

Introduction:

LEA: Desert Center Unified School District **Contact (Name, Title, Email, Phone Number):** Susan E. Scott, Superintendent, (760)392-7604, suescott@eaglemtnschool.com **LCAP Year:** 2016-2017

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

Parental involvement: efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

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

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

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA’s goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

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

Involvement Process	Impact on LCAP
<p>1. 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.</p> <p>2. Teachers, school personnel, students, parents, and administration have an ongoing collaboration regarding the needs of students enrolled in Desert center Unified School District. This continuous collaboration includes formal</p>	<p>1. Information gathered from all stakeholders is taken into consideration when budgeting funds.</p> <p>2. Ongoing information from formal and informal meetings and collaboration regarding the needs of students, including the Lower Income (LI), English Learners (EL) and the Foster Youth (FY) and the goals of the eight state</p>

and informal discussion of the needs of the students, including the needs of the students included in the unduplicated count.

3. A public hearing was held on October 30, 2014, and January 29, April 28, 2015 in which the Local Control Funding Formula, Common Core Standards, and Local Control Funding Formula were discussed. The needs of the students were also discussed and how those needs could be met by the funds available through the new funding formula.

4. The unduplicated student count in Desert Center Unified School district includes economically disadvantaged students and English Learners. Desert Center Unified School district does not have any Foster Youth at this time.

5. The Parent Committee, consisting of parents of current students, past students, future students, and Spanish speaking students, met on two separate occasions to discuss the needs of the students, and the inclusion of parents and community in developing the Local Control Accountability Plan (LCAP)

*Desert Center is a K-8 district. The metrics for EAP (college readiness), high school graduation and dropout rates, as well as Exam Pass rates are not applicable. All other priority areas are addressed below with corresponding metrics.

Annual Update:

During the 2015 2016 school year, members of the Desert Center Unified School 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.

1. This advisory group met throughout the 2015-2016 school year on the following dates:

priorities have been included in forming the LCAP and corresponding to the LCAP's three categories: Conditions of Learning, Pupil Outcomes, and Engagement. Results of parent/family meetings indicated a desire to increase parent involvement in the district, updating curriculum to meet the Common Core State Standards, and access on and off campus to technology for students.

3. The eight state priorities are in alignment with Desert Center Unified School District's vision for the students of the district. These priorities are addressed in the Local Control Accountability Plan.

4. Desert Center Unified School district is approximately 76% Lower Income (LI). Most of the resources reach all of the students due to our large percentage of LI students which has impact on the planning of the LCAP.

5. Input and engagement of the stakeholders was integral to the creation of this Local Control Accountability Plan.

Annual Update:

Based on the data, the committee members decided that no significant changes are needed on the original goals during the 2015-2016 LCAP to align with the state priorities. The budget will be refined to reflect the school priorities for 2016-2017.

Results of the CAASP for 2014-15 were shared at the October board meeting. One student met standards in ELA and 1 student met standards in Math. Since

October 01, 2015
November 17, 2015
February 23, 2016

2. 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 2015-2016 and review the goals for 2016-2017.

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 years state testing.

The district has three English Language learners that are at Level 1. 30 to 60 minutes of ELD was provided to each of these students throughout the year. In addition, the students utilized Core Lexia for Reading Intervention.

Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school’s budget that is submitted to the school’s authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA’s goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

Related State and/or Local Priorities: Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

Schools: Identify the schoolsites to which the goal applies. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate “all” for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Action/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service: Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to “ALL.”

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

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.

Guiding Questions:

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement” (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA’s goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite 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 subgroups 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 schoolsites?
- 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 schoolsites, 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?

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.	Related State and/or Local Priorities: 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 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify
---------	---	---

Identified Need :	Currently 100% of Certificated staff is highly qualified, however this criteria must be monitored as new staff is hired. Valenzuela / CAHSEE Lawsuit Settlement: Student Access: This criteria must be monitored to ensure that 100% 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 *No findings on 2015-2016 Williams Report Provide a 180 day school year for all students
-------------------	--

Goal Applies to:	Schools: ALL Applicable Pupil Subgroups: ALL
------------------	---

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • 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
--------------------------------------	--

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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	LEA	<input checked="" type="checkbox"/> All OR: _____	Teacher Salaries 1000-1999: Certificated Personnel Salaries Base \$146,218

