

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

LEA: Dunsmuir Joint Union High School District **Contact (Name, Title, Email, Phone Number):** Arlene Dinges, Consolidated Applications Coordinator, adinges@sisnet.ssku.k12.ca.us, 530.235.4835 **LCAP Year:** #1

Local Control and Accountability Plan and Annual Update Template

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process	Impact on LCAP
<p>Parents, Pupils, Community members and Staff are engaged in a continuing dialogue throughout the school year. This is punctuated with specific events designed to gather larger audiences and therefore more input. These processes and events are described below.</p>	<p>See Below</p>
<p>Search for representatives from all stakeholders to show interest in sitting on the Site Council. In 2013 we gathered a list of three parents, 1 community member, and 5 students who were nominated for, or who volunteered to place themselves on the ballot. The search for these responders involved letters home to parents, news articles in the local paper, discussion at assemblies and calls to past members. For teachers, DHS uses a rotation system. The elections for the other spots were actually held at the Back-to-school Night, which was well attended. Ballots were cast into a ballot box, and results were counted the next morning. The 2 people with the most votes were seated onto the council, - 2 representatives each for parents and students.</p> <p>Site Council Meetings occur only four times a year at Dunsmuir High School. In the first meeting we introduced the new members to the duties and responsibilities of the council and familiarized them with the Single Plan for Student Achievement and other tools at their disposal. We discussed Common Core and how it would necessitate revising the Plan. The second meeting introduced LCAP and began discussion and design of the Needs Assessment Survey. This was designed to also be beneficial for our future work on the LCAP and was beta tested by our council. DATA from the draft SARC was shared and interpreted by the Principal.</p>	<p>The site council is a very good cross section of the community of Dunsmuir, and all participants are anxious to understand all their duties and to provide thoughtful input. They have been very involved in learning about Common Core and how it may change our goals and budget appropriations. The draft LCAP was reviewed at the April Site Council meeting and Increasing Student Participation was set as a higher priority than Increasing Enrollment, with budgeting priority to match.</p>
<p>Back to School Night was designed to draw a large crowd of students and parents by providing a free meal. The event was largely attended, and the Principal was able to speak to the crowd about the programs we have available for the students through Title I and various funding sources, and how those funds are used on a school-wide basis. The parents were provided basic information about LCAP and LCFF, how the school would be putting together a plan over the course of the year for implementation next year, and inviting them to share their thoughts on what the Plan should contain. The Principal invited all attendees to come talk to him at any time to share ideas or express concerns on any topic.</p>	<p>This event helped the School demonstrate they are continuing on an upward trend and working toward improvement. It helped generate some enthusiasm that was exhibited in school conduct, staff teamwork, and attendance at sporting events, providing us with a good baseline of information on which to judge stakeholder involvement.</p>
<p>A Survey was devised for input on goals, expenditures, and needs assessment. It was created as four separate surveys focusing on the same things but asking the questions from the perspective of the class of participant. Four types of participants - Students, Staff, Community and Parents/Guardians. The survey was advertised through fliers, in the newspaper, and through letters home, showing the computer link. Links to it were posted on our school website. Attendees at the Community Forum were invited to take the survey in our library and computer lab. Students were given an opportunity to take the survey in the computer lab as well. The surveys were available for access for three weeks. Most responses came in in the first week.</p>	<p>The needs Assessment survey has provided information that will dovetail the Local Control Accountability Plan with the Single Plan for Student Achievement, and launched interest from stakeholder groups in both. The results were varied, but included many thoughtful answers representative of a typical bell curve of interest and need. Administration was then able to focus on the most common responses to consider goals for the betterment of Dunsmuir High. The LCAP Goals are modeled after the survey responses, and a goal for better communication with the community of Dunsmuir was added.</p>
<p>An evening event , Community Forum, was created to gather parents and community members to the school to discuss the school in general, and topics surrounding the 8 priorities of LCAP specifically. Once again, the evening was designed to draw a large attendance by having a grand opening of the new library, the burial of a time capsule, and a free dinner where the Principal/Superintendent addressed the group, talked about LCAP, Title I, Funding in general, and goals for improvement, and asking for their ideas and input. The attendees were broken up into two discussion groups, each facilitated by a staff member, where selected discussion topics based on the State Priorities were broached. Responses recorded on flip charts and later summarized and compared by student body members. The event was well attended by community members, but did not capture many parents.</p>	<p>The results of the discussions showed the Administration that the community - as far as it was represented - has the same basic perceptions of what our goals and needs are, and of our strengths and weaknesses as was reported on our SARC which was published approximately the same time. Data from SARC was shared with the attendees, providing information on our improvement in certain areas and areas of need to continue working on. The LCAP was amended to raise the priority level for Honors or AP classes.</p>
<p>Staff meetings are held regularly throughout the year on a variety of topics. Ways to share information and to collaborate are created.</p>	<p>Faculty recommended various ideas for implementation of common core, including additional professional development in specific areas, providing common-core based text books and materials, and providing additional teaching tools, especially smart boards, tablets and computers.</p>

