

§ 15497. Local Control and Accountability Plan and Annual Update Template.**Introduction:**

LEA: Desert Center Unified School District Contact: Dr. Norman C. Guith, Superintendent, nguith@hotmail.com, (760) 392-4227 LCAP Year: 2014-2015

Local Control and Accountability Plan and Annual Update Template

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

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

Involvement Process	Impact on LCAP
<p>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>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 and informal discussion of the needs of the students, including the needs of the students included in the unduplicated count.</p> <p>A public hearing was held on November 12, 2013, 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.</p> <p>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.</p> <p>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)</p>	<p>Information gathered from all stakeholders is taken into consideration when budgeting funds.</p> <p>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 priorities have been included in forming the LCAP and corresponding to the LCAP's three categories: Conditions of Learning, Pupil Outcomes, and Engagement. <i>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.</i></p> <p>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.</p> <p>Desert Center Unified School district is approximately 94% 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.</p>

Involvement Process	Impact on LCAP
<p>A survey was mailed to parents and board members to fill out and return. The survey was posted on survey monkey and made available to all community members. The address of the survey was posted in four local places. DCUSD does not have a local newspaper.</p> <p>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.</p>	<p>Input and engagement of the stakeholders was integral to the creation of this Local Control Accountability Plan.</p>

Section 2: Goals and Progress Indicators

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

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

Guiding Questions:

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

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-2016	Year 3: 2016-2017	
<p>100% of Certificated staff is highly qualified.</p> <p>All students have access to instructional materials and safe facilities as required by Valenzuela / CAHSEE Lawsuit Settlement</p> <p><u>Metrics:</u> School Accountability Report Card (SARC)</p> <p>Williams Report</p>	<p>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.</p>	All pupils	All schools and grade levels.	<p>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.</p> <p>Maintain "No Findings" on annual Williams Report.</p>	<p>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.</p> <p>Maintain "No Findings" on annual Williams Report.</p>	<p>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.</p> <p>Maintain "No Findings" on annual Williams Report.</p>	<p>Priority Area: 1</p>	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-2016	Year 3: 2016-2017	
<p>Certificated and other instructional staff participates in Professional Development to increase their knowledge in the CCSS and to address the needs of all students.</p> <p>Metrics used: SARC, Common Core Standards Testing, CELDT scores</p>	Goal 2: Provide Professional Development for certificated and other instructional staff in the areas of CCSS .	All pupils	All schools and grade levels		Develop baseline to measure growth in Smarter Balanced Testing and progress on CELDT scores	Meet state targets for growth in Smarter Balanced Testing and progress on CELDT scores	Meet state targets for growth in Smarter Balanced Testing and progress on CELDT scores	Priority Areas: 1, 2, 4
Students and staff need a range of functional and critical thinking skills related to media and technology	Goal 3: Staff and students will increase use of technology to ensure technology is integrated into students' overall academic	All pupils	All schools and grade levels		Staff and students will increase their overall use of technology in the classroom to include at least 30 minutes	Staff and students will increase their overall use of technology in the classroom to include at least 50 minutes of	Staff and students will increase their overall use of technology in the classroom to include at least 60 minutes of	Priority Areas: 2, 8

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-2016	Year 3: 2016-2017	
Metrics include: Student portfolios and teacher progress reports	instruction.				of instruction a day	instruction a day	instruction a day and student research will occur in 30%	
Studies by the Harvard Family Involvement Research Project have indicated that parent involvement in their children's education results in higher academic achievement. Metrics include: Surveys, parent conferences, and staff surveys.	Goal 4: Increase the percentage of parents/guardians indicating they feel included and connected with their school. Increase of percentage of parents/guardians attending and participating in School Site Council meetings.	All pupils	All schools and grade levels		School forms a parent engagement team to promote involvement of parents/guardians.	Develop parent engagement plans and update school/parent/student compacts.	Develop updated parent engagement plans and update school/parent/student compacts.	Priority Areas: 3, 6
Students who are currently below grade level - Attain grade level	Goal 5: All students will maintain grade level proficiency	All pupils	All schools		Develop base line scores to measure future growth.	Meet state targets; students test proficient in core content.	Meet state targets; students test proficient in	Priority Area: 4

