopted ELA/ELD materials to integrate technology to support CAASPP, CELDT, and support college and career readiness</p> <p>BUDGETED 4000-4999: Books And Supplies Supplemental and Concentration \$5,000</p>	<p>6.2 Teachers are using Digital Storytelling to integrate the use of technology in their ELA instruction. ELD curriculum has been implemented.</p> <p>ESTIMATED ACTUAL 4000-4999: Books And Supplies Supplemental and Concentration \$770.04</p>
Action	3	
Actions/Services	<p>PLANNED 6.3 Review new NGSS materials</p>	<p>ACTUAL 6.3 As information on the NGSS becomes available, teachers are reviewing for implementation. New K-12 Science curriculum is aligned to the NGSS.</p>
Expenditures	<p>BUDGETED \$0.00</p>	<p>ESTIMATED ACTUAL \$0.00</p>
Action	4	
Actions/Services	<p>PLANNED 6.4 85% of students in grades 5 and 8 will earn "C" or better in English and Math.</p>	<p>ACTUAL 6.4 No 8th graders this year. The 5th graders met this goal for ELA and Math.</p>
Expenditures	<p>BUDGETED \$0.00</p>	<p>ESTIMATED ACTUAL \$0.00</p>

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The teachers are implementing the new ELA/ELD curriculum as well as the new math curriculum. The students are taking K-12 online courses in Science and Social Studies. All of these curriculum are aligned to the CCSS.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The student success in these content areas is being measured by the assessments given by the teachers. Student engagement is very high when they use Digital Storytelling for their ELA projects. In addition, the students use Digital Storytelling to share their learning while on field trips.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Fewer students required fewer purchases. The cost of implementing Digital Storytelling was less than anticipated. Excess funds were used to purchase licenses for Math ST for the students to provide intervention.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

This goal merges with goals 2-3 and 5-9 in the 2016-2017 LCAP to goal 2 in the 2017-2018 LCAP.

Annual Update

LCAP Year Reviewed: 2016-17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 7

Goal 7: Desert Center Unified will effectively maximize learning for all students in order to prepare students for college and career readiness.

State and/or Local Priorities Addressed by this goal:

STATE	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input checked="" type="checkbox"/>	5	<input checked="" type="checkbox"/>	6	<input type="checkbox"/>	7	<input type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

ANNUAL MEASURABLE OUTCOMES

EXPECTED

- Monitor student success as they matriculate to the high school setting in order to promote college and career readiness.
- Increase attendance rates by 2% over the 2015-2016 school year.
- Monitor current chronic absenteeism rate.
- Monitor suspension and expulsion rate.

ACTUAL

Students are individually monitored when they go to the respective high school for our district. Attendance is at 94% which is about 14% higher than the previous year. SART letters and the SARB process is used to monitor and reduce Chronic Absenteeism. The number of suspensions this year has only been 1 but it makes for a rate of about 6% because of our small enrollment.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action

1

Actions/Services

PLANNED

7.1 Maintain attendance by 90% and higher, based on the number of students in the district

7.1a Promote positive student attendance

ACTUAL

7.1 ADA is about 94%.

7.1a Students are awarded each trimester for their attendance.

	<p>7.1b Monitor chronic absenteeism rates for grades K, 1, 2, 5, and 8 and all subgroups.</p>	<p>7.1b School Secretary monitors attendance daily and will call parents to verify absences. In addition, SART letters are sent to parents after 3 absences. No students are chronically absent. At parent meetings, the Superintendent shares with parents the regulations regarding attendance and the importance of their students being in school to learn.</p>
Expenditures	<p>BUDGETED 2000-2999: Classified Personnel Salaries LCFF \$2,000</p>	<p>ESTIMATED ACTUAL 2000-2999: Classified Personnel Salaries LCFF \$2,000</p>
Action	<p>2</p>	
Actions/Services	<p>PLANNED 7.2 Monitor suspension and expulsion rate (current suspension rate is 6%)</p>	<p>ACTUAL 7.2 One suspension occurred this year which is a 6% rate. At the beginning of the year, students revisit the school rules with their teachers, student behavior assemblies are held, and individual meetings are held with students regarding behavior as needed.</p>
Expenditures	<p>BUDGETED \$0.00</p>	<p>ESTIMATED ACTUAL \$0.00</p>

ANALYSIS

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

SART letters were mailed to parents with students that had excessive absences. Positive parent response in that they report absences in a timely manner and are diligent in sending their students to school daily. The importance of attendance is discussed at all parent meetings. In addition, the students are very engaged at the school and want to attend so they can participate in all the activities.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Our attendance rate is increasing from 80% to about 94%. Engaging classrooms has been key to getting the students to attend daily.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

None

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

This goal merges with goals 2-3 and 5-9 in the 2016-2017 LCAP to goal 2 in the 2017-2018 LCAP.

Annual Update

LCAP Year Reviewed: 2016-17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 8

Desert Center Unified will support English learners to develop English proficiency and achieve proficiency in the Common Core State Standards.