Involvement Process	Impact on LCAP
Attended three LCAP Work Sessions at Siskiyou County Office of Education	Helped us focus on broad picture
Site Council Meeting May 28, 2014	
Public Hearing Meeting held on June 11, 2014.	
School Board budget and LCAP approval meeting held on	

Section 2: Goals and Progress Indicators

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

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

Guiding Questions:

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

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
<p>Need: We have identified continued lack of parental or guardian involvement as an underlying condition that leaves students lackadaisical about school attendance, school work, and the power the school has to help them create a better future for themselves.</p> <p>Metric: Attendance records of various events other than sports will be kept. Throughout the year attendance trends will be counted, compared and analyzed. At the end of each year parental Involvement will be compared and analyzed based on attendance figures at each event and on overall number of parents and guardians who attend throughout the year.</p>	Increased Parental/Guardian Involvement.	All Students,	DHS & CDS	<p>Students and their parents or guardians will have additional and improved communication opportunities by revising phone tree and updating website.</p> <p>Students and their parents or guardians will have the knowledge that their involvement is documented when DHS devises and implements a way of tracking attendance.</p> <p>Students and their parents will have better inter related communication opportunities as DHS gradually increases the number of "Parent Night" events throughout the year up to one per month.</p>	<p>Students and their parents or guardians will be able to have input on the type and location of a Digital Message Board and how it should be used.</p> <p>More students and their parents and or guardians will sign in to school functions and will improve their attendance and involvement as DHS expands the variety and accessibility of programs for "Parent Night".</p> <p>More students and their parents will be able to visualize the benefits of an improved skill set and education as DHS prepares a plan and budget to</p>	<p>Students and their parents and guardians will have increased notification of events and meetings and will increase attendance accordingly as DHS installs a message board and implements its Notice program.</p> <p>Students and their parents and guardians will have a variety of ways to receive notification of events and meetings and will increase attendance accordingly as DHS expands the use of communication devices including phones, web, newspapers, direct mail, radio etc.</p>	State Priority #'s 3, 4, 5, 6 & 8	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
					Students will benefit from roll models that show interest in improving their education and skills as DHS researches the costs, requirements and opportunities for an Adult Education Program.	implement Adult Education Program.	Students will see more adults being involved (good roll models) at the school, as DHS continues tracking and comparing attendance data. More students and their parents and guardians will have input into the plan as DHS considers implementing babysitting for "Parent Night". Students will see an increasing number of parents and guardians enrolling in Adult Education, which will be a good roll model for the students as DHS augments and expands its Adult Education program.	
<p>Need: We have identified a lack of Student Engagement as a bi-product of poor parental involvement, as a symptom that must be addressed to ensure future student success.</p> <p>Metric: Success will be measured by the decrease in absences and truancy per data collected by school office along with a rise in grade-point averages and participation in extra-curricular activities. If entered into an Excel program these trends can be graphed for easy comparison.</p>	Increased Student Engagement in school life, and the overall education process.	All students.	DHS & CDS	<p>Students will have increased accountability for attendance as DHS Reviews and augments the existing way of tracking and comparing absenteeism and truancy and extra-curricular participation.</p> <p>Students GPAs and proficiency test scores are expected to increase in line with improved attendance and participation.</p> <p>Students will have more hands-on learning opportunities by adding field trips or special on-site learning experiences.</p> <p>Students will be assured of the ability to choose career track classes through the CTE Program.</p> <p>Students will continue to generate interest in the plan for future Culinary Academy.</p> <p>Students will have access to more activities that interest them, and increase their school participation accordingly.</p>	<p>Fewer students will be absent, tardy or truant and GPA and proficiency test scores will continue to improve as DHS continues tracking this data.</p> <p>students will improve their ability to absorb and process information as DHS increases the number and quality of hands on learning experiences.</p> <p>Students will have access to an augmented Career and Technical Education (CTE) Program.</p> <p>Students will be able to attend a Culinary Academy here in their home town.