Introduction:

LEA: Death Valley Unified School District   **Contact (Name, Title, Email, Phone Number):** Jim Copeland, Superintendent, jim_copeland@inyo.k12.ca.us, 760.852.4303   **LCAP Year:** 2015-2016

Local Control and Accountability Plan and Annual Update Template

DEATH VALLEY UNIFIED SCHOOL DISTRICT:

Death Valley Unified School District (DVUSD) is located in eastern Inyo County and borders the state of Nevada. The district serves the entire southeast region of Inyo County and covers approximately 6000 square miles of the Mojave Desert. The total population within this region is approximately 1,000, for whom DVUSD is the only school district. DVUSD is the largest school district in California in terms of square miles but one of the smallest in terms of student enrollment. To truly grasp how large and remote DVUSD is, it helps to know that there is no cell phone service in most areas of the district and that DVUSD includes more land than the state of Connecticut.

Three of the communities served by DVUSD (Timbisha Indian Village, Furnace Creek Ranch and Stovepipe Wells) are located in Death Valley National Park. As far as we are aware, DVUSD is the only school district in the USA which shares a name with and has a school located inside a national park. All towns served by DVUSD are privately owned and very small, leaving very little real estate to be purchased and very few local employment opportunities. Two remote residential areas contain almost no employment and lie on the California-Nevada state line, 27 miles and more from the nearest DVUSD school. The unique set of educational circumstances in DVUSD led to the district and its students being featured in a Los Angeles Times front page headline article, a Telemundo Spanish TV news program, National Public Radio's "The Story", and a BBC program in England, all in 2012. DVUSD has received further requests for similar features from countries as far away as Australia.

DVUSD has five schools: Death Valley Elementary, Tecopa-Francis Elementary (currently not in operation due to lack of enrollment), Shoshone Elementary, Death Valley Academy, and Shoshone Continuation High School (currently not in operation due to lack of enrollment). DVUSD is administered by a District Superintendent and one school principal. There are no youth clubs, no places of recreation or amusement, and no athletic programs for students in or out of school. The total districtwide enrollment for the 2014-2015 academic year is 36, and most students ride a school bus to and from school for 1 hour each way daily. The nearest other California school district is 56 miles away and in another county. The nearest other Inyo County school is approximately 200 miles to the west.

All DVUSD schools and communities are isolated from populated areas, and families must drive 30 to 60 miles to get to the nearest grocery store, which is in Nevada. Death Valley Health Center is located in Shoshone, California, and provides the only medical services in this area of California. For anything more than primary medical services, local residents drive into Nevada or to Barstow, CA, some 2 hours away. Emergency services, including law enforcement, can be several hours away. County psychological, social and special needs services outside DVUSD's single Special Education teacher and counselor are 200 and more miles away. Employment opportunities are very low in the southern part of the district. Most employment opportunities are in Nevada. At the north end of the district, most parents are employed by Cal Trans, the Park Service, and Xanterra Resorts.

DEMOGRAPHICS:
DVUSD students are generally from low-income families. 55% of students are on free or reduced lunch program. Title 1 monies for the district were terminated this academic year.

The population in the district is primarily Caucasian, with 3 Native American students living on the Timbisha Shoshone Reservation, and 4 hispanic students. DVUSD currently has no ELL students and no foster care students.

DVUSD has had a high mobility rate, as reflected in CBEDS. DVUSD enrollment fluctuates greatly, as does the number of students per each grade level. For example, a 4/5 elementary classroom may contain 6 students one year and 15 the next, then back to 6 again the year after that. Since the recession, student mobility has been very high. Thus, it is common for students to spend 1 school year in DVUSD and then move away. It is also common that some students remain in DVUSD for nearly their entire K-12 career.

Due to the isolation of DVUSD and its residents, the school system provides children's main, and in many cases the only, means of social activity and community belonging.

METRICS:
Due to the many unique circumstances in DVUSD, common educational progress and achievement indicators are either not applicable, not available, or not suitable for our students and their needs, due to cost and being designed for use with large populations. Results are most always statistically invalid due to the low number of students involved and also reveal personal and confidential information. For these reasons, the State does not even release test data for groups of students fewer than 10. No state testing data has been made available for several grade level groups for the past 2 years.

Achievement gaps are not present in DVUSD and there are no differing groups to measure. Recent high mobility in student population lowers the usefulness and meaningfulness of district benchmarks. Thus, DVUSD works and measures progress on a case-by-case, student-by-student basis.

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
From August 2015 thru May 2016, DVUSD has engaged in various activities to gain input from all the relevant stakeholders regarding the district's current strengths and needs. Student and parent surveys, school site council meetings, School Board meetings, and community interviews conducted at athletic and fundraising events all served as means to engage stakeholders. A planning process that coincided with a full WASC self study of gathering and using input from stakeholders was used to evaluate and set priorities and goals. The district has no collective bargaining units.	DVUSD aligned its key strategies with the state's 8 priority areas. This alignment gave stakeholders a pathway to understand the LCFF/LCAP more clearly so that they could augment and/or validate the feedback or input that would be placed into the LCAP document submitted to the County Office of Education. All of these sessions with the community were about gathering additional feedback/information from key stakeholders who were consulted on what actions we needed to take and conditions that needed to be put in place to

substantially improve our student academic outcomes.

The LCFF/LCAP feedback was continually combined with the previous input from the planning process. As we reviewed the information, we noted clear actions, themes, trends, and patterns were emerging that DVUSD needed to carry out to meet the needs of students in order to ensure College and Career Readiness for all, but especially Low Income and foster youth and ELL's in years when the district has English learners. Board meetings that were focused on LCFF/LCAP were additional opportunities for the community to give feedback on the LCAP

A draft LCAP presentation and updated iterations were posted on the district website for public review and feedback. Any feedback and questions from stakeholders about the draft LCAP were reviewed and used to build the LCAP. Community input improving student engagement, creating a positive learning environment, and academic achievement.