State and/or Local Priorities Addressed by this goal:

STATE	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input checked="" type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input type="checkbox"/>	7	<input checked="" type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

ANNUAL MEASURABLE OUTCOMES

EXPECTED

- Increase one proficiency level from prior year scores on the CELDT for continuously enrolled students.
- Establish a baseline of EL reclassification rate.
- Establish a baseline for English learners on the CAASPP.

ACTUAL

We have not had any continuously enrolled EL students this year. The district does not have English Learners eligible for reclassification nor do we have any English Learners that have taken the CAASPP.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Actions/Services	PLANNED 8.1 Provide professional development for California's new ELD standards to support AMAO 1-3	ACTUAL 8.1 Professional development for the new ELD curriculum was provided by the textbook publisher.
Expenditures	BUDGETED 5000-5999: Services And Other Operating Expenditures LCFF \$10,000	ESTIMATED ACTUAL 5000-5999: Services And Other Operating Expenditures LCFF \$0.00

Action 2

Actions/Services	<p>PLANNED 8.2 Ensure that newly adopted ELA/ELD standards are being followed with fidelity.</p>	<p>ACTUAL 8.2 Classroom visits are made frequently to ensure fidelity to the curriculum.</p>
Expenditures	<p>BUDGETED \$0.00</p>	<p>ESTIMATED ACTUAL \$0.00</p>

ANALYSIS

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	<p>These steps were taken to provide the professional development for ELD instruction but we did not have any continuously enrolled EL students.</p>
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	<p>Not able to measure effectiveness as we did not have these students.</p>
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	<p>The ELD curriculum was a component of the newly adopted ELA curriculum. Theses costs were covered in the prior year LCAP. These funds were directed to the salaries of the paraprofessionals.</p>
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	<p>This goal merges with goals 2-3 and 5-9 in the 2016-2017 LCAP to goal 2 in the 2017-2018 LCAP.</p>

Annual Update

LCAP Year Reviewed: 2016-17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 9	Provide course offerings for students that will support college and career readiness.
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State and/or Local Priorities Addressed by this goal:

STATE	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input checked="" type="checkbox"/>	7	<input type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Maintain course offerings in all content areas for every student K-8.

ACTUAL

Maintained course offerings for the students.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

	Action	1		
	Actions/Services		PLANNED 9.1 Maintain course K-8 offering to all students for 2016-2017 school year.	ACTUAL 9.1 Maintained course offerings. Increased electives in agriculture and gardening.
	Expenditures		BUDGETED 5000-5999: Services And Other Operating Expenditures LCFF \$10,000	ESTIMATED ACTUAL 5000-5999: Services And Other Operating Expenditures LCFF \$1,198
	Action	2		
	Actions/Services		PLANNED 9.2 Implement online curriculum for grades 2 - 8.	ACTUAL 9.2 Purchased and utilized K-12 online curriculum for grades 2 - 8.
	Expenditures		BUDGETED 4000-4999: Books And Supplies LCFF \$18,764	ESTIMATED ACTUAL 4000-4999: Books And Supplies LCFF \$6230

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Teachers were trained in PEAK (online courses). The teachers have brought different electives into the classroom such as agriculture and gardening.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Students were able to receive online instruction. This will prepare them for college as many institutions are using online courses as well as many high schools offer online courses for credit recovery. The students enjoy being able to take care of the farm animals as well as grow food for the students and the animals.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Fewer licenses were needed as we had a reduction in enrollment from 19 projected students to 11 students this year. Funds were used towards maintaining paraprofessionals in the classroom to maintain low student to adult ratios.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

This goal merges with goals 2-3 and 5-9 in the 2016-2017 LCAP to goal 2 in the 2017-2018 LCAP.

Stakeholder Engagement

LCAP Year

2017–18 2018–19 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

The intent of Desert Center Unified School District is to gather information from all stakeholders including, but not limited to: parents, teachers, students, community members, administrative staff, school personnel, and union representatives. During the 2016-17 school year, members of the Desert Center Unified School Site Council met to review annual goals and progress towards the goals. The SSC members include 5 parents, 2 teachers, 2 classified staff and the Superintendent. SSC agendas were posted to the public for review as well as SSC meeting minutes. This advisory group met on the following dates: September 7, 2016 and February 10, 2017. The purpose of the meetings were to review the existing LCAP plan for next years' needs, develop a budget for CCSS, and review the progress on goals for 2016-17 and review the goals for 2017-18. Desert Center has only the CSEA bargaining unit and the CSEA representative for our school is on the School Site Council and actively participates in the LCAP process. Both of our teacher are members serving on the School Site Council.

IMPACT ON LCAP AND ANNUAL UPDATE

How did these consultations impact the LCAP for the upcoming year?

Input and engagement of the stakeholders was integral to the creation of this Local Control Accountability Plan; information gathered from all stakeholders is taken into consideration when budgeting funds. Based on the data, the committee members decided that we need to reduce the number of goals within the LCAP. The budget will be refined to reflect the school priorities for 2017-2018.

Results of the CAASPP for 2015-16 were shared at the October board meeting. One student met standards in ELA and 1 student met standards in Math. Since the district has so few students, data comparison from year to year does not present usable data.

The District is using a spreadsheet to monitor longitudinal data on each specific student as they progress through the district and enter high school. The Interim Assessments were used this year in ELA and Math to help the students prepare for this year's state testing.