<p>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><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>\$0.00</p>
<p>1.3 The district will maintain an 180 day school year</p>	<p>LEA</p>	<p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>\$0.00</p>
<p>1.4 The district will continue to maintain "No Findings on annual Williams Report.</p>	<p>LEA</p>	<p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>\$0.00</p>

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • 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
--------------------------------------	---

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1.1 During the 2017-2018 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>	LEA	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$0.00
<p>1.3 The district will maintain an 180 day school year</p>	LEA	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$0.00
<p>1.4 The district will continue to maintain “No Findings on annual Williams Report.</p>	LEA	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent	\$0.00

		English proficient _ Other Subgroups: (Specify)	
LCAP Year 3: 2018-19			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • 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 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1.1 During the 2018-2019 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>	LEA	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$0.00
1.3 The district will maintain an 180 day school year	LEA	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$0.00
1.4 The district will continue to maintain “No Findings on annual Williams Report.	LEA	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	\$0.00

		<ul style="list-style-type: none">_ English Learners_ Foster Youth_ Redesignated fluent English proficient_ Other Subgroups: (Specify)	
--	--	---	--

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 2:	Goal 2: Provide Professional Development for certificated and other instructional staff in the areas of CCSS.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify
---------	---	--

Identified Need : • District needs to develop pacing guides and benchmark assessments aligned to the new math curriculum.

Goal Applies to: Schools: ALL
 Applicable Pupil Subgroups: ALL

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes: Provide Professional development ELA/ELD and Math

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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.	LEA	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries LCFF \$2,900
2.2 The District will provide a weekly minimum day for the teachers to collaborate and receive professional development.	LEA	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$0.00

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes: Provide Professional Development for NGSS

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2.1 During the 2017-2018 school year, the district will provide professional development for teachers and instructional staff on the Next Generation Science Standards for grades K-8. These services may include on-site PD, conference attendance, webinars, materials, and the use of consultants and include the use ELD materials and technology.	LEA	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$0.00
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.	LEA	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$0.00

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes: Provide ongoing Professional Development

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2.1 Based on student outcomes, professional development will be provided to strengthen instructional strategies that best support student learning.	LEA	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent	\$0.00

		English proficient _ Other Subgroups: (Specify)	
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.	LEA	<input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	\$0.00

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 3:	Staff and students will increase use of technology to ensure technology is integrated into students' overall academic instruction.	Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
---------	--	--

Identified Need : Students and staff need a range of functional and critical thinking skills related to media and technology, based on a high level technology resources and need for continued professional development.

Goal Applies to: Schools: ALL
 Applicable Pupil Subgroups: ALL

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes: Staff and students will increase their overall use of technology in the classroom

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3.1 Increase knowledge and use of Tech in the classroom by 60 minutes/day to support online student assessments and improve research skills.	LEA	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$0.00
3.2 Utilize CCSS materials to integrate technology for all content areas.	LEA	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	4000-4999: Books And Supplies Supplemental and Concentration \$4,264
3.3 Continue to keep computer devices on a 1:1.	LEA	<input checked="" type="checkbox"/> All	4000-4999: Books And Supplies Supplemental and

		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Concentration \$10,000
3.4 Purchase online curriculum to integrate blended learning opportunities within each classroom.	LEA	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	4000-4999: Books And Supplies Supplemental and Concentration \$12,087

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes: Staff and students will increase their overall use of technology in the classroom

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3.1 Increase use of technology to 100 minutes daily to support online student assessments and interventions.	LEA	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$0.00
3.2 Continue the use of online curriculum to integrate blended learning opportunities within each classroom.	LEA	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent	\$0.00

		English proficient _ Other Subgroups: (Specify)	
3.3 Continue to keep Chromebooks on a 1:1.	LEA	<input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	\$0.00

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	Staff and students will increase thier overall use of technology in the classroom.
--------------------------------------	--

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3.1 Maintain computer use of 100 minutes daily to support student learning.	LEA	<input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	\$0.00
3.2 Continue the use of online curriculum to support blended learning opportunities for all students.	LEA	<input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	\$0.00

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 4:	Increase the percentage of parents/guardians <ul style="list-style-type: none"> indicating they feel included and connected with their school. attending and participating in School Site Council meetings. 	Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
---------	---	--

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.