1. Supporting Teacher conferences and direct contact with teachers.
2. College and Career Readiness
3. Prompt parent contact re: attendance, citizenship and academic achievement..
4. Implementation of Common Core standards (Professional Development, etc.)
5.   Increase "real-world application" in all classrooms.

Annual Update:

1) Site Council Meetings (Parent Advisory Group) -- Oct 6 and 20, 2015 and Jan. 5 and Jan. 12, 2016.

2) Student and Parent Surveys: Student and parent surveys administered for a full WASC accreditation Self Study in fall of 2015.

3) Weekly Teacher and Monthly Staff meetings: Faculty PLCs and whole staff meetings.

4) School Board Meetings: December 8, January 12, February 9, March 15, April 12, 2016.

Annual Update:

1) Common Core Standards and CAASPP continued to become more clearly understood among council members, with support given to current full implementation of CCC in Math and the agreement that ELA move to Common Core materials with current year adoption cycle.

2) Parents and students made clear that they continue to not be equipped at home and in community buildings and businesses with the technology and internet connectivity to move to e-texts and other at-home text based work and instruction, though they largely support it at school.

3) Teachers and staff moved to make text messaging a preferred way to contact parents for progress updates on student behavior and achievement,

5) Community partners/stakeholders--
a) Inyo Juvenile Probation: Monthly meetings
b) Local Businesses and Chamber of Commerce outreach, via phone and email, Oct. 2015 - Feb. 2016

6) There is no union in the district.

while maintaining the use of paper forms, email, telephone contact.

4) The Board took into account and agreed on the site council motion to fully transition to Common Core standards in the area of ELA, with the target date of completion being the start of the 2016-2017 academic year. The Board remained more concerned with monitoring student progress and maintaining student enrollment and attendance.

5)
a) The NPS continued to state the importance of maintaining a viable school district in the national park area and stated their resolution to serve students via classroom projects and local field trip possibilities. A newly funded position for educational outreach began in Oct. 2015.
b) Probation promoted the notion that attendance and appropriate attitude toward school and education are crucial, which is reflected in an LCAP goal. The importance of this goal may have increased due to the reduced operation of Juvenile Detention services as of Spring 2016.
c) Local business and Chamber leaders state a need to have students continue to be involved in community events, like local art, music and fire department events and the development of pride and a positive attitude toward this region and all its institutions. The LCAP goal on attendance and attitude reflects and incorporates their concerns.

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:	Maintain grade level proficiency and/or obtain proficiency in the core content areas for all students. Core content refers to courses in ELA, math, history, & science. A student is proficient when performing at grade level based on state assessments.	Related State and/or Local Priorities: 1 X 2 X 3 _ 4 X 5 _ 6 _ 7 X 8 X COE only: 9 _ 10 _ Local : Specify

Identified Need :	To meet the DVUSD Mission Statement: To provide a safe learning environment in which all students are given the opportunities needed for them to reach their highest potential, achieve academic proficiency and understand the importance of being a lifelong learner, and become productive citizens in the global environment.

Goal Applies to:	Schools: All schools and all grade levels
	Applicable Pupil Subgroups:	All pupils

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	1. a. 100% of our teachers will be highly qualified. 1. b. 100% of pupils will have standards aligned instructional materials. 1. c. Per Williams report facilities are maintained in good repair. 2. a. All teachers will use state standards according to district implementation guidelines as measured by administrative observation of instruction. 2. b. Currently there are no ELL enrolled. 4. a. Continue to establish baseline data on CAASPP. 4. b. There is no API due to not having a valid number of students tested due to low enrollment. 4. c. Students have the opportunity to complete A-G requirements. 4. d. Currently there are no ELL enrolled. 4. e. Currently there are no ELL enrolled. 4. f. The AP exams are not applicable to our district. 4. g. Students have the opportunity to participate in the early assessment program. 8. a. Individual student growth will advance as measured using teacher-created assessments, publisher assessments, and Plato Courseware.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
a. All school district instructional staff are highly qualified and, as required by federal and state statute, have credentials and authorizations to work with ELL and students with special needs.	LEA wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups:	1000-1999: Certificated Personnel Salaries Tchr Salary & Benefits $390,907

		(Specify)	
b. Intervention teachers and para educators at the elementary level to address the needs of all students.	LEA Wide	X All _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries Tchr /Instl Aide Salary & Benefits $62,299 2000-2999: Classified Personnel Salaries Tchr Salary & Benefits $47,722
c. Continued professional development for implementation of the CCCSS and SBAC and use of educational technology.	LEA Wide	X All _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	5000-5999: Services And Other Operating Expenditures Base $2,065
d. Purchase instructional materials aligned to the CCCSS as needed.	LEA Wide	X All _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	4000-4999: Books And Supplies Base $5,026
e. Monitor student progress using benchmark assessments with commercially available exams and programs which provide nationally normed results.	LEA Wide	X All _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	5800: Professional/Consulting Services And Operating Expenditures Schoolwide / Dist. Monitoring $5,731

f. Continue to update special education diagnostic materials as needed.	LEA Wide	X All _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	4000-4999: Books And Supplies Base $800
g. When there are ELL students, at the beginning of the school year the district will deploy district level CELDT assessor to assess needs of ELL students.	LEA Wide	X All _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries Supplemental $165
h. The district will utilize counseling staff to assist with social and emotional needs of the students and families.	LEA Wide	X All _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries Base $27,571
i. Maintain and stay up to date with educational technology used in classrooms and for SBAC assessments.	LEA Wide	X All _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	5000-5999: Services And Other Operating Expenditures Base $750
j. Continue to add and maintain materials for visual and performing arts and project based learning activities.	LEA Wide	X All _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils	4000-4999: Books And Supplies Base $500

| | | _ English Learners
_ Foster Youth
_ Redesignated fluent English proficient
_ Other Subgroups: (Specify) | |