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-2016	Year 3: 2016-2017	
<p>performance proficiency on CCSS assessments, Smarter Balanced testing, CST state science.</p> <p>Metrics include:</p> <p>District does not meet eligibility requirements to receive a state Annual Performance Index (API).</p> <p>CAASPP</p>	<p>and obtain proficiency in the core content areas. Core content refers to ELA, math, history and science. Proficient is performing on grade level on state assessments.</p>					core content.		
<p>The CCSS and the Smarter Balanced Testing assessments require alignment with textbooks and</p>	<p>Goal 6: 100% of teachers have access to aligned materials for Common Core</p>	All pupils	All schools and grade levels		100% of materials in ELA and Math (textbooks, instructional	100% of instructional materials in ELA, Math and Science are CCSS aligned.	100% of instructional materials in ELA, Math, Science and History are	<p>Priority Areas: 1, 2, 4, 7</p>

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-2016	Year 3: 2016-2017	
<p>materials in order for students to achieve content and performance expectations.</p> <p>Metric includes: CAASSP</p> <p>Student portfolios</p> <p>Teacher assessments</p>	<p>Standards. Students experience instruction with materials aligned with the CCSS in both ELA and Math</p> <p>Schools and teachers utilize technology to prepare students for college and career readiness.</p>				<p>supplies) are aligned with Common Core State Standards</p>		<p>CCSS aligned</p>	
<p>Prepare all students to successfully transition and graduate from high school.</p> <p>Promote positive school attendance.</p> <p>District middle</p>	<p>Goal 7: Desert Center Unified will effectively maximize learning for all students in order to prepare students for college and career readiness.</p>	<p>All pupils</p>	<p>All schools and grade levels</p>		<p>Develop a system to monitor student success as they matriculate to the high school setting in order to promote college and</p>	<p>Monitor student success as they matriculate to the high school setting in order to promote college and career readiness.</p>	<p>Monitor student success as they matriculate to the high school setting in order to promote college and career readiness.</p>	<p>Priority Areas: 2, 4, 5, 6</p>

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-2016	Year 3: 2016-2017	
<p>school students drop out rate in 2013-2014 was 0%.</p> <p>As a Transitional Kindergarten – Grade Eight District, no High School dropout rate or graduation rate can be calculated.</p> <p>Attendance rate of 76% in 2013-2014 school year.</p> <p>Metric includes: Middle school drop-out rate</p> <p>Attendance rates</p> <p>Absenteeism rates</p>				<p>career readiness.</p> <p>Increase attendance rates by 2% over the 2013-2014 baseline of 76%.</p> <p>Maintain or decrease current chronic absenteeism rate of 6%.</p> <p>Maintain or reduce suspension and expulsion rate of 6%.</p>	<p>Increase attendance rates by 2% over the 2014-2015 school year.</p> <p>Maintain or decrease current chronic absenteeism rate of 6%.</p> <p>Maintain or reduce suspension and expulsion rate of 6%.</p>	<p>Increase attendance rates by 2% over the 2015-2016 school year.</p> <p>Maintain or decrease current chronic absenteeism rate of 6%.</p> <p>Maintain or reduce suspension and expulsion rate of 6%.</p>		

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-2016	Year 3: 2016-2017	
<p>Support English learners to develop English proficiency and achieve proficiency in the Common Core State Standards.</p> <p>Currently there are no students designated as English learners in this district.</p> <p>Metrics: CAASPP</p> <p>California English Language Development Test (CELDT)</p>	<p>Goal 8: Desert Center Unified will Support English learners to develop English proficiency and achieve proficiency in the Common Core State Standards.</p>	English learners	All school and grades	<p>Increase one proficiency level from prior year scores on the CELDT for continuously enrolled students.</p> <p>Establish a baseline of EL reclassification rate.</p> <p>Establish a baseline for English learners on the CAASPP.</p>	<p>Increase one proficiency level from prior year scores on the CELDT for continuously enrolled students.</p> <p>Establish a baseline of EL reclassification rate.</p> <p>Establish a baseline for English learners on the CAASPP.</p>	<p>Establish baseline score for English proficiency on new state test for English proficiency.</p> <p>Establish a baseline of EL reclassification rate.</p> <p>Establish a baseline for English learners on the CAASPP.</p>	Priority Areas: 4, 8	
Provide course offerings for students that will	Goal 9: Provide course offerings for	All pupils	All schools and grade levels	Maintain course offerings in all content areas.	Maintain course offerings in all content areas.	Maintain course offerings in all content areas.	Priority Area: 7	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-2016	Year 3: 2016-2017	
support college and career readiness.	students that will support college and career readiness.							