Goal Applies to: Schools: ALL
 Applicable Pupil Subgroups: ALL

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes: Monitor parent engagement

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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.	LEA	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	5000-5999: Services And Other Operating Expenditures Base \$1,000
4.2 Maintain the percentage of parents serving on the School Site Council, based on the number of students attending the school this year.	LEA	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$0.00

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes: Monitor parent engagement

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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.	LEA	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$0.00
4.2 Maintain the percentage of parents serving on the School Site Council, based on the number of students attending the school this year.	LEA	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$0.00

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes: Monitor Parent engagement.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
4.1 Maintain the percentage of parents who feel included and connected to the school.	LEA	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	\$0.00

		_ Other Subgroups: (Specify)	
4.2 Maintain the percentage of parents serving on the School Site Council.	LEA	X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	\$0.00

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

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.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 <input checked="" type="checkbox"/> 8 _ COE only: 9 _ 10 _ Local : Specify
---------	--	--

Identified Need :	Report cards and state and local assessments indicate need for support for: <ul style="list-style-type: none"> • Students who are currently below grade level • District need for grade level performance proficiency on CCSS assessments • Smarter Balanced testing • CST state science. • Teacher tests, benchmarks * CAASP scores for 14-15 have only 1 student in ELA and 1 student in Math meeting grade level standards. * Using Core Lexia, 14 of 17 students needed reading intervention and all 14 participated in the program for a minimum of 20 minutes daily. * Three EL students are at a CELDT Level 1.
-------------------	--

Goal Applies to:	Schools: ALL Applicable Pupil Subgroups: ALL
------------------	---

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	Metrics include: Identify targets for CAASPP *District does not meet eligibility requirements to receive a state Annual Performance Index (API).
--------------------------------------	--

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
5.1 Increase individual student targets in CAASPP, CELDT, CST for science, and school and classroom assessments.	LEA	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:	\$0.00

		(Specify)	
5.2 Identify district assessments using the new ELA/ELD curriculum in order to develop a baseline for individual students	LEA	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Base \$5000
5.3 Continue the use of Core Lexia for reading intervention	LEA	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Base \$1,000
5.4 Utilize the interim assessments of CAASP to support student success.	LEA	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$0.00

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	Increase state and district assessment targets for all students Identify targets for CAASPP *District does not meet eligibility requirements to receive a state Annual Performance Index (API).
--------------------------------------	---

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
5.1 Increase individual student targets in CAASPP, CELDT, CST for science, and school and classroom assessments.	LEA	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$0.00
5.2 Identify district assessments using the new NGSS curriculum in order to develop a baseline for individual students.	LEA	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$0.00
5.3 Continue the use of a computerized adaptive reading program for intervention.	LEA	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$0.00

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes: Maintain targets for all students to meet standards on state and district assessments.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
5,1 Monitor student growth on state and district assessments.	LEA	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$0.00
5.2 Analyze student results from district benchmarks to improve instruction.	LEA	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$0.00

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

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.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify
---------	---	---

Identified Need : The CCSS and the Smarter Balanced Testing assessments require alignment with textbooks and materials in order for students to achieve content and performance expectations. 100% of students need access to aligned materials for Common Core Standards.

Goal Applies to: Schools: ALL
 Applicable Pupil Subgroups: ALL

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes: Adopt ELA/ELD materials

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
6.1 Adopt new ELA/ELD materials and develop a pacing guide with benchmark assessments.	LEA	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	4000-4999: Books And Supplies Base \$30,000
6.2 Implement adopted ELA/ELD materials to integrate technology to support CAASPP, CELDT, and support college and career readiness	LEA	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Base \$5,000
6.3 Review new NGSS materials	LEA	<input checked="" type="checkbox"/> All	\$0.00

		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
6.4 85% of students in grades 5 and 8 will earn "C" or better in English and Math.	LEA	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$0.00

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	Adopt new NGSS materials; Implement new ELA/ELD materials to support technology for all students		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
6.1 Adopt new NGSS materials	LEA	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$0.00
6.2 Implement adopted NGSS materials to integrate technology to support state testing, and support college and career readiness	LEA	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent	\$0.00

		English proficient _ Other Subgroups: (Specify)	
6.3 Review new HSS materials	LEA	<input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	\$0.00
6.4 90% of students in grades 5 and 8 will earn "C" or better in English and Math.		<input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	\$0.00

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	Adopt new History/Social Studies materials.
--------------------------------------	---

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
6,1 Adopt new HSS materials	LEA	<input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	\$0.00

<p>6.2 Maintain 90% of students in grades 5 and 8 will earn "C" or better in English and Math.</p>	<p>LEA</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>\$0.00</p>
--	------------	--	---------------