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Expected Annual Measurable Outcomes:	1. a. 100% of our teachers will be highly qualified. 1. b. 100% of pupils will have standards aligned instructional materials. 1. c. Per Williams report facilities are maintained in good repair. 2. a. All teachers will use state standards according to district implementation guidelines as measured by administrative observation of instruction. 2. b. Currently there are no ELL enrolled. 4. a. Continue to establish baseline data on CAASPP. 4. b. There is no API due to not having a valid number of students tested due to low enrollment. 4. c. Students have the opportunity to complete A-G requirements. 4. d. Currently there are no ELL enrolled. 4. e. Currently there are no ELL enrolled. 4. f. The AP exams are not applicable to our district. 4. g. Students have the opportunity to participate in the early assessment program. 8. a. Individual student growth will advance as measured using teacher-created assessments, publisher assessments, and Plato Courseware.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
a. All school district instructional staff are highly qualified and, as required by federal and state statute, have credentials and authorizations to work with ELL and students with special needs.	LEA Wide	X All _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries Tchr Salary & Benefits $394,817
b. Intervention teachers and para educators at the elementary level to address the needs of all students.	LEA Wide	X All _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent	1000-1999: Certificated Personnel Salaries Tchr /Instl Aide Salary & Benefits $62,921 2000-2999: Classified Personnel Salaries Tchr /Instl Aide Salary & Benefits $48,199

		English proficient _ Other Subgroups: (Specify)	
c. Continued professional development for implementation of the CCCSS and SBAC and use of educational technology.	LEA Wide	X All _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	5000-5999: Services And Other Operating Expenditures Base $2,235
d. Purchase instructional materials aligned to the CCCSS as needed.	LEA Wide	X All _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	4000-4999: Books And Supplies Base $6,221
e. Monitor student progress using benchmark assessments with commercially available exams and programs which provide nationally normed results.	LEA Wide	X All _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	5800: Professional/Consulting Services And Operating Expenditures Base $5,932
f. Continue to update special education diagnostic materials as needed.	LEA Wide	X All _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	4000-4999: Books And Supplies Base $800

g. When there are ELL students, at the beginning of the school year the district will deploy district level CELDT assessor to assess needs of ELL students.	LEA Wide	X All _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries Supplemental $185
h. The district will utilize counseling staff to assist with social and emotional needs of the students and families.	LEA Wide	X All _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries Base $27,571
i. Maintain and stay up to date with educational technology used in classrooms and for SBAC assessments.	LEA Wide	X All _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	4000-4999: Books And Supplies Base $750
j. Continue to add and maintain materials for visual and performing arts and project based learning activities.	LEA Wide	X All _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	4000-4999: Books And Supplies Base $500

LCAP Year 3: 2018-19			
Expected Annual Measurable Outcomes:			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
a. All school district instructional staff are highly qualified and, as required by federal and state statute, have credentials and authorizations to work with ELL and students with special needs.	LEA Wide	X All _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries Tchr Salary & Benefits
b. Intervention teachers and para educators at the elementary level to address the needs of all students.	LEA Wide	X All _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries Tchr /Instl Aide Salary & Benefits
c. Continued professional development for implementation of the CCCSS and SBAC and use of educational technology.	LEA Wide	X All _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	5000-5999: Services And Other Operating Expenditures Base
d. Purchase instructional materials aligned to the CCCSS as needed.	LEA Wide	X All _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth	4000-4999: Books And Supplies Base

		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
e. Monitor student progress using benchmark assessments with commercially available exams and programs which provide nationally normed results.	LEA Wide	X All _ _ _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	5800: Professional/Consulting Services And Operating Expenditures Base
f. Continue to update special education diagnostic materials as needed.	LEA Wide	X All _ _ _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	4000-4999: Books And Supplies Base
g. When there are ELL students, at the beginning of the school year the district will deploy district level CELDT assessor to assess needs of ELL students.	LEA Wide	X All _ _ _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries Supplemental
h. The district will utilize counseling staff to assist with social and emotional needs of the students and families.	LEA Wide	X All _ _ _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups:	1000-1999: Certificated Personnel Salaries Base

		(Specify)	
i. Maintain and stay up to date with educational technology used in classrooms and for SBAC assessments.	LEA Wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	4000-4999: Books And Supplies Base
j. Continue to add and maintain materials for visual and performing arts and project based learning activities.	LEA Wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	4000-4999: Books And Supplies Base

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

GOAL 2:	Maintain high rate of attendance and positive student attitude toward school and education.	Related State and/or Local Priorities: 1 _ 2 _ 3 X 4 _ 5 X 6 X 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify

Identified Need :	Low enrollment has led to the nonexistence of extracurricular activities and social possibilities, thereby leaving students to look for other reasons to come to and feel good about and stay engaged in the daily school experience.