Community members and parents shared that they enjoy the field trips for the students and want to increase the availability of parents and family members attending the field trips with their students. The parents shared that they feel more connected with the school by being involved in the field trips as it gives them the opportunity to interact with staff and other students in a less formal setting. The parents also are looking for athletic opportunities for their students to participate so the staff has been looking at expanding athletic opportunities for the students through Physical Education and/or clubs within the community.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

New
 Modified
 Unchanged

Goal 1

Desert Center Unified will recruit, hire and retain highly qualified staff, and provide ongoing professional development in order to support optimum learning opportunities for student success; including access to instructional materials and a safe and orderly school.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL

Identified Need

Currently 100% of Certificated staff is highly qualified, however this criteria must be monitored as new staff is hired.
 Student Access: This criteria must be monitored to ensure that 100% students have access to new CCSS aligned materials.
 Safe Facilities: Continue monitoring safe facilities for all students
 *No findings on 2015-2016 Williams Report
 Provide a 180 day school year for all students

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1A Maintain 100% of students having a teacher fully credentialed in the subject area and for the pupils they are teaching, as evidenced by Accountability Report Card (SARC) 100% of Certificated staff is highly qualified, including authorization to work with English Learners. 1B Provide a 180 school year for all students 1C Maintain "No Findings" on annual Williams Report.	1A Maintain 100% of students having a teacher fully credentialed in the subject area and for the pupils they are teaching, as evidenced by Accountability Report Card (SARC) 100% of Certificated staff is highly qualified, including authorization to work with English Learners. 1B Provide a 180 school year for all students 1C Maintain "No Findings" on annual Williams Report.	1A Maintain 100% of students having a teacher fully credentialed in the subject area and for the pupils they are teaching, as evidenced by Accountability Report Card (SARC) 100% of Certificated staff is highly qualified, including authorization to work with English Learners. 1B Provide a 180 school year for all students 1C Maintain "No Findings" on annual Williams Report.	1A Maintain 100% of students having a teacher fully credentialed in the subject area and for the pupils they are teaching, as evidenced by Accountability Report Card (SARC) 100% of Certificated staff is highly qualified, including authorization to work with English Learners. 1B Provide a 180 school year for all students 1C Maintain "No Findings" on annual Williams Report.	1A Maintain 100% of students having a teacher fully credentialed in the subject area and for the pupils they are teaching, as evidenced by Accountability Report Card (SARC) 100% of Certificated staff is highly qualified, including authorization to work with English Learners. 1B Provide a 180 school year for all students 1C Maintain "No Findings" on annual Williams Report.

1D Maintain 100% of students having standards aligned instructional materials. 1E Monitor monthly facilities inspection reports and correct any noted deficiencies.	1D Maintain 100% of students having standards aligned instructional materials. 1E Monitor monthly facilities inspection reports and correct any noted deficiencies.	1D Maintain 100% of students having standards aligned instructional materials. 1E Monitor monthly facilities inspection reports and correct any noted deficiencies.	1D Maintain 100% of students having standards aligned instructional materials. 1E Monitor monthly facilities inspection reports and correct any noted deficiencies.	1D Maintain 100% of students having standards aligned instructional materials. 1E Monitor monthly facilities inspection reports and correct any noted deficiencies.
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PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)]
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

1.1 During the 2017-2018 school year, the district will continue monitoring the recruitment and retention of

1.1 During the 2018-2019 school year, the district will continue monitoring the recruitment and retention of

1.1 During the 2019-2020 school year, the district will continue monitoring the recruitment and retention of

highly qualified staff by providing competitive teacher and instructional aid salaries

highly qualified staff by providing competitive teacher and instructional aid salaries

highly qualified staff by providing competitive teacher and instructional aid salaries

BUDGETED EXPENDITURES

2017-18

Amount

Source

Budget Reference

2018-19

Amount

Source

Budget Reference

2019-20

Amount

Source

Budget Reference

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)]

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

1.2 Adopt new Science curriculum aligned with next Generation Science Standards (NGSS).	1.2 Monitor the implementation of the new Science curriculum aligned with next Generation Science Standards (NGSS).	1.2 Monitor the implementation of the new Science curriculum aligned with next Generation Science Standards (NGSS).

BUDGETED EXPENDITURES

2017-18

Amount	\$15,000
Source	LCFF
Budget Reference	4000-4999: Books And Supplies

2018-19

Amount	\$1,000
Source	LCFF
Budget Reference	4000-4999: Books And Supplies

2019-20

Amount	\$1,000
Source	LCFF
Budget Reference	4000-4999: Books And Supplies

Action **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)]
Location(s)	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
Scope of Services	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Location(s)	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

1.3 The District will monitor facilities and update as needed to maintain a safe school environment.

1.3 The District will monitor facilities and update as needed to maintain a safe school environment.

1.3 The District will monitor facilities and update as needed to maintain a safe school environment.

BUDGETED EXPENDITURES

2017-18

Amount	\$10,000
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures

2018-19

Amount	\$10,000
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures

2019-20

Amount	\$10,000
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

New
 Modified
 Unchanged

Goal 2

Academic Achievement: maximize learning for all students in order to prepare students for college and career readiness.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL

Identified Need

Report cards and state and local assessments indicate need for support for:

- Students who are currently below grade level
- District need for grade level performance proficiency on CCSS assessments
- Teacher tests, benchmarks

* CAASP scores -% of Students in Grades 3-8 Meeting or Exceeding Standards
 ELA (57%)
 Math (6%)
 * Using Core Lexia, 14 of 17 students needed reading intervention and all 14 participated in the program for a minimum of 20 minutes daily.
 * One EL student at this school with a CELDT Level 1.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
2A CAASPP Students in Grades 3-8 Achieving in Standards Met or Exceeded for math and ELA	2A CAASPP # of Students & % of Students in Grades 3-8 Meeting or Exceeding Standards ELA 8 students (57%) Math 1 student (6%)	2A CAASPP Continuously enrolled students will increase one level per year until standards met in ELA and Math from prior year.	2A CAASPP Continuously enrolled students will increase one level per year until standards met in ELA and Math from prior year.	2A CAASPP Continuously enrolled students will increase one level per year until standards met in ELA and Math from prior year.
2B English Learners - English Language Proficiency Assessment	2B English Learners - English Language Proficiency Assessment. One newcomer	2B English Learners - English Language Proficiency Assessment	2B English Learners - English Language Proficiency Assessment	2B English Learners - English Language Proficiency Assessment
2C EL Reclassification Rate (In the event we have enough EL's				

<p>in our school, we will meet the state metrics for reclassification.)</p> <p>2D DIBELS Establish baseline scores in 2017-2018 school year</p> <p>2E Student Grades 5-8 80% of Students will obtain a grade of "C" or better in core subjects for grades K - 8, including: English Language Arts, Mathematics, Science, Social Studies, Fine Arts and Physical Education.</p> <p>2F Multi Tiered Systems of Support - District Plan and Classroom Observation Tool (including indicators for implementation of content and performance standards as part of Tier 1 instruction and access for English learners through Integrated and Designated ELD). We have only two teachers on staff so due to privacy issues, the results of these tools will be handled internally.</p> <p>*District does not meet eligibility requirements to receive data reported on the California Dashboard.</p>	<p>English learner maintained level 1 status.</p> <p>2C English learners will meet metrics required for reclassification within 5 years of enrollment. One English learner currently enrolled is a newcomer (year one).</p> <p>2D DIBELS K-2 Establish baseline scores in 2017-2018 school year</p> <p>2E Student Grades 5-8 # of Students and Percentage of students with "C" or better at end of year report card. ELA 5 (83%) Math 6 (100%) Science 3 (50%) Social Studies 2 (33%) Fine Arts 5 (83%) Physical Education 5 (83%)</p> <p>2F Draft a district implementation plan for Multi Tiered Systems of Support - District Plan and Classroom Observation Tool (including indicators for implementation of content and performance standards as part of Tier 1 instruction and access for English learners through Integrated and Designated ELD). Conduct a self assessment on current levels of implementation upon completion of the plan.</p>	<p>Increase one level of English Proficiency per year for each English Learner.</p> <p>2C English learners will meet metrics required for reclassification within 5 years of enrollment.</p> <p>2D DIBELS Increase the number of students meeting standard by 1.</p> <p>2E Student Grades Increase/maintain the number of students obtaining a grade of "C" or better in core subjects to 80%</p> <p>2F Set goals for improving implementation of Multi Tier Systems of Support based on district self-assessment each year.</p>	<p>Increase one level of English Proficiency per year for each English Learner.</p> <p>2C English learners will meet metrics required for reclassification within 5 years of enrollment.</p> <p>2D DIBELS Increase the number of students meeting standard by 1.</p> <p>2E Student Grades Increase/maintain the number of students obtaining a grade of "C" or better in core subjects to 80%</p> <p>2F Set goals for improving implementation of Multi Tier Systems of Support based on district self-assessment each year.</p>	<p>Increase one level of English Proficiency per year for each English Learner.</p> <p>2C English learners will meet metrics required for reclassification within 5 years of enrollment.</p> <p>2D DIBELS Increase the number of students meeting standard by 1.</p> <p>2E Student Grades Increase/maintain the number of students obtaining a grade of "C" or better in core subjects to 80%</p> <p>2F Set goals for improving implementation of Multi Tier Systems of Support based on district self-assessment each year.</p>
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PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)]

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2.1 During the 2017-2018 school year, the district will provide professional development for teachers and instructional staff. These services may include on-site PD, conference attendance, webinars, materials, and the use of consultants and include the use of ELD materials and technology.

2018-19

New Modified Unchanged

2.1 Based on student outcomes, professional development will be provided to strengthen instructional strategies that best support student learning.

2019-20

New Modified Unchanged

2.1 Based on student outcomes, professional development will be provided to strengthen instructional strategies that best support student learning.

BUDGETED EXPENDITURES

2017-18

Amount	\$25,000
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures

2018-19

Amount	\$1,000
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures

2019-20

Amount	\$1,000
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)]

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2.2 The District will maintain a school calendar with a weekly minimum day schedule to provide additional time for teachers to collaborate and receive professional development., with an emphasis on data-based problem solving.