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 7:	Goal 7: Desert Center Unified will effectively maximize learning for all students in order to prepare students for college and career readiness.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
---------	--	--

Identified Need :	<ul style="list-style-type: none"> • Prepare all students to successfully transition and graduate from high school. • Promote positive school attendance for all students • Improve attendance rate of 90% in 2015-2016 school year. <p>*District middle school students drop out rate in 2015-2016 was 0%. *In a school this small, one student can severely impact attendance and suspensions. *As a Transitional Kindergarten –Grade Eight District, no High School dropout rate or graduation rate can be calculated. *2014-15 CAASP data showed only 1 student meeting standards in ELA and 1 student meeting standards in Math. Individual scores are monitored for growth through the use of a spreadsheet maintaing longitudinal data.</p>
-------------------	--

Goal Applies to:	Schools: ALL
	Applicable Pupil Subgroups: ALL

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • 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.
--------------------------------------	--

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
7.1 Maintain attendance by 90% and higher, based on the number of students in the district 7.1a Promote positive student attendance 7.1b Monitor chronic absenteeism rates for grades K, 1, 2, 5, and 8 and all subgroups.	LEA	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Base \$2,000
7.2 Monitor suspension and expulsion rate (current	LEA	<input checked="" type="checkbox"/> All	\$0.00

suspension rate is 6%)		OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
------------------------	--	---	--

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> Monitor student success as they matriculate to the high school setting in order to promote college and career readiness.
--------------------------------------	--

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
7.1 Maintain attendance by 90% and higher, based on the number of students in the district 7.1a Promote positive student attendance 7.1b Monitor chronic absenteeism rates for grades K, 1, 2, 5, and 8 and all subgroups.	LEA	X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	\$0.00
7.2 Monitor suspension and expulsion rate.	LEA	X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	\$0.00

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	Monitor student success as they matriculate to the high school setting in order to promote college and career readiness.
--------------------------------------	--

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
7.1 Maintain attendance at 93% or higher based on the number of students in the district.	LEA	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$0.00
7.2 Monitor student suspension and expulsion rates.	LEA	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$0.00

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 8:	Desert Center Unified will support English learners to develop English proficiency and achieve proficiency in the Common Core State Standards.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 _ 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify
---------	--	--

Identified Need :	Support English learners to develop English proficiency and achieve proficiency in the Common Core State Standards. *Currently there are three students designated as English learners in this district. Their current ELD level is 1. Two of these students entered the USA this year. No CAASP data is available for these students as they did not take the test last year. Metrics: CAASPP California English Language Development Test (CELDT)
-------------------	---

Goal Applies to:	Schools: ALL Applicable Pupil Subgroups: EL
------------------	--

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • 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.
--------------------------------------	---

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
8.1 Provide professional development for California's new ELD standards to support AMAO 1-3	LEA	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Base \$10,000
8.2 Ensure that newly adopted ELA/ELD standards are	LEA	<input type="checkbox"/> All	\$0.00

being followed with fidelity.		OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
-------------------------------	--	---	--

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Increase one proficiency level from prior year scores on the CELDT for continuously enrolled students.
--------------------------------------	--

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
8.1 Monitor classroom implementation for California's new ELD standards to support AMAO 1-3	LEA	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$0.00
8.2 Ensure the use of integrated and designated ELD for English learners.	LEA	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$0.00

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes: Increase one proficiency level from prior year scores on the CELDT for continuously enrolled students.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
8.1 Monitor classroom instructional fidelity to the ELA/ELD curriculum	LEA	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$0.00
8.2 Ensure the use of differentiated instruction for EL students.	LEA	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$0.00

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 9:	Provide course offerings for students that will support college and career readiness.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 <u>X</u> 8 _ COE only: 9 _ 10 _ Local : Specify
---------	---	---

Identified Need : Providing course offerings for students that will support college and career readiness, particularly in grades 6-8.

Goal Applies to: Schools: ALL
 Applicable Pupil Subgroups: ALL

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes: Maintain course offerings in all content areas for every student K-8.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
9.1 Maintain course K-8 offering to all students for 2016-2017 school year.	LEA	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Base \$10,000
9.2 Implement online curriculum for grades 2 - 8.	LEA	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	4000-4999: Books And Supplies LCFF \$18,764

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes: Maintain course offerings in all content areas for every student K-8.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
9.1 Maintain course K-8 offering to all students for 2017-2018 school year	LEA	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$0.00
9.2 Continue the use of online curriculum for grades 2 - 8.	LEA	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$0.00

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes: Maintain course offerings in all content areas for every student.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
9.1 Maintain course offerings to all students in 2018-2019 school year.	LEA	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	\$0.00

		_ Other Subgroups: (Specify)	
9.2 Continue the use of online curriculum for grades 2 - 8.	LEA	X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	\$0.00

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

Annual Update

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific schoolsites 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?