Goal Applies to:	Schools: LEA Wide
	Applicable Pupil Subgroups: All

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	3. a. Board meeting sign in sheets will reflect parent participation 3. a. There are parents on school site council 3. a. Parents help develop and participate in extra curricular and community school activities 3. b. 100% of IEP meetings will have a parent or guardian present 3. c. Parents attend every IEP meeting 3. c. Parents may be hired as aides, supervisors and drivers for special needs students 5. a. School attendance rates will be maintained above 96% 5. b. Chronic absentee rates will remain below 5% 5. c. There will be no middle school drop outs 5. d. There will be no high school drop outs 5. e. High School graduation rates will be maintained at 100% 6. a. Pupil suspension rates will be maintained under 10% 6. b. Pupil expulsion rates will be maintained at one pupil or less per year. 6. c. Student and parent survey results show satisfaction with school safety and school connectedness

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
a. Board Agenda, meeting dates, and extracurricular activities are prominently publicized and parent involvement in meetings and activities are actively recruited.	LEA wide	X All _ _ _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	No additional cost to website and payroll.

b. Develop extracurricular activities in lieu of athletics that keep students engaged in the overall school experience. These may include field trips and special events.	LEA Wide	X All _ _ _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	5800: Professional/Consulting Services And Operating Expenditures Base $5,000
c. Continue to purchase or maintain educational technology and online subscription materials to keep courses relevant and up-to-date with digital natives so that students remain positive about educational experience and receive an education equivalent or better to the statewide norm.	LEA Wide	X All _ _ _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	4000-4999: Books And Supplies Supplemental $6,300
		_ All _ _ _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
		_ All _ _ _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
		_ All _ _ _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils	

		_ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
		_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
		_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
		_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:	3. a. Board meeting sign in sheets will reflect parent participation 3. a. There are parents are on school site council 3. a. Parents help develop and participate in extra curricular and community school activities 3. b. 100% of IEP meetings will have a parent or guardian present 3. c. Parents attend every IEP meeting 3. c. Parents may be hired as aides, supervisors and drivers for special needs students 5. a. School attendance rates will be maintained above 96% 5. b. Chronic absentee rates will remain below 5% 5. c. There will be no middle school drop outs 5. d. There will be no high school drop outs 5. e. High School graduation rates will be maintained at 100% 6. a. Pupil suspension rates will be maintained under 10% 6. b. Pupil expulsion rates will be maintained at one pupil or less per year. 6. c. Student and parent survey results show satisfaction with school safety and school connectedness

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
a. Board Agenda, meeting dates, and extracurricular activities are prominently publicized and parent involvement in meetings and activities are actively recruited.	LEA Wide	X All ‒ ‒ ‒ ‒ ‒ ‒ ‒ ‒ ‒ ‒ ‒ ‒ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	No additional cost to website and payroll.
b. Develop extracurricular activities in lieu of athletics that keep students engaged in the overall school experience. These may include field trips and special events.	LEA Wide	X All ‒ ‒ ‒ ‒ ‒ ‒ ‒ ‒ ‒ ‒ ‒ ‒ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	5800: Professional/Consulting Services And Operating Expenditures Base $5,000
c. Continue to purchase or maintain educational technology and online subscription materials to keep courses relevant and up-to-date with digital natives so	LEA Wide	X All ‒ ‒ ‒ ‒ ‒ ‒ ‒ ‒ ‒ ‒ ‒ ‒ OR: _ Low Income pupils	4000-4999: Books And Supplies Supplemental $6,300

| that students remain positive about educational experience and receive an education equivalent or better to the statewide norm. | | _ English Learners
_ Foster Youth
_ Redesignated fluent English proficient
_ Other Subgroups: (Specify) | |

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	3. a. Board meeting sign in sheets will reflect parent participation 3. a. There are parents are on school site council 3. a. Parents help develop and participate in extra curricular and community school activities 3. b. 100% of IEP meetings will have a parent or guardian present 3. c. Parents attend every IEP meeting 3. c. Parents may be hired as aides, supervisors and drivers for special needs students 5. a. School attendance rates will be maintained above 96% 5. b. Chronic absentee rates will remain below 5% 5. c. There will be no middle school drop outs 5. d. There will be no high school drop outs 5. e. High School graduation rates will be maintained at 100% 6. a. Pupil suspension rates will be maintained under 10% 6. b. Pupil expulsion rates will be maintained at one pupil or less per year. 6. c. Student and parent survey results show satisfaction with school safety and school connectedness

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
a. Board Agenda, meeting dates, and extracurricular activities are prominently publicized and parent involvement in meetings and activities are actively recruited.	LEA Wide	X All _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	No additional cost to website and payroll.
b. Develop extracurricular activities in lieu of athletics that keep students engaged in the overall school experience. These may include field trips and special events.	LEA Wide	X All _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent	5800: Professional/Consulting Services And Operating Expenditures Base $5,000

		English proficient _ Other Subgroups: (Specify)	
c. Continue to purchase or maintain educational technology and online subscription materials to keep courses relevant and up-to-date with digital natives so that students remain positive about educational experience and receive an education equivalent or better to the statewide norm.	LEA Wide	X All – – – – – – – – – – – – OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	4000-4999: Books And Supplies Supplemental $6,300

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

GOAL 3:	3. All students will graduate from high school prepared for post secondary and career options or obtain a certificate of high school completion. The district will maintain or increase the percentage of the students' graduation/completion rates to meeting state graduation requirements.	Related State and/or Local Priorities: 1 _ 2 _ 3 X 4 _ 5 _ 6 _ 7 X 8 _ COE only: 9 _ 10 _ Local : Specify

Identified Need :	To meet the DVUSD Mission Statement. In particular, to have students achieve academic proficiency and become productive citizens in the global environment.