</p> <p>Students will increase their participation level in school life as DHS Adds extra-curricular activities.</p> <p>Students will increase their interest in education as DHS adds elective courses.</p> <p>High Achieving students will improve their ability to be</p>	<p>Students will experience increased engagement and rising GPA and proficiency scores as DHS continues tracking and comparing attendance data.</p> <p>Students will experience more opportunities for travel and as DHS improves its program for field trips and special hands on learning events.</p> <p>Students will be assured that they have the best program options available here in Dunsmuir as DHS continues improving where possible its CTE program</p> <p>The student body will grow more vibrant and diverse, and DHS will be able to offer more programs and support as the expanded Culinary Academy draws pupils from outside of Dunsmuir.</p> <p>More students will be able to participate in activities they are interested in and this will be reflected in their grades and test scores as DHS</p>	State Priority #'s 2, 4, 5, 6, & 8	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
					<p>Students will have access to more honors and/or AP classes and increase their college readiness accordingly.</p> <p>Students will have access to a broader range of electives and become more engaged in learning accordingly.</p>	<p>accepted in colleges as DHS adds honors and AP courses. Low achievers will have more time with class teachers at a regular or supported level.</p>	<p>augments its extra curricular activity program.</p> <p>More students will be able to take courses that capture their interest and further their college and career readiness, and this will be reflected in their increased GPA's test scores as DHS continues expanding and broadening its curriculum.</p>	
<p>Need: DHS needs to increase the number and variety of successful student outcomes. DHS's goal is to improve the number of students it produces that go on to creating careers that sustain themselves and their families, and that contribute positively to stabilize the community in which they live.</p> <p>Metric: Post Grad Data. DHS tracks its graduates for five years, and will initiate a program to keep information about them through an alumni program effort. Results of programs instituted now will not be available for many years, as college degrees alone will take at least four years. For the first four years, DHS will look at college enrollment figures and measure increase in percentage of graduating class. However, the school will continue to monitor Student Achievement during the course of the year as measured by improvement in benchmark testing, GPA, Satisfaction of graduation requirements in line with CSU and U of C standards, and College and technical School entrance.</p>	Increased student achievement in grades, testing, and college and career readiness.	All Students	DHS & CDS		<p>Students will know their success in life is of importance to DHS as the school determines baseline data for existing post grads and designs a plan for tracking new post grads and their successes.</p> <p>Students will have additional support systems and opportunities available to them that will help them deal with life's setbacks and to set and achieve goals.</p>	<p>Students will strive to set and achieve realistic goals as DHS continues tracking post grads and compares the data with previous year's data.</p> <p>Students will benefit by having more time with teachers and counselors in areas of need as DHS augments student support systems and opportunities.</p>	<p>Students will be able to hear first hand from post grads that visit DHS that there are ways to be successful and are within their grasp if they set and achieve goals as DHS augments its Post Grad tracking program.</p> <p>Students will have more options to find the individualized support they need as DHS improves its student support systems and opportunities. GPA's and proficiency tests will rise accordingly. Attendance will rise accordingly.</p>	State Prioritie #'s 2, 4, 5, 6, 7, & 8
<p>Need: DHS has seen a decline in enrollment. Some of this is natural because Dunsmuir continues to see families move out of town for better employment opportunities. However, some is due to direct competition with other secondary education opportunities in the region. Another factor may be that small schools are often targeted for closure by the</p>	Improved enrollment in order to have a more diverse and vibrant student body, and to make it more affordable to provide additional services.	All students	DHS & CDS		<p>Student body will grow and will be assured of a healthy meal despite their ability to pay.</p> <p>Sophomores, Junior and Seniors will learn and practice good citizenship and the responsibility of good roll modeling. Freshmen and</p>	<p>Sophomores, juniors and Seniors will continue to grow in their ability to be good citizens and roll models as DHS improve and expands its program for welcoming incoming freshmen and familiarizing them with High School life. Freshmen and new students will have a</p>	<p>New students will be aware of a welcoming culture at DHS, and existing students will be well established in that culture as roll models as DHS fine tunes its program for welcoming freshmen and new students and familiarizing them with High School life.</p>	State Priority #'s 1, 3, 5, 6, 7, & 8.