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 1 from prior year LCAP:	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.	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. Related State and/or Local Priorities: 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 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify
---------------------------------------	---	--

Goal Applies to:	Schools: ALL	Applicable Pupil Subgroups: ALL
------------------	--------------	---------------------------------

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> 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 Annual Measurable Outcomes:	Teachers assignments, fully credentialed Students have access to standards-aligned instructional materials Facilities are maintained in good repair 180 day school year provided
--------------------------------------	---	------------------------------------	---

LCAP Year: 2015-2016

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1.1 During the 2015-2016 school year, the district will continue monitoring the recruitment and retention of highly qualified staff by providing competitive teacher and instructional aid salaries 1.2 The district will use the SARC to provide evidence in monitoring highly qualified teachers, including	LCFF \$194,236	1.1 All teachers are HQT.	1000-1999: Certificated Personnel Salaries LCFF \$147,988
	LCFF \$92,023	1.1 - Achieved	
		1.2 Teachers have CLAD authorization	
		1.2 - Achieved	

authorization to work with EL students							
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; background-color: #cccccc;">Scope of Service</td> <td style="border: 1px solid black;">LEA</td> </tr> </table> <hr style="border: 0; border-top: 1px dashed black; margin: 5px 0;"/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	Scope of Service	LEA		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; background-color: #cccccc;">Scope of Service</td> <td style="border: 1px solid black;">LEA</td> </tr> </table> <hr style="border: 0; border-top: 1px dashed black; margin: 5px 0;"/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	Scope of Service	LEA	
Scope of Service	LEA						
Scope of Service	LEA						
1.3 The district will maintain an 180 day school year	\$0.00	1.3 District maintained 180 day school year. 1.3 - Achieved	\$0.00				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; background-color: #cccccc;">Scope of Service</td> <td style="border: 1px solid black;">LEA</td> </tr> </table> <hr style="border: 0; border-top: 1px dashed black; margin: 5px 0;"/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	Scope of Service	LEA		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; background-color: #cccccc;">Scope of Service</td> <td style="border: 1px solid black;">LEA</td> </tr> </table> <hr style="border: 0; border-top: 1px dashed black; margin: 5px 0;"/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	Scope of Service	LEA	
Scope of Service	LEA						
Scope of Service	LEA						
1.4 The district will continue to maintain "No Findings on annual Williams Report.	\$0.00	1.4 The district had "no findings" on the annual Williams report. 1-Achieved	\$0.00				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; background-color: #cccccc;">Scope of Service</td> <td style="border: 1px solid black;">LEA</td> </tr> </table> <hr style="border: 0; border-top: 1px dashed black; margin: 5px 0;"/> <p><input checked="" type="checkbox"/> All OR:</p>	Scope of Service	LEA		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; background-color: #cccccc;">Scope of Service</td> <td style="border: 1px solid black;">LEA</td> </tr> </table> <hr style="border: 0; border-top: 1px dashed black; margin: 5px 0;"/> <p><input checked="" type="checkbox"/> All OR:</p>	Scope of Service	LEA	
Scope of Service	LEA						
Scope of Service	LEA						

<ul style="list-style-type: none"> _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) 		<ul style="list-style-type: none"> _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) 	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>No changes will be made. Maintain for 2016-2017 school year.</p>		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 2 from prior year LCAP:	Goal 2: Provide Professional Development for certificated and other instructional staff in the areas of CCSS.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify	
Goal Applies to:	Schools: ALL Applicable Pupil Subgroups: ALL		
Expected Annual Measurable Outcomes:	Provide PD for math, including EL Implementation of content standards Metrics reviewed SARC, Common Core Standards Testing, CELDT scores *Note: Because the district is so small, specific CELDT and SBAC data cannot be provided	Actual Annual Measurable Outcomes: Professional development was provided in Mathematics.	
LCAP Year: 2015-2016			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
2.1 During the 2015-2016 school year, the district will provide professional development for teachers and instructional staff on McGraw Hill math, grades K-8. These services may include on-site PD, conference attendance, webinars, materials, and the use of consultants and include the use ELD materials and technology.	LCFF \$4,500	2.1 The following professional development was provided: McGraw Hill - webinar Math Professional Learning Communities Training 1 - Achieved	LCFF \$4,500
Scope of Service	LEA	Scope of Service	LEA
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	