Goal Applies to:	Schools: All schools with grades 7 - 12
	Applicable Pupil Subgroups: All students

<div align="center">LCAP Year 1: 2016-17</div>

Expected Annual Measurable Outcomes:	3. a. Maintain 100% graduation rate 7. a. Course offerings enable all students to attend UC or CSU 7. b. All pupils are included in all course offerings including PLATO, CTE and Work Experience if the student chooses to participate 7. c. Special needs students are in a 100% inclusion program.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
a. Continue to develop and maintain an ongoing means of monitoring progress using benchmark assessments linked to CCCSS and nationally normed results.	LEA Wide	X All - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	5000-5999: Services And Other Operating Expenditures Schoolwide / Dist. Monitoring $5,731
b. The district will purchase annually student subscriptions to Plato Courseware (or its equivalent) to maintain course offerings so that our small school continues meet all state graduation and A-G requirements.	LEA Wide	X All - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	4000-4999: Books And Supplies Supplemental $4,500

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:	3. a. Maintain 100% graduation rate 7. a. Course offerings enable all students to attend UC or CSU 7. b. All pupils are included in all course offerings including PLATO, CTE and Work Experience if the student chooses to participate 7. c. Special needs students are in a 100% inclusion program.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
a. Continue to develop and maintain an ongoing means of monitoring progress using benchmark assessments linked to CCCSS and nationally normed results.	LEA wide	X All _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	5800: Professional/Consulting Services And Operating Expenditures Schoolwide / Dist. Monitoring $5,800
b. The district will purchase annually student subscriptions to Plato Courseware (or its equivalent) to maintain course offerings so that our small school continues meet all state graduation and A-G requirements.	LEA Wide	X All _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	4000-4999: Books And Supplies Supplemental $4,500

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	3. a. Maintain 100% graduation rate 7. a. Course offerings enable all students to attend UC or CSU 7. b. All pupils are included in all course offerings including PLATO, CTE and Work Experience if the student chooses to participate 7. c. Special needs students are in a 100% inclusion program.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
a. Continue to develop and maintain an ongoing means of monitoring progress using benchmark assessments	LES Wide	X All _ _ _ _ _ _ _ _ _ _ _ OR:	5800: Professional/Consulting Services And Operating Expenditures Schoolwide / Dist. Monitoring

linked to CCCSS and nationally normed results.		_ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
b. The district will purchase annually student subscriptions to Plato Courseware (or its equivalent) to maintain course offerings so that our small school continues meet all state graduation and A-G requirements.	LEA Wide	X All - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	4000-4999: Books And Supplies Supplemental

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

GOAL 4:			Related State and/or Local Priorities:
			1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _
			COE only: 9 _ 10 _
			Local : Specify

Identified Need :	
Goal Applies to:	Schools:
	Applicable Pupil Subgroups:

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:			

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:			

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:			

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

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

	Related State and/or Local Priorities:
GOAL 5:	1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _
	COE only: 9 _ 10 _
	Local : Specify

Identified Need :	
Goal Applies to:	Schools:
	Applicable Pupil Subgroups:

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:				
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:				
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:				
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

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

GOAL 6:	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify

Identified Need :	
Goal Applies to:	Schools:
	Applicable Pupil Subgroups:

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:	

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

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

GOAL 7:		Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify

Identified Need :	
Goal Applies to:	Schools:
	Applicable Pupil Subgroups:

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:	

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

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

GOAL 8:		Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify

Identified Need :	
Goal Applies to:	Schools:
	Applicable Pupil Subgroups:

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:	

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

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

GOAL 9:		Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify

Identified Need :	
Goal Applies to:	Schools:
	Applicable Pupil Subgroups:

LCAP Year 1: 2016-17			
Expected Annual Measurable Outcomes:			

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

LCAP Year 2: 2017-2018			
Expected Annual Measurable Outcomes:			

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

LCAP Year 3: 2018-19			
Expected Annual Measurable Outcomes:			

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

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

GOAL 10:		Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify

Identified Need :	
Goal Applies to:	Schools:
	Applicable Pupil Subgroups:

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:	

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

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:	Maintain grade level proficiency and/or obtain proficiency in the core content areas for all students. Core content refers to courses in ELA, math, history, & science. A student is proficient when performing at grade level based on state assessments.	Related State and/or Local Priorities: 1 X 2 X 3 _ 4 X 5 _ 6 _ 7 X 8 X COE only: 9 _ 10 _ Local : Specify

Goal Applies to:	Schools:	All schools and all grade levels
	Applicable Pupil Subgroups:	All pupils

Expected Annual Measurable Outcomes:	1. a. 100% of our teachers will be highly qualified. 1. b. 100% of pupils will have standards aligned instructional materials. 1. c. Per Williams report facilities are maintained in good repair. 2. a. All teachers will use state standards according to district implementation guidelines as measured by administrative observation of instruction. 2. b. Currently there are no ELL enrolled. 4. a. We will obtain baseline data on CAASPP in August of 2015. 4. b. There is now a baseline API for 2015-16. 4. c. Students have the opportunity to complete A-G requirements. 4. d. Currently there are no ELL enrolled. 4. e. Currently there are no ELL enrolled. 4. f. The AP exams are not applicable to our district. 4. g. Students have the opportunity to participate in the early assessment program. 8. a. Individual student growth in all courses described in Sections 5120 and 51220(a)-(i) will advance as measured using teacher-created assessments, publisher assessments, and Plato Courseware.	Actual Annual Measurable Outcomes:	1. a. 100% of our teachers are highly qualified or are making adequate progress. 1. b. 100% of pupils have standards aligned instructional materials. 1. c. Per Williams report facilities are maintained in good repair. 2. a. All teachers will state common core standards according to district implementation guidelines as measured by administrative observation of instruction. 2. b. Currently there are no ELL enrolled. 4. a. We obtained baseline data on CAASPP in August of 2015. 4. b. There is now a baseline API for 2015-16. 4. c. Students have the opportunity to complete A-G requirements. 4. d. Currently there are no ELL enrolled. 4. e. Currently there are no ELL enrolled. 4. f. The AP exams are not applicable to our district. 4. g. Students have the opportunity to participate in the early assessment program. 8. a. Individual student growth in all courses described in Sections 5120 and 51220(a)-(i) advance as measured using teacher-created assessments, publisher assessments, and Plato Courseware.