2018-19

New Modified Unchanged

2.2 The District will maintain a school calendar with a weekly minimum day schedule to provide additional time for teachers to collaborate and receive professional development., with an emphasis on data-based problem solving.

2019-20

New Modified Unchanged

2.2 The District will maintain a school calendar with a weekly minimum day schedule to provide additional time for teachers to collaborate and receive professional development., with an emphasis on data-based problem solving.

BUDGETED EXPENDITURES

2017-18

Amount	\$0.00
Source	LCFF
Budget Reference	4000-4999: Books And Supplies

2018-19

Amount	\$0.00
Source	LCFF
Budget Reference	4000-4999: Books And Supplies

2019-20

Amount	\$0.00
Source	LCFF
Budget Reference	4000-4999: Books And Supplies

Action **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> <u>[Specific Student Group(s)]</u>
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide	<input checked="" type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2.3 The District will provide a paraprofessional in each class in order to support the teacher in providing students with high-quality instruction and intervention. The paraprofessional will provide small group and/or individual instruction for all students which includes English Learners, Foster Youth, Low Income and Special Needs.

2018-19

New Modified Unchanged

2.3 The District will provide a paraprofessional in each class in order to support the teacher in providing students with high-quality instruction and intervention. The paraprofessional will provide small group and/or individual instruction for all students which includes English Learners, Foster Youth, Low Income and Special Needs.

2019-20

New Modified Unchanged

2.3 The District will provide a paraprofessional in each class in order to support the teacher in providing students with high-quality instruction and intervention. The paraprofessional will provide small group and/or individual instruction for all students which includes English Learners, Foster Youth, Low Income and Special Needs.

BUDGETED EXPENDITURES

2017-18

Amount	\$28,432
Source	Supplemental and Concentration

2018-19

Amount	\$28,432
Source	Supplemental and Concentration

2019-20

Amount	\$28,432
Source	Supplemental and Concentration

Budget Reference 2000-2999: Classified Personnel Salaries

Budget Reference 2000-2999: Classified Personnel Salaries

Budget Reference 2000-2999: Classified Personnel Salaries

Action **4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)]

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2.4 Technology integration to support state standards instruction, including one to one devices for all students. In addition, the district will provide any needed assistive technology for students with Special needs so that they will have full access.

2018-19

New Modified Unchanged

2.4 Technology integration to support state standards instruction, including one to one devices for all students. In addition, the district will provide any needed assistive technology for students with Special needs so that they will have full access.

2019-20

New Modified Unchanged

2.4 Technology integration to support state standards instruction, including one to one devices for all students. In addition, the district will provide any needed assistive technology for students with Special needs so that they will have full access.

BUDGETED EXPENDITURES

2017-18

Amount	\$2,000
Source	LCFF

2018-19

Amount	\$1000
Source	LCFF

2019-20

Amount	\$1000
Source	LCFF

Budget Reference	4000-4999: Books And Supplies	Budget Reference	4000-4999: Books And Supplies	Budget Reference	4000-4999: Books And Supplies
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Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)]

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2.5 Purchase DIBELS materials, including data management software, to monitor student achievement in grades K - 6 CCSS Standards for Reading Foundational Skills.

2018-19

New Modified Unchanged

2.5 Monitor student achievement through DIBELS.

2019-20

New Modified Unchanged

2.5 Monitor student achievement through DIBELS.

BUDGETED EXPENDITURES

2017-18

Amount \$1,000

Source LCFF

Budget Reference 4000-4999: Books And Supplies

2018-19

Amount \$50.00

Source LCFF

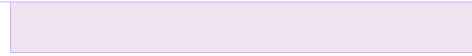
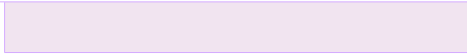
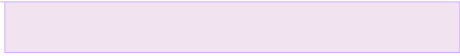
Budget Reference 4000-4999: Books And Supplies

2019-20

Amount \$50.00

Source LCFF

Budget Reference 4000-4999: Books And Supplies



Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

New
 Modified
 Unchanged

Goal 3

Parent and Community Partnerships: collaborate with families and our local communities to ensure all students are actively engaged in learning and connected in meaningful ways to their school and community.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL

Identified Need

Studies by the Harvard Family Involvement Research Project have indicated that parent involvement in their children's education results in higher academic achievement. Parent participation has been less than 50% of the families attending school functions.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
3A Chronic Absenteeism Rate 2 (14%)	3A Chronic Absenteeism Rate 2 students with chronic absenteeism (14%)	3A Chronic Absenteeism Rate 2 students with chronic absenteeism (14%)	3A Chronic Absenteeism Rate 1 student with chronic absenteeism (7%)	3A Chronic Absenteeism Rate 1 student with chronic absenteeism (7%)
3B Middle School Dropout Rate 0 (0%)	3B Middle School Dropout Rate 0 (0%)	3B Middle School Dropout Rate 0 (0%)	3B Middle School Dropout Rate 0 (0%)	3B Middle School Dropout Rate 0 (0%)
3C Suspension Rate 2 (14%)	3C Suspension Rate 2 suspensions 2016-17 school year	3C Suspension Rate 1 suspension (6%)	3C Suspension Rate 1 suspension (6%)	3C Suspension Rate 1 suspension (6%)
3D Expulsion Rate 0 (0%)	3D Expulsion Rate No expulsions 0 (0%)	3D Expulsion Rate No expulsions 0 (0%)	3D Expulsion Rate No expulsions 0 (0%)	3D Expulsion Rate No expulsions 0 (0%)
3E Percentage of parents/families serving on School Site Council 5 (45%)	3E Percentage of parents/families serving on School Site Council 50% of families participating or attending school events.	3E Percentage of parents/families serving on School Site Council 60% of families participating or attending school events.	3E Percentage of parents/families serving on School Site Council 70% of families participating or attending school events.	3E Percentage of parents/families serving on School Site Council 80% of families participating or attending school events.
3F School Attendance Rate (80%)		3F School Attendance Rate (94%)	3F School Attendance Rate (95%)	3F School Attendance Rate (95%)
3G Student, Staff & Families Survey				

<p>*Due to privacy issues, the District cannot administer the Healthy Kids Survey.</p> <p>3H Contact all families (including unduplicated pupils and individuals with exceptional needs) through phone contact to invite to all School Site Council Meetings, Field Trips, and Participation in Surveys.</p>	<p>3F School Attendance Rate (80%)</p> <p>3G Collaborate with Students, Staff, and Families to create a survey on the sense of safety and school connectedness. Administer survey by March of 2018 to 70% of Students, Staff, and Families to create baseline data.</p> <p>*Due to privacy issues, the District cannot administer the Healthy Kids Survey.</p> <p>3H Contact all families (including unduplicated pupils and individuals with exceptional needs) through phone contact to invite to all School Site Council Meetings, Field Trips, and Participation in Surveys.</p>	<p>3G Gather survey results from 80% or more of Students, Staff, and Families. Based on survey data from prior year, determine needs and create goals for Students, Staff, and Families.</p> <p>*Due to privacy issues, the District cannot administer the Healthy Kids Survey.</p> <p>3H Contact all families (including unduplicated pupils and individuals with exceptional needs) through phone contact to invite to all School Site Council Meetings, Field Trips, and Participation in Surveys.</p>	<p>3G Gather survey results from 80% or more of Students, Staff, and Families. Based on survey data from prior year, determine needs and create goals for Students, Staff, and Families.</p> <p>*Due to privacy issues, the District cannot administer the Healthy Kids Survey.</p> <p>3H Contact all families (including unduplicated pupils and individuals with exceptional needs) through phone contact to invite to all School Site Council Meetings, Field Trips, and Participation in Surveys.</p>	<p>3G Gather survey results from 80% or more of Students, Staff, and Families. Based on survey data from prior year, determine needs and create goals for Students, Staff, and Families.</p> <p>*Due to privacy issues, the District cannot administer the Healthy Kids Survey.</p> <p>3H Contact all families (including unduplicated pupils and individuals with exceptional needs) through phone contact to invite to all School Site Council Meetings, Field Trips, and Participation in Surveys.</p>
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PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)]
<u>Location(s)</u>	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: <input type="checkbox"/> Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

3.1 Continue to provide opportunities for family and community members to participate in student projects and activities to increase involvement in the students' education.

2018-19

New Modified Unchanged

3.1 Continue to provide opportunities for family and community members to participate in student projects and activities to increase involvement in the students' education.

2019-20

New Modified Unchanged

3.1 Continue to provide opportunities for family and community members to participate in student projects and activities to increase involvement in the students' education.

BUDGETED EXPENDITURES

2017-18

Amount \$1,000
 Source Supplemental and Concentration
 Budget Reference 4000-4999: Books And Supplies

2018-19

Amount \$1,000
 Source Supplemental and Concentration
 Budget Reference 4000-4999: Books And Supplies

2019-20

Amount \$1,000
 Source Supplemental and Concentration
 Budget Reference 4000-4999: Books And Supplies

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#) All Students with Disabilities [Specific Student Group(s)]

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#) English Learners Foster Youth Low Income

[Scope of Services](#) LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

3.2 In order to promote participation for our LI and Special needs students, the District will provide funding for parents/families to attend field trips with students.

2018-19

New Modified Unchanged

3.2 In order to promote participation for our LI and Special needs students, the District will provide funding for parents/families to attend field trips with students.

2019-20

New Modified Unchanged

3.2 In order to promote participation for our LI and Special needs students, the District will provide funding for parents/families to attend field trips with students.