proficient _ Other Subgroups: (Specify)			_ Other Subgroups: (Specify)	
2.2 The District will add ten minimum days to the School Calendar to provide additional time for teacher collaboration and professional development.		\$0.00	2.2 The district added ten minimum days to the calendar beginning in January 2016. 1 - Achieved	\$0.00
Scope of Service	LEA		Scope of Service	LEA
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Training will be provided by Riverside County Office of Education for math during the summer prior to the 2016-17 school year.		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 3 from prior year LCAP:	Staff and students will increase their overall use of technology in the classroom.	Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: ALL Applicable Pupil Subgroups: ALL		
Expected Annual Measurable Outcomes:	Staff and students will increase their overall use of technology in the classroom	Actual Annual Measurable Outcomes: Students used technology for 60 minutes daily for instruction.	
LCAP Year: 2015-2016			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
3.1 Increase knowledge and use of Tech in the classroom by 50 minutes/day to support online student assessments and improve research skills.	LCFF \$500	3.1 Students used their chromebooks to access computer adaptive programs for 60 minutes daily. 1 - Achieved	LCFF \$500
Scope of Service	LEA	Scope of Service	LEA
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
3.2 Adopt appropriate CCSS materials to support technology	LCFF \$1,500	3.2 New math curriculum was adopted to meet the new CCSS which has an online instructional support component	LCFF \$1,000

		for student use. 1- Achieved					
<table border="1"> <tr> <td>Scope of Service</td> <td>LEA</td> </tr> </table>	Scope of Service	LEA		<table border="1"> <tr> <td>Scope of Service</td> <td>LEA</td> </tr> </table>	Scope of Service	LEA	
Scope of Service	LEA						
Scope of Service	LEA						
<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>					
3.3 Continue to keep Chromebooks on a 1:1; update wifi	LCFF \$1,500	3.3 All students have chromebooks. Additional routers were purchased to support the connectivity for our students. 1- Achieved	LCFF \$1,500				
<table border="1"> <tr> <td>Scope of Service</td> <td>LEA</td> </tr> </table>	Scope of Service	LEA		<table border="1"> <tr> <td>Scope of Service</td> <td>LEA</td> </tr> </table>	Scope of Service	LEA	
Scope of Service	LEA						
Scope of Service	LEA						
<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>					
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Purchase of online curriculum to increase blended learning opportunities in the classroom.						

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 4 from prior year LCAP:	Increase the percentage of parents/guardians <ul style="list-style-type: none"> indicating they feel included and connected with their school. attending and participating in School Site Council meetings. 	Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: ALL	Applicable Pupil Subgroups: ALL	
Expected Annual Measurable Outcomes:	Develop parent engagement plans and update school/parent/student compacts. Metrics include: Surveys, parent conferences, and staff surveys.	Actual Annual Measurable Outcomes:	100% attendance at parent night at beginning of year and 100% attendance at parent conferences.
LCAP Year: 2015-2016			
Planned Actions/Services		Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures
4.1 Increase the number 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.		LCFF \$500	All parents attended parent conferences and the return to school night presentation at beginning of year. 1- Achieved
Scope of Service	LEA		Scope of Service
			LEA
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	

<p>4.2 Update parent compacts and surveys</p>	<p>\$0.00</p>	<p>4.2 District website has been updated and maintained throughout the year. Surveys and compacts are updated.</p> <p>1 - Achieved</p>	<p>\$0.00</p>
<p>Scope of Service LEA</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>4.3 Increase the number of parents serving on the School Site Council, based on the number of students attending the school this year.</p>	<p>\$0.00</p>	<p>4.3 The number of parents participating on the SSC has increased from 3 to 5.</p> <p>1 - Achieved</p>	<p>\$0.00</p>
<p>Scope of Service LEA</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>None</p>		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 5 from prior year LCAP:	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 state standards on the grade level state assessments.		Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 <input checked="" type="checkbox"/> 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools:	ALL	Applicable Pupil Subgroups:	ALL
Expected Annual Measurable Outcomes:	Increase state and district assessment targets for all students (API not applicable for 2015-2016), including all subgroups, SED, SWD, foster youth Provide access to California Standards Metrics include: Identify targets for CAASPP *District does not meet eligibility requirements to receive a state Annual Performance Index (API).		Actual Annual Measurable Outcomes:	14/15 CAASP scores were received and are being used to measure student growth.
LCAP Year: 2015-2016				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures	
5.1 Identify targets for CAASPP in order to monitor student achievement		LCFF \$5,000	LCFF \$3,500	
5.1a Use the targets to create individual student baselines for math and ELA			Baseline data was collected; students used the Interim Assessments Blocks in CAASP; Core Lexia was implemented for grades K -8 based on student need.	
5.1b Implement Lexia Core 5 Reading Intervention program for grades K-4			1 - Achieved	
Scope of Service	LEA		Scope of Service	LEA