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
a. All school district instructional staff are highly qualified and, as required	1000-1999: Certificated Personnel	All school district instructional staff are highly qualified or in progress to being	1000-1999: Certificated Personnel

by federal and state statute, have credentials and authorizations to work with ELL and students with special needs.	Salaries Tchr Salary & Benefits $383,242	so, and, as required by federal and state statute, have (or are working toward) credentials and authorizations to work with ELL and students with special needs. Doing so led improved WASC accreditation terms and improved reports from students and stakeholders as to teacher effectiveness.	Salaries Tchr Salary & Benefits
Scope of Service ⫶ LEA wide X All – – – – – – – – – – – – – – OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service ⫶ LEA WIde X All – – – – – – – – – – – – – – OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
b. Intervention teachers and para educators at the elementary level to address the needs of all students with emphasis on ELL.	1000-1999: Certificated Personnel Salaries Tchr /Instl Aide Salary & Benefits $61,077 2000-2999: Classified Personnel Salaries Tchr /Instl Aide Salary & Benefits $46,786	DVUSD has maintained Intervention teachers and para educators at the elementary level to address the needs of all students with emphasis on ELL when needed. Doing so has made for more effective education in a multi-grade level (K-6) classroom, as evidenced by passing grades, benchmark achievements, and the maintenance of a classroom environment conducive to learning.	1000-1999: Certificated Personnel Salaries Tchr /Instl Aide Salary & Benefits
Scope of Service ⫶ LEA Wide X All – – – – – – – – – – – – – – OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service ⫶ LEA WIde X All – – – – – – – – – – – – – – OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

c. Professional development for implementation of the CCCSS and SBAC	5000-5999: Services And Other Operating Expenditures Base $2,175	Provided professional development for all district faculty for implementation of the CCCSS and SBAC. This PD improved teacher awareness of what is expected of students and informed teacher practices, as reported by faculty in PLC meetings.	5000-5999: Services And Other Operating Expenditures Base
Scope of Service Elem. Schools LEA Wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		**Scope of Service** LEA Wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
d. Purchase instructional materials aligned to the CCCSS.	4000-4999: Books And Supplies Base $6,300	Purchased Board approved materials for CCCSS in Mathematics, K-12 and put them into full implementation as the start of the 2015-2016 academic year.	4000-4999: Books And Supplies Base
Scope of Service LEA Wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		**Scope of Service** LEA Wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
e. Monitor progress using benchmark assessments through a combination of District Data Monitoring and individual site assessments	5000-5999: Services And Other Operating Expenditures Schoolwide / Dist. Monitoring $5,180	Teachers created grade and subject area assessments. Results inform teachers of students' levels and needs but does not give students a way to	5000-5999: Services And Other Operating Expenditures Schoolwide / Dist. Monitoring

		compare themselves directly to national norms and expectations. Stakeholders suggest continuing to research and possibly purchase an online assessment program to gain nationally normed referencing for students.	
Scope of Service: LEA Wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA WIde X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
f. Update special education diagnostic materials as needed	4000-4999: Books And Supplies Base $800	Materials were updated in the areas needed for current students, but not necessarily for all possible areas of need. This allowed DVUSD to serve all currently enrolled students.	4000-4999: Books And Supplies Base
Scope of Service: LEA Wide _ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient X Other Subgroups: (Specify) SPED		Scope of Service: LEA WIde _ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient X Other Subgroups: (Specify) SPED	
g. When there are ELL students, at the beginning of the school year the district will deploy district level CELDT assessor to assess needs of ELL students.	1000-1999: Certificated Personnel Salaries Supplemental $165	No ELL students entered the district in the 2015-2016 school year.	1000-1999: Certificated Personnel Salaries Supplemental 0

Scope of Service: LEA Wide _ All OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA Wide _ All OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
h. The district will utilize counseling staff to assist with social and emotional needs of the students and families.	1000-1999: Certificated Personnel Salaries Base $27,030	DVUSD maintained a counselor on staff that assisted with multiple social and emotional needs of students and families, which helped maintain positive classroom and campus environments conducive to learning and often helped enable students to maintain an acceptable academic standing.	1000-1999: Certificated Personnel Salaries Base
Scope of Service: LEA Wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA Wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
i. To facilitate overall district needs caused by SBAC assessments, more computers may be purchased.	4000-4999: Books And Supplies Base $5,000	To facilitate overall district needs caused by SBAC assessments, more computers were purchased and high speed internet maintained, which allowed for successful access and operation of SBAC/CAASPP.	4000-4999: Books And Supplies Base
Scope of Service: LEA Wide X All		Scope of Service: LEA Wide X All	

OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
j. Add to materials for visual and performing arts.	4000-4999: Books And Supplies Base $500	DVUSD purchased instructional materials for visual and performing arts, which were put into use for all grade levels. These allowed students to put on performances and to participate in the annual Death Valley Chamber Art Show.	4000-4999: Books And Supplies Base
Scope of Service ┊ LEA Wide X All - - - - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service ┊ LEA Wide X All - - - - - - - - - - - - - - OR: _ Low Income pupils _ 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?	Continue as planned to transition and update educational materials to new Standards and to update and maintain facilities, including educational technology. ELA CCCSS materials are being adopted and ordered for the 2016-2017 school year. Further PD in CCCSS and the new materials may be needed.