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
<p>State, making some parents prefer larger schools for continuity purposes. A recent effort in that regard created uncertainty in the minds of local parents as to whether DHS could keep its doors open for the entire 4 years of their child's high school term.</p> <p>Metric: Percent of feeder school enrollment at DHS.</p>					<p>new students will be able to blend more quickly into their new environment, focus faster on learning, and be more comfortable with becoming involved in extra curricular activities and events.</p> <p>Students will be able to attend school and access this program in their home town instead of commuting to another city for those days they must be in attendance.</p> <p>The student body will grow in numbers as DHS designs a marketing plan</p>	<p>correspondingly easier transition from lower schools or schools outside the area.</p> <p>The student body will grow, allowing for more vibrancy diversity, and will benefit from an increase in the programs offered at DHS as the school implements its Marketing Plan.</p>	<p>The school body will increase in numbers and diversity as DHS captures more students as a result of its expanded and fine tuned Marketing Plan.</p>	
<p>Need: Improved ratio of computers to students, computers and technology to classrooms and updated books and resources in the classroom. DHS teachers must continue to implement Common Core standards. Providing additional training to teachers and focusing that training on their particular subject matter will increase their ability to communicate course basics in a way that the students can internalize and understand on several levels. Having access to smart boards and up to date computer technology will enable students to work on projects in an interactive way. Phasing in Common-Core style text books will enable them to have access to the basics at any time. This will also be invaluable as the collaborative nature of common core will be facilitated easily along with access to resources for multiple examples of the subject matter and multiple styles of education (audio, visual, independent, and team oriented)</p> <p>Metric: Improvement will be measured based on the increase in the percentage of teachers trained in Common Core practices, on-line access of course material, in-class display of on-line material, and % of classes with text books and test</p>	<p>Improve availability of resources and technology in order to better implement Common-Core methodology and to increase the student readiness for post-secondary opportunities.</p>	All Students	DHS & CDS		<p>Students will be assured of continued access to internet resources, and cloud based collaboration as DHS updates computer software to replace outdated Windows XP.</p> <p>Students will find it easier to have access to computers as DHS improves the ratio of technological device (computers) to students.</p> <p>Students will be able to achieve faster results as DHS improves access to the Internet</p> <p>Students will have the benefit of having text books and materials that are in line with Common Core standards and teaching methods.</p>	<p>More students will have immediate access to computers and other technological collaboration devices to improve ratio and quality of computers to students and computers and smart boards to classrooms.</p> <p>Students will be able to connect to the internet at their desks as DHS boosts WiFi signal capability.</p> <p>Students will have access to updated books and materials in line with Common Core standards in more of their classes.</p>	<p>All students will have an opportunity in every class to work with a computer that has up-to-date technology and soft ware. Students will be able to show their work on smart boards in every classroom as DHS continues to improve on the number and quality of computers up to a 1:1 ratio of computers to students and 1:1 ratio of smart boards and technology to classrooms.</p> <p>Students in all core classes will have access to text books and materials in line with Common Core.</p>	State Priority #'s1, 2, 4, 5, 6, 7, & 8