<p><input checked="" type="checkbox"/> All</p> <hr/> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 		<p><input checked="" type="checkbox"/> All</p> <hr/> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	
<p>5.2 Identify district assessments using the new math curriculum in order to develop a baseline for individual students.</p>	<p>\$0.00</p>	<p>Assessments from the new state adopted Math curriculum were used as benchmarks.</p> <p>1 - Achieved</p>	<p>\$0.00</p>
<p>Scope of Service LEA</p>		<p>Scope of Service</p>	
<p><input checked="" type="checkbox"/> All</p> <hr/> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 		<p><input type="checkbox"/> All</p> <hr/> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	
<p>5.3 Monitor student achievement in CST Science and CELDT</p>	<p>\$0.00</p>	<p>Student scores were used to determine intervention needs.</p> <p>1- Achieved</p>	<p>\$0.00</p>
<p>Scope of Service LEA</p>		<p>Scope of Service LEA</p>	
<p><input checked="" type="checkbox"/> All</p> <hr/> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient 		<p><input type="checkbox"/> All</p> <hr/> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	

_ Other Subgroups: (Specify)			
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	ELA adoption and training will be provided as well as continuing professional development for math.		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 6 from prior year LCAP:	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.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify	
Goal Applies to:	Schools: ALL Applicable Pupil Subgroups:	ALL	
Expected Annual Measurable Outcomes:	Review new CCSS ELA materials; Implement new math materials to support technology for all students; develop pacing guides, increase the % of students that are college and career ready. Metric includes: CAASSP Teacher assessments	Actual Annual Measurable Outcomes:	New math program was implemented. Began initial development of math pacing guides with work to continue in summer. ELA/ELD will be adopted in 16/17 school year.
LCAP Year: 2015-2016			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
6.1 Review materials for ELA/ELD adoption	\$0.00	Reviewed materials for ELA adoption 0 - partially implemented as adoption has not been finalized	\$0.00
Scope of Service	LEA	Scope of Service	LEA
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	

<p>6.2 Implement adopted math materials to integrate technology to support areas such as CAASPP, CELDT, and AVID support college and career readiness</p>	<p>LCFF \$6,000</p>	<p>Implemented new math curriculum. Used computer adaptive intervention programs to support learning.</p> <p>1 - Achieved</p>	<p>LCFF \$5,000</p>
<p>Scope of Service LEA</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>6.3 80% of students in grades 5 and 8 will earn "C" or better in English and Math.</p>	<p>\$0.00</p>	<p>100% of students in grades 5 and 8 received a "C" or better in ELA and Math</p> <p>1 - Achieved</p>	<p>\$0.00</p>
<p>Scope of Service</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p><input type="checkbox"/> All</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p>		<p>Scope of Service LEA</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p>	

_ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	None		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 7 from prior year LCAP:	Goal 7: Desert Center Unified will effectively maximize learning for all students in order to prepare students for college and career readiness.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: ALL Applicable Pupil Subgroups: ALL		
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> 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 2014-2015 school year. Maintain or decrease current chronic absenteeism rate of 6%. Maintain or reduce suspension and expulsion rate of 6%. <p>*Current middle school dropout rate is 0%</p>	Actual Annual Measurable Outcomes: Student attendance rates increased by more than 2%. Chronic absenteeism has declined. Student suspension and expulsion rates are being monitored closely due to the low number of students which can greatly distort the percentage.	
LCAP Year: 2015-2016			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
7.1 Maintain attendance by 85% and higher, based on the number of students in the district	\$0.00	Attendance for the year is above 85%; attendance meeting was held at beginning of year; newsletter with information about attendance was sent to parents.	\$0.00
7.1a Promote positive student attendance			
7.1b Monitor chronic absenteeism rates for grades K, 1, 2, 5, and 8 and all subgroups. Reduce chronic absenteeism rate by 6%.		1- Achieved	
Scope of Service	LEA	Scope of Service	LEA