BUDGETED EXPENDITURES

2017-18

Amount \$1,000
 Source Supplemental and Concentration
 Budget Reference 4000-4999: Books And Supplies

2018-19

Amount \$1,000
 Source Supplemental and Concentration
 Budget Reference 4000-4999: Books And Supplies

2019-20

Amount \$1,000
 Source Supplemental and Concentration
 Budget Reference 4000-4999: Books And Supplies

Action **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#) All Students with Disabilities [Specific Student Group(s)]

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#) English Learners Foster Youth Low Income

[Scope of Services](#) LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

3.3 Align School Site Council meetings to school events and provide refreshments.

2018-19

New Modified Unchanged

3.3 Align School Site Council meetings to school events and provide refreshments.

2019-20

New Modified Unchanged

3.3 Align School Site Council meetings to school events and provide refreshments.

BUDGETED EXPENDITURES

2017-18

Amount \$300.00
 Source Supplemental and Concentration
 Budget Reference 4000-4999: Books And Supplies

2018-19

Amount \$300.00
 Source Supplemental and Concentration
 Budget Reference 4000-4999: Books And Supplies

2019-20

Amount \$300.00
 Source Supplemental and Concentration
 Budget Reference 4000-4999: Books And Supplies

Action **4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students with Disabilities [Specific Student Group(s)]

Location(s)

All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

3.4 Increase opportunities for fine arts and enrichment activities during and/or after school.

New Modified Unchanged

3.4 Increase opportunities for fine arts and enrichment activities during and/or after school.

New Modified Unchanged

3.4 Increase opportunities for fine arts and enrichment activities during and/or after school.

BUDGETED EXPENDITURES

2017-18

Amount \$350.00

Source Supplemental and Concentration

Budget Reference 4000-4999: Books And Supplies

2018-19

Amount \$350.00

Source Supplemental and Concentration

Budget Reference 4000-4999: Books And Supplies

2019-20

Amount \$350.00

Source Supplemental and Concentration

Budget Reference 4000-4999: Books And Supplies

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year 2017–18 2018–19 2019–20

Estimated Supplemental and Concentration Grant Funds: \$19,093

Percentage to Increase or Improve Services: 20.04%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds ([see instructions](#)).

Desert Center USD has one small school site with a fluctuating enrollment (13 students on CALPADs), so funds will be used in a district-wide manner to provide services for all students. 7 students are unduplicated (54%)

Desert Center USD will be expending these funds on research, professional development, and instructional materials in order to increase and improve the services for our students and to achieve improved student outcomes. The percentage by which services for unduplicated students must be increased or improved is 20.0%. However, DCUSD recognizes that those counts could change in subsequent years. DCUSD meets the proportionality requirement by planning to spend an equitable proportion of supplementary and concentration grants.

Currently, the district has 1 English Learner student and no foster youth. In 16/17, DCUSD provided all at risk students Core Lexia for Reading intervention. DCUSD will provide EL specific curriculum as part of the new ELA adoption. 7 of the 13 students qualify for free or reduced lunch. Through the implementation of a paraprofessional in each classroom, Desert Center has effectively addressed the needs of our unduplicated pupils. In addition, the District is monitoring the recruitment and retention of highly qualified staff by providing competitive teacher and instructional salaries effectively using these funds to meet the district's goal in addressing the needs of our unduplicated students. The small group and individualized instruction is principally directed towards closing the achievement gap of our English Learners, Foster Youth, and Low Income students. Our staff has the time built into the school calendar to collaborate and discuss instruction using data. All students have access to technology as we have 1:1 on chromebooks and 1:2 with ipads. The District will be incorporating DIBELS to assess fluency for our students and will use the data to help guide the individualized and/or small group instruction for our unduplicated pupils and other students. The District is expending funds on field trips in order to increase fine arts and extra curricular activities for our students and incorporating the participation of all families by eliminating the costs of the trips for families members. This move was principally directed to increase the participation of our LI families and those families with students with exceptional needs.

Desert Center USD researched strategies to support struggling learners, specifically English learners and students from low socioeconomic backgrounds. Hanover ("Closing the Achievement Gap," 2015 - see image attached) denoted several key findings and recommendations for teaching practices that have a strong impact on student learning. These included an early focus on reading and writing achievement as well as access to small group or one on one intervention. Consequently, DCUSD has aligned funding for unduplicated pupils as follows:

- * Professional Development for teachers and paraprofessionals with analyzing DIBELS assessments to guide early literacy instruction and intervention.
- * Classroom coaching in reading and literacy strategies.

KEY FINDINGS

TEACHING PRACTICES

- **Interventions can be used to help narrow the achievement gap for underperforming students in as little as one year.** Struggling students in both elementary and secondary school who receive dedicated instruction in English language arts show improvements in test scores between the beginning and end of the school year. For example, one study found that at-risk students who received specialized reading instruction made significant gains in reading and language arts relative to control-group counterparts.
- **Schools should focus on reading and writing achievement early in students' education to reduce the risk of consistent underperformance in other academic and behavioral metrics.** Data suggest that literacy proficiency by Grade 3 can be highly predictive of high school graduation rates, particularly among minority and low-income students. Indeed, one study found that at-risk students who received a targeted reading intervention at age 6 continued to outperform their struggling peers who did not get dedicated instruction up to six years later.
- **In reading and writing in particular, small-group and one-on-one interventions are found to be the most effective for addressing the needs of lower-achieving students.** These more individualized sessions typically last between 30 and 45 minutes per day, and supplement whole-class English Language Arts instruction. Among the sample in this report, durations range from 30 minutes, four times a week to 50 minutes, five times per week.
- **Meanwhile, the majority of the rigorous studies that examine the math achievement gap focus on whole-class interventions.** Indeed, these interventions typically target entire math classes—not just the at-risk students—and data suggest