Section 3: Actions, Services, and Expenditures

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

Instructions: Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA's budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

- 1) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
 - 2) How do these actions/services link to identified goals and performance indicators?
 - 3) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?
 - 4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
 - 5) In the annual update, how have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
 - 6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
 - 7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?
- A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA's budget.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
Increased Parental/Guardian Involvement.	State Priority #'s 3, 4, 5, 6 & 8	Devise and implement a way of tracking parent/guardian attendance at school events. 2. Continue to track attendance and compare and begin to identify trends for the purpose of suggesting improvement 3. Continue to track and compare attendance, and begin to identify trends and suggest change.			One staff member one hour per event plus four hours annually for data analysis and reporting. 2000-2999: Classified Personnel Salaries Base 0.0 Guest book, pages and pens 0000: Unrestricted Base 0.00 photo-graphical documentation - no cost with Digital Album 1000-1999: Certificated Personnel Salaries Base 0.00	Staff time 2000-2999: Classified Personnel Salaries Base	Staff time
		Gradually increase the number of "Parent Night" events throughout the year up to one per month, with varied topics and purpose, and gradually improving design of program to mitigate barriers to attendance. 2. Improve the variety of programs for "Parent Night" by holding a minimum of 5 events plus sports banquets 3. Continue to improve quantity of opportunities for parental involvement by holding a minimum of 5 events plus sports banquets per year			Two staff members to design and implement each program and to attend it. 7 hours each event 2000-2999: Classified Personnel Salaries Base 0. Printing and distribution of fliers and web announcements for each event. 100 printed copies each flier. plus posting on calendar and web 0000: Unrestricted Base 0.00 Supplies and materials at each event 4000-4999: Books And Supplies Supplemental 500. Service and clean up of food at each event 0000: Unrestricted Base 0.00 Travel expenses for 1 guest speaker average 100 miles round trip. 4000-4999: Books And Supplies Concentration 500.	Staff time 2000-2999: Classified Personnel Salaries Base Additional travel expenses 5800: Professional/Consulting Services And Operating Expenditures Supplemental Additional materials Supplemental	Staff time Materials & Supplies Additional Utility Usage
		Research the costs, requirements and opportunities for an Adult Education Program 2. Prepare plan and budget required to implement Adult Education Program. 3. Improve Adult Education Program			Staff time - 1000-1999: Certificated Personnel Salaries Concentration 300 Site Visits - travel expenses 5000-5999: Services And Other Operating Expenditures Concentration 200	No cost at this time	Consultation and research Marketing Books and materials Additional Utility usage Staffing
		Improve technological communication systems 2. Continue to improve technological communications			Webmaster charges for update/reformatting 4000-4999: Books And Supplies Concentration 1800 Staff time for implementation 2000-2999: Classified Personnel Salaries Base 00 Annual Charges for Phone Alert 5900: Communications Base 0.0	Continue web management - no additional cost 5800: Professional/Consulting Services And Operating Expenditures Base Continue Alert System - no additional cost 5900: Communications Base Purchase message board 4000-4999: Books And Supplies Supplemental	Equipment Purchase Software Purchase Installation

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?			
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
		3. Install message board and Implement Notice program			Research and prepare plan for electronic message board - no cost this year 2000-2999: Classified Personnel Salaries Base 0.0	Install message board 5800: Professional/Consulting Services And Operating Expenditures Supplemental	Staff time for maintenance of messages	
		3. Expand use of media for communication including phone, web, newspaper, direct mail, radio etc.					Staff time Postage & Phone Advertisement Web management	
Increased Student Engagement in school life, and the overall education process.	State Priority #'s 2, 4, 5, 6, & 8	Increase hands-on learning opportunities by adding field trips or special on-site learning experiences.			Event Costs 5800: Professional/Consulting Services And Operating Expenditures Concentration 1000 Transportation costs 2000-2999: Classified Personnel Salaries Base 0.00 Transportation costs 4000-4999: Books And Supplies Base 0.00	Transportation - vehicle 0000: Unrestricted Base Transportation - staff 2000-2999: Classified Personnel Salaries Base Entrance Fees 4000-4999: Books And Supplies Concentration Materials 4000-4999: Books And Supplies Base Substitute teachers 1000-1999: Certificated Personnel Salaries Base		
		2. Increase number and quality of hands on learning experiences. 3. Improve program for field trips and special hands on learning events.						
		Add extracurricular activities. 2. Add extra-curricular activities. 3. Continue to improve selection of Extra Curricular activities				Staff or Volunteer time 0000: Unrestricted Other 0.	Materials 4000-4999: Books And Supplies Supplemental	
		Increase academic challenge by adding honors and/or AP classes over time accessible to any student qualifying academically. 2. Increase Honors and AP courses and general academic challenge 3. Continue improving academic challenge				Staff time during contracted hours 1000-1999: Certificated Personnel Salaries Base 0.00	Professional development 1000-1999: Certificated Personnel Salaries Other Tools and materials 4000-4999: Books And Supplies Supplemental Staff Time during regular hours 1000-1999: Certificated Personnel Salaries Base	Staff time Professional Development Books and materials
		Add elective classes over time accessible by all students school wide and district wide. 2. Increase Elective Courses 3. Continue to improve the selection of elective courses available				Staff time 1000-1999: Certificated Personnel Salaries Supplemental 14,600 Textbooks and materials-art class 4000-4999: Books And Supplies Supplemental 500 Textbooks and materials-Culinary Class 4000-4999: Books And Supplies Supplemental 500	Staffing 1000-1999: Certificated Personnel Salaries Base Books 4000-4999: Books And Supplies Other Materials 4000-4999: Books And Supplies Supplemental	staff time books and materials
		Maintain the existing Career and Technical Education (CTE) Program.s 2. Augment Career and Technical Education (CTE) Program.				teacher time and preparation time 1000-1999: Certificated Personnel Salaries Base 0 0.00	Professional Development 1000-1999: Certificated Personnel Salaries Other Tools and Materials 4000-4999: Books And Supplies Supplemental Staffing 1000-1999: Certificated Personnel Salaries Base	Staffing materials and equipment

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
		3. Continue to improve, where feasible, CTE program					
		Plan for future Culinary Academy. 2. Implement Culinary Academy. 3. Continue expansion of Culinary Academy			Staff time - 1000-1999: Certificated Personnel Salaries Concentration 200 site visits - travel expenses-consultation with outside resources 5000-5999: Services And Other Operating Expenditures Concentration 500	Equipment 0001-0999: Unrestricted: Locally Defined Supplemental Staff 1000-1999: Certificated Personnel Salaries Base Insurance 0001-0999: Unrestricted: Locally Defined Supplemental Materials 4000-4999: Books And Supplies Base Text books 4000-4999: Books And Supplies Base	staff time professional development books and materials
		Devise and implement a way of comparing absenteeism, truancy and participation data with GPA and proficiency test scores. 2. Continue tracking absenteeism, truancy, participation and GPA and proficiency test scores. Compare with last year's data. 3. Continue to track and compare absenteeism and compare with GPA and test data			Staff time to plot data in Excel and produce graph 2000-2999: Classified Personnel Salaries Base 0.00	Staffing 1000-1999: Certificated Personnel Salaries Base	
Increased student achievement in grades, testing, and college and career readiness.	State Priorities #'s 2, 4, 5, 6, 7, & 8	Plan for and implement additional support networks and opportunities for underachieving students. 2. Augment student support systems and opportunities. 3. Augment Post Grad tracking program.			staff time 1000-1999: Certificated Personnel Salaries Base 0.00 Professional development training-substitute costs 1000-1999: Certificated Personnel Salaries Base 0.00 Professional Development costs-Fees, registration, etc 5000-5999: Services And Other Operating Expenditures Base 0.00	Rearrange schedule to provide a tutorial time or study hall - no cost Professional development 1000-1999: Certificated Personnel Salaries Other	Staff time Professional Development
		Determine baseline data for existing post grads and design a plan for tracking new post grads and their successes. 2. Continue tracking data on graduates, and begin program to invite them to communicate with students 3. Improve Student Support Networking