<p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<p>7.2 Maintain or reduce suspension and expulsion rate (current suspension rate is 6%)</p>	<p>\$0.00</p>	<p>Monitored suspension rate. Only 1 student has been suspended this year. 1- Achieved</p>	<p>\$0.00</p>
<p>Scope of Service LEA</p>		<p>Scope of Service LEA</p>	
<p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<p>7.3 Use a spreadsheet to monitor individual student success as they matriculate to the high school setting.</p>	<p>\$0.00</p>	<p>Spreadsheet was created to maintain longitudinal data on our students. Progress monitoring is reviewed as CAASP scores become available. 1- Achieved</p>	<p>\$0.00</p>
<p>Scope of Service LEA</p>		<p>Scope of Service LEA</p>	
<p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth</p>		<p><input type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth</p>	

_ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Implement a student information system that will automatically generate attendance letters to the parents.		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 8 from prior year LCAP:	Desert Center Unified will Support English learners to develop English proficiency and achieve proficiency in the Common Core State Standards.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 _ 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: ALL Applicable Pupil Subgroups: EL		
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> 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 Annual Measurable Outcomes: One EL student did not make the one level of proficiency growth.	
LCAP Year: 2015-2016			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
8.1 Provide standards and teacher knowledge of California's new ELD standards to support AMAO 1 and 2	\$0.00	New curriculum has not been adopted. The adoption will happen in 2016-17. ELD instruction of 30 minutes daily was provided. 0 - partially implemented	\$0.00
Scope of Service: LEA		Scope of Service: LEA	
_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

<p>8.2 Update EL reclassification as needed</p>	<p>\$0.00</p>	<p>Reclassification standards are based on the CAASP assessment scores. No students qualified for reclassification. We have three EL students who are at Level 1, two of these students are new to our country.</p> <p>1 - Achieved</p>	<p>\$0.00</p>
<p>Scope of Service LEA</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>8.3 Use a spreadsheet to establish baseline for EL for CAASAP, CELDT</p>	<p>\$0.00</p>	<p>Spreadsheet was created to monitor longitudinal data for our students</p> <p>1 - Achieved</p>	<p>\$0.00</p>
<p>Scope of Service LEA</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to</p>	<p>Adopt new ELA/ELD curriculum for 16-17.</p>		

goals?

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 9 from prior year LCAP:	Provide course offerings for students that will support college and career readiness.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 <input checked="" type="checkbox"/> 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: ALL Applicable Pupil Subgroups: ALL		
Expected Annual Measurable Outcomes:	Maintain course offerings in all content areas for every student K-8.	Actual Annual Measurable Outcomes: Provided course offerings in all content areas for every student in K - 8.	
LCAP Year: 2015-2016			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
9.1 Maintain course K-8 offering to all students for 2015-2016 school year	\$0.00	Courses in Math, Science, PE, Art, ELA/ELD, Social Studies were offered. Special Ed services provided by RCOE. 1 - Achieved	Special Education \$6,500
Scope of Service	LEA	Scope of Service	LEA
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be	Purchase of online curriculum for grades 2 - 8 with elective options.		

made as a result of reviewing past progress and/or changes to goals?	
--	--

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 10 from prior year LCAP:			Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools:			
	Applicable Pupil Subgroups:	ALL		
Expected Annual Measurable Outcomes:			Actual Annual Measurable Outcomes:	
LCAP Year: 2015-2016				
Planned Actions/Services		Actual Actions/Services		
Budgeted Expenditures		Estimated Actual Annual Expenditures		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?				

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district’s goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	\$30,287
Desert Center USD has one small school site with a fluctuating enrollment (18 students on CALPADs), so funds will be used in a districtwide manner to provide services for all students. 15 students are unduplicated (83%) 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.	

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

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

21.2	%
DCUSD has one small school site with a current enrollment of 18 students; funds will be used in a districtwide manner to provide services for all students. The percentage by which services for unduplicated students must be increased or improved is 21.2%.	
Currently, the district has 3 English Learner students and no foster youth. In 15/16, DCUSD provided all at risk students Core Lexia for Reading intervention. DCUSD will provide EL specific curriculum as part of the new ELA adoption. 15 of the 18 students qualify for free or reduced lunch. 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.	

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

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

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

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

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

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

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

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

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

(e) "Suspension rate" shall be calculated as follows:

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

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

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