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:	Maintain high rate of attendance and positive student attitude toward school and education.	Related State and/or Local Priorities: 1 _ 2 _ 3 X 4 _ 5 X 6 X 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify

Goal Applies to:	Schools: LEA Wide
	Applicable Pupil Subgroups: All

Expected Annual Measurable Outcomes:	3. a. Board meeting sign in sheets will reflect parent participation 3. a. There are parents on school site council 3. a. Parents help develop and participate in extra curricular and community school activities 3. b. 100% of IEP meetings will have a parent or guardian present 3. c. Parents attend every IEP meeting 3. c. Parents may be hired as aides, supervisors and drivers for special needs students 5. a. School attendance rates will be maintained above 96% 5. b. Chronic absentee rates will remain below 5% 5. c. There will be no middle school drop outs 5. d. There will be no high school drop outs 5. e. High School graduation rates will be maintained at 100% 6. a. Pupil suspension rates will be maintained under 10% 6. b. Pupil expulsion rates will be maintained at one pupil or less per year. 6. c. Student and parent survey results show satisfaction with school safety and school connectedness	Actual Annual Measurable Outcomes:	3. a. Board meeting sign in sheets reflect limited parent participation 3. a. There are parents are on school site council 3. a. Parents help develop and participate in extra curricular and community school activities 3. b. 100% of IEP meetings will have a parent or guardian present 3. c. Parents attend every IEP meeting 3. c. Parents are be hired as aides, supervisors and drivers for special needs students 5. a. School attendance rates fell below 96% 5. b. Chronic absentee rates remain below 5% 5. c. There have been no middle school drop outs 5. d. There have been no high school drop outs 5. e. High School graduation rates have been maintained at 100% 6. a. Pupil suspension rates have been maintained under 10% 6. b. Pupil expulsion rates have been maintained at one pupil or less per year. 6. c. Student and parent survey results show satisfaction with school safety and school connectedness

LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
a. Board Agenda, Board Meeting dates, and extracurricular activities are prominently publicized. Parent involvement in meetings and	No additional cost to website and payroll.	a. Board Agenda, Board Meeting dates, and extracurricular activities are prominently publicized. Parent involvement in meetings and	No additional cost to website and payroll.

extracurricular activities is actively recruited.		extracurricular activities remains actively recruited. Parent surveys reveal parents are satisfied with school-to-home communication for meetings and events.	
Scope of Service: LEA wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA Wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
b. Develop extracurricular activities in lieu of athletics that keep students engaged in the overall school experience. These may include field trips and special events.	5000-5999: Services And Other Operating Expenditures Base $5,000	Developed extracurricular activities in lieu of athletics to keep students engaged in the overall school experience. Events included UNLV collegiate athletic events, Palm Springs Aerial Tramway and The Living Desert Zoo overnight program. Students remained engaged in their school experience, as evidenced by student surveys and their striving to maintain "student in good standing" status so as to be eligible for extracurriculars.	5000-5999: Services And Other Operating Expenditures Base
Scope of Service: LEA Wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA Wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

c. Purchase educational technology to keep courses relevant and up-to-date with digital natives so that students remain positive about educational experience.	4000-4999: Books And Supplies Supplemental $3,500	Purchased educational technology (projectors and white board capabilities) that have allowed for fuller use of current educational technology and services, including Chrome Books, in most classrooms. While students report that educational technology has benefitted their academic experience and achievement levels, they also report that they believe it makes absences more acceptable since they have access to their education away from the school site.	4000-4999: Books And Supplies Supplemental
Scope of Service LEA Wide X All ------------ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service LEA Wide X All ------------ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Scope of Service _ All ------------ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service _ All ------------ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Scope of Service _ All ------------ OR:		Scope of Service _ All ------------ OR:	

_ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Scope of Service _ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service _ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Scope of Service _ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service _ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Scope of Service _ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service _ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

Scope of Service		_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
_ All OR: _ Low Income pupils _ 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?	Continue to involve stakeholders in school processes and to maintain and improve attendance rates and student attitudes toward school. Investigate ways to maintain high rates of student attendance even if they have the capacity to access assignments at home via internet.		

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.

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Original GOAL 3 from prior year LCAP:	3. All students will graduate from high school prepared for post secondary and career options or obtain a certificate of high school completion. The district will maintain or increase the percentage of the students' graduation/completion rates to meeting state graduation requirements.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 X 6 _ 7 X 8 X COE only: 9 _ 10 _ Local : Specify

Goal Applies to:	Schools: All schools with grades 7 - 12
	Applicable Pupil Subgroups: All students

Expected Annual Measurable Outcomes:	5. e. Maintain 100% graduation rate 7. a. Course offerings enable all students to attend UC or CSU 7. b. All pupils are included in all course offerings including PLATO, CTE and Work Experience if the student chooses to participate 7. c. Special needs students are in a 100% inclusion program. 8. a. Individual student growth in all courses described in Sections 5120 and 51220(a)-(i) will advance as measured using teacher-created assessments, publisher assessments, and Plato Courseware.	Actual Annual Measurable Outcomes:	5. e. Maintained 100% graduation rate 7. a. Course offerings enable all students to attend UC or CSU 7. b. All pupils are included in all course offerings including PLATO, CTE and Work Experience if the student chooses to participate 7. c. Special needs students are in a 100% inclusion program. 8. a. Individual student growth in all courses described in Sections 5120 and 51220(a)-(i) advance as measured using teacher-created assessments, publisher assessments, and Plato Courseware.

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
a. Monitor progress using benchmark assessments through a combination of District Data Monitoring and individual site assessments.	5800: Professional/Consulting Services And Operating Expenditures Schoolwide / Dist. Monitoring $5,180	Teacher-created benchmarks and online assessments (via Plato Courseware, mainly) proved useful at the school site level though not totally adequate in placing students against a viable national norm.	5800: Professional/Consulting Services And Operating Expenditures Schoolwide / Dist. Monitoring
Scope of Service: LEA Wide		Scope of Service: LEA Wide	
X All OR: _ Low Income pupils _ English Learners _ Foster Youth		_ All OR: _ Low Income pupils _ English Learners _ Foster Youth	

_ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
b. The district will purchase annually student subscriptions to Plato Courseware (or its equivalent) to maintain course offerings so that our small school continues meet all state graduation and A-G requirements.	4000-4999: Books And Supplies Supplemental $4,500	DVUSD purchased annual student subscriptions to Plato Courseware to maintain and expand course offerings so that our small school continues to meet all graduation and A-G requirements.	4000-4999: Books And Supplies Supplemental
Scope of Service: LEA Wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA Wide _ All OR: _ Low Income pupils _ 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?	Continue as planned with Edmentum's Plato Courseware, expand use of Edmentum to include benchmark assessment online subscription program, seek ways to develop dual-credit courses for high school.		