Revised Local Control and Accountability Plan and Annual Update Template Instructions

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. For school districts and county offices of education, the LCAP is a three-year plan which is reviewed and updated in the second and third years of the plan. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) 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 funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, 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. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, mark the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fg/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for

the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

Using actual annual measurable outcome data, including data from the LCFF Evaluation Rubrics, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Education Code identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. Education Code requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, Education Code Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student 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 specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, mark the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

Planned Actions/Services

For each action/service, the LEA must complete either the section “For Actions/Services not contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by checking “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is checked, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA’s overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see [Demonstration of Increased or Improved Services for Unduplicated Students](#) section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify scope of service by indicating “LEA-wide”, “Schoolwide”, or “Limited to Unduplicated Student Group(s)”. The LEA must select one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, place a check mark next to “Limited to Student Groups”.

For charter schools and single-school school districts, “LEA-wide” and “Schoolwide” may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use “LEA-wide” to refer to all schools under the charter and use “Schoolwide” to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use “LEA-wide” or “Schoolwide” provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

New/Modified/Unchanged:

- Check “New” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Check “Modified” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Check “Unchanged” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
 - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may check “Unchanged” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the Goals, Actions, and

Services section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

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

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the Demonstration of Increased or Improved Services for Unduplicated Students table and mark the appropriate LCAP year. Using the copy of the table, complete the table as required for the current year LCAP. Retain all prior year tables for this section for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to 5 CCR 15496(a)(5).

Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR 15496(a)(7).

Consistent with the requirements of 5 CCR 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.
- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
 - a. English Language Arts – Common Core State Standards for English Language Arts
 - b. Mathematics – Common Core State Standards for Mathematics
 - c. English Language Development
 - d. Career Technical Education
 - e. Health Education Content Standards
 - f. History-Social Science
 - g. Model School Library Standards
 - h. Physical Education Model Content Standards
 - i. Next Generation Science Standards
 - j. Visual and Performing Arts
 - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy UC or CSU entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the CELDT;
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;

- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

- A. A broad course of study including courses described under Sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under Sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *Education Code* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) “Chronic absenteeism rate” shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) “Middle School dropout rate” shall be calculated as set forth in *California Code of Regulations*, title 5, Section 1039.1.

(c) “High school dropout rate” shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(d) “High school graduation rate” shall be calculated as follows:

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(e) “Suspension rate” shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *Education Code* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *Education Code* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *Education Code* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any 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 unduplicated pupils as defined in *Education Code* sections 42238.01 and bgroups as defined in section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *Education Code* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *Education Code* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	258,233.00	209,482.04	262,221.00	222,271.00	222,271.00	706,763.00
	0.00	0.00	0.00	0.00	0.00	0.00
Base	153,218.00	165,204.00	0.00	0.00	0.00	0.00
LCFF	70,764.00	20,043.00	231,139.00	191,189.00	191,189.00	613,517.00
Supplemental and Concentration	34,251.00	24,235.04	31,082.00	31,082.00	31,082.00	93,246.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type						
Object Type	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	258,233.00	209,482.04	262,221.00	222,271.00	222,271.00	706,763.00
	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	149,118.00	166,221.00	178,139.00	178,139.00	178,139.00	534,417.00
2000-2999: Classified Personnel Salaries	2,000.00	2,000.00	28,432.00	28,432.00	28,432.00	85,296.00
4000-4999: Books And Supplies	86,115.00	39,063.04	20,650.00	4,700.00	4,700.00	30,050.00
5000-5999: Services And Other Operating Expenditures	21,000.00	2,198.00	35,000.00	11,000.00	11,000.00	57,000.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	258,233.00	209,482.04	262,221.00	222,271.00	222,271.00	706,763.00
		0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Base	146,218.00	163,161.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	LCFF	0.00	0.00	178,139.00	178,139.00	178,139.00	534,417.00
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	2,900.00	3,060.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	LCFF	2,000.00	2,000.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Supplemental and Concentration	0.00	0.00	28,432.00	28,432.00	28,432.00	85,296.00
4000-4999: Books And Supplies	Base	6,000.00	1,043.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	LCFF	48,764.00	16,845.00	18,000.00	2,050.00	2,050.00	22,100.00
4000-4999: Books And Supplies	Supplemental and Concentration	31,351.00	21,175.04	2,650.00	2,650.00	2,650.00	7,950.00
5000-5999: Services And Other Operating Expenditures	Base	1,000.00	1,000.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	LCFF	20,000.00	1,198.00	35,000.00	11,000.00	11,000.00	57,000.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal

Goal	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	203,139.00	189,139.00	189,139.00	581,417.00
Goal 2	56,432.00	30,482.00	30,482.00	117,396.00
Goal 3	2,650.00	2,650.00	2,650.00	7,950.00
Goal 4	0.00	0.00	0.00	0.00
Goal 5	0.00	0.00	0.00	0.00
Goal 6	0.00	0.00	0.00	0.00
Goal 7	0.00	0.00	0.00	0.00
Goal 8	0.00	0.00	0.00	0.00
Goal 9	0.00	0.00	0.00	0.00
Goal 10	0.00	0.00	0.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.