Section 3: Actions, Services, and Expenditures

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

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

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

Guiding Questions:

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

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

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal 1: 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.	1	All school district instructional staff are highly qualified and as required by federal and state statute have credentials and authorizations to work with ELL students. Maintain 180 day school year.	LEA - wide	N/A 14-15	Recruitment and retain highly qualified staff. \$165,214 Teacher Salaries /Benefits General Fund \$80,979 Instructional Aides General Fund	Recruitment and retain highly qualified staff. \$ 165,214 Teacher Salaries /Benefits General fund \$85,979 Instructional Aides General Fund	Recruitment and retain highly qualified staff. \$ 165,214 Teacher Salaries /Benefits General fund \$85,979 Instructional Aides General Fund
Goal 2: Provide Professional Development for certificated and	2, 8	Provide Professional Learning opportunities for certificated and other instructional staff:	LEA - wide	N/A for 14-15	Provide professional development to teachers on	Provide professional development on new Math	Provide professional development on new English-

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
other instructional staff in the areas of CCSS .		hire consultant(s) for on-site professional development, attend conferences, technology to attend webinars, purchase additional learning materials.			CCSS strategies for English-Language Arts. \$1,000 Common Core Implementation \$ 10,000 General Fund	materials. \$ 8,800 General Fund	Language Arts materials. \$ 8,000 General Fund
Goal 3: Staff and students will increase use of technology to ensure technology is integrated into students' overall academic instruction.	3, 6	Purchase Chromebooks for students to ensure a 1:1 ratio. Provide Chromebooks and training for all staff. Increase bandwidth as necessary to increase availability to students and staff.	LEA -wide	N/A for 14-15	Purchase and maintain Chromebooks. \$ 1,500 General Fund Training \$1,000 General Fund Communications Infrastructure \$1,000 General Fund	Purchase and maintain Chromebooks. \$ 1,500 General Fund Training \$ 1,000 General Fund Communications Infrastructure \$1,000 General Fund	Purchase and maintain Chromebooks. \$1,500 General Fund Training \$1,000 General Fund Communications Infrastructure \$ 1,000 General Fund

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
<p>Goal 4: Increase the percentage of parents/guardians indicating they feel included and connected with their school.</p> <p>Increase of percentage of parents/guardians attending and participating in School Site Council meetings.</p>	3,4,6,8	<p>Develop a Parent Connectedness Team to reach out to parents on an individual basis. Produce a monthly newsletter for parents to keep them informed of upcoming events and District news.</p> <p>Create, develop, and adopt a plan to improve communication with parents and community members.</p>	LEA - wide	N/A for 14-15	<p>Form Parent Connectedness Team and/or recruit for School Site Council. Provide snacks and resources for families at meetings.</p> <p>Assign a person(s) responsible for creating a newsletter.</p> <p>\$500.00 General fund</p>	<p>Conduct Form Parent Connectedness Team and/or recruit for School Site Council. Provide snacks and resources for families at meetings.</p> <p>Send newsletter home to monthly.</p> <p>\$500.00 General Fund</p>	<p>Conduct Form Parent Connectedness Team and/or recruit for School Site Council. Provide snacks and resources for families at meetings.</p> <p>Send newsletter home to monthly.</p> <p>\$500.00 General Fund</p>
<p>Goal 5: All students will maintain grade level proficiency and obtain proficiency in the core content areas. Core content refers to ELA, math, history</p>	4	<p>Provide professional development, develop and monitor benchmark assessments, and monitor state test results.</p>			<p>Professional development</p> <p>Adopt and implement assessments for English-Language Arts \$5,000 Lottery</p>	<p>Professional development</p> <p>Adopt and implement assessments for Math. \$5,000 Lottery</p>	<p>Professional development</p> <p>Adopt and implement additional assessments as needed. \$5,000 Lottery</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
and science. Proficient is performing on grade level on state assessments.							
<p>Goal 6: 100% of teachers have access to aligned materials for Common Core Standards. Students experience instruction with materials aligned with the CCSS in both ELA and Math.</p> <p>Schools and teachers utilize technology to prepare students for college and career readiness.</p>	1, 2, 4, 7	<p>Purchase of new textbooks and instructional materials including, but not limited to: textbooks, supplemental materials, computer programs, subscriptions, manipulatives, and any other necessary tool to implement Common Core State Standards.</p> <p>Conduct in-service by IT department to improve teacher/instructional staff involvement in SBAC.</p>	LEA - wide	N/A 14-15	<p>Research and adopt math materials to use in 2015-2016 school year.</p> <p>\$22,500 Unrestricted Lottery</p> <p>\$1,314 Common Core Implementation</p> <p>Professional development \$700 Common Core Implementation</p>	<p>Research and adopt reading language arts materials to use in the 2016-2017 school year.</p> <p>\$6,000 Unrestricted Lottery</p> <p>TBD</p> <p>Professional development</p> <p>TBD</p>	<p>Research and adopt Science and/or Social Studies materials to use in 2017-2018 school year.</p> <p>\$6,000 Unrestricted Lottery</p> <p>TBD</p> <p>Professional development</p> <p>TBD</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal 7: Desert Center Unified will effectively maximize learning for all students in order to prepare students for college and career readiness.	2, 4, 5, 6	Develop a system to monitor student success as they matriculate to the high school setting in order to promote college and career readiness.			Develop a system to monitor student success.	Monitor student success.	Monitor student success.
Goal 8: Provide course offerings for students that will support college and career readiness.	7	Monitor student enrollment and verify that all students have access to core content courses.			Monitor student enrollment to ensure full course access.	Monitor student enrollment to ensure full course access.	Monitor student enrollment to ensure full course access.