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Original GOAL 4 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:	
Expected Annual Measurable Outcomes:		Actual Annual Measurable Outcomes:

LCAP Year: 2015-16			
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?			

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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:		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:	
Expected Annual Measurable Outcomes:		Actual Annual Measurable Outcomes:

LCAP Year: 2015-16			
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?			

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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:		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:	
Expected Annual Measurable Outcomes:		Actual Annual Measurable Outcomes:

	LCAP Year: 2015-16		
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?			

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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:		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:	
Expected Annual Measurable Outcomes:		Actual Annual Measurable Outcomes:

LCAP Year: 2015-16			
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.

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:		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:	

Expected Annual Measurable Outcomes:		Actual Annual Measurable Outcomes:	

LCAP Year: 2015-16			
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?			

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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:		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:	

Expected Annual Measurable Outcomes:		Actual Annual Measurable Outcomes:	

LCAP Year: 2015-16

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.

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:

Expected Annual Measurable Outcomes:		Actual Annual Measurable Outcomes:	

LCAP Year: 2015-16			
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:	$41,450

DVUSD, which is now 55% low income is using the funds in a districtwide manner due to small enrollment. The district expends these funds for instructional aides and for educational technology in order to meet the needs of all students, often in an individualized manner.

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.

4.92 %

DVUSD has increased services to low income students with additional hours of instructional aide time and with updated educational technology, improving student access to content standards. The increased amount of aide time allows for one-on-one attention, and improved educational technology enables students to access content in more varied and meaningful ways and in more settings and time periods.

Section 4: Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-17	2017-2018	2018-19	2016-17-2018-19 Total
All Funding Sources	556,435.00	0.00	565,067.00	571,731.00	11,300.00	1,148,098.00
Base	46,805.00	0.00	41,712.00	49,009.00	5,000.00	95,721.00
Schoolwide / Dist. Monitoring	10,360.00	0.00	11,462.00	5,800.00	0.00	17,262.00
Supplemental	8,165.00	0.00	10,965.00	10,985.00	6,300.00	28,250.00
Tchr /Instl Aide Salary & Benefits	107,863.00	0.00	62,299.00	111,120.00	0.00	173,419.00
Tchr Salary & Benefits	383,242.00	0.00	438,629.00	394,817.00	0.00	833,446.00

Total Expenditures by Object Type						
Object Type	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-17	2017-2018	2018-19	2016-17-2018-19 Total
All Expenditure Types	556,435.00	0.00	565,067.00	571,731.00	11,300.00	1,148,098.00
1000-1999: Certificated Personnel Salaries	471,514.00	0.00	480,942.00	485,494.00	0.00	966,436.00
2000-2999: Classified Personnel Salaries	46,786.00	0.00	47,722.00	48,199.00	0.00	95,921.00
4000-4999: Books And Supplies	20,600.00	0.00	17,126.00	19,071.00	6,300.00	42,497.00
5000-5999: Services And Other Operating Expenditures	12,355.00	0.00	8,546.00	2,235.00	0.00	10,781.00
5800: Professional/Consulting Services And Operating Expenditures	5,180.00	0.00	10,731.00	16,732.00	5,000.00	32,463.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-17	2017-2018	2018-19	2016-17-2018-19 Total
All Expenditure Types	All Funding Sources	556,435.00	0.00	565,067.00	571,731.00	11,300.00	1,148,098.00
1000-1999: Certificated Personnel Salaries	Base	27,030.00	0.00	27,571.00	27,571.00	0.00	55,142.00
1000-1999: Certificated Personnel Salaries	Supplemental	165.00	0.00	165.00	185.00	0.00	350.00
1000-1999: Certificated Personnel Salaries	Tchr /Instl Aide Salary & Benefits	61,077.00	0.00	62,299.00	62,921.00	0.00	125,220.00
1000-1999: Certificated Personnel Salaries	Tchr Salary & Benefits	383,242.00	0.00	390,907.00	394,817.00	0.00	785,724.00
2000-2999: Classified Personnel Salaries	Tchr /Instl Aide Salary & Benefits	46,786.00	0.00	0.00	48,199.00	0.00	48,199.00
2000-2999: Classified Personnel Salaries	Tchr Salary & Benefits	0.00	0.00	47,722.00	0.00	0.00	47,722.00

Object Type	Funding Source	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-17	2017-2018	2018-19	2016-17-2018-19 Total
Total Expenditures by Object Type and Funding Source							
4000-4999: Books And Supplies	Base	12,600.00	0.00	6,326.00	8,271.00	0.00	14,597.00
4000-4999: Books And Supplies	Supplemental	8,000.00	0.00	10,800.00	10,800.00	6,300.00	27,900.00
5000-5999: Services And Other Operating Expenditures	Base	7,175.00	0.00	2,815.00	2,235.00	0.00	5,050.00
5000-5999: Services And Other Operating Expenditures	Schoolwide / Dist. Monitoring	5,180.00	0.00	5,731.00	0.00	0.00	5,731.00
5800: Professional/Consulting Services And Operating Expenditures	Base	0.00	0.00	5,000.00	10,932.00	5,000.00	20,932.00
5800: Professional/Consulting Services And Operating Expenditures	Schoolwide / Dist. Monitoring	5,180.00	0.00	5,731.00	5,800.00	0.00	11,531.00

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).

01-13-15 [California Department of Education]