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

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
<p>Goal 9: All students will maintain grade level proficiency and obtain proficiency in the core content areas. Core content refers to ELA, math, history and science. Proficient is performing on grade level on state assessments</p>	4	Provide intervention for all students in English Language Arts and Math including low income, foster youth, English learners, and RFEP students.			<p>Research interventions to be used in all grades for Language Arts. Pilot interventions in Spring.</p> <p>Provide professional development for differentiating instruction.</p> <p>\$10,000 LCFF Concentration and</p>	<p>Purchase and implement interventions for all grade levels in Language Arts.</p> <p>Research interventions to be used in all grades for Math. Pilot interventions in Spring.</p> <p>Provide professional development for differentiating</p>	<p>Monitor interventions for all grades in Language Arts.</p> <p>Purchase and implement interventions for all grades in Math.</p> <p>Research interventions to be used in other content areas.</p> <p>Provide professional</p>

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					Supplementary Grant	instruction. \$10,000 LCFF Concentration and Supplementary Grant	development for differentiating instruction. \$10,000 LCFF Concentration and Supplementary Grant
Goal 10: Desert Center Unified will Support English learners to develop English proficiency and achieve proficiency in the Common Core State Standards.	4, 8	For English learners: Identify needs of ELL students in areas of materials. Purchase materials. DELAC representatives work with instructional staff to give input on what materials may be beneficial.	LEA - wide	N/A 14-15	Purchase supplementary materials \$2,500 LCFF Concentration and Supplementary Grant	Purchase supplementary materials \$2,500 LCFF Concentration and Supplementary Grant	Purchase supplementary materials \$2,500 LCFF Concentration and Supplementary Grant

C. Describe the LEA’s increase in funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5). Describe how the LEA is expending these funds in the LCAP year. Include

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

Desert Center USD is expecting the estimated increase in funds from the supplemental and concentration grants to be \$21,773 and will be adjusted after the passage of the final 2014-15 state budget. This figure is based on an unduplicated student proportion of 71.43%. Desert Center USD has one small school site with a current enrollment of 17 students, so funds will be used in a districtwide manner to provide services for all students.

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.

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

DCUSD is expecting the estimated increase in funds from the supplemental and concentration grants to be \$21,773 and will be adjusted after the passage of the final 2014-15 state budget. This figure is based on an unduplicated student proportion of 71.43%. DCUSD has one small school site with a current enrollment of 17 students, so 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 17.98%.

Currently, the district has no English Learner students and no foster youth. 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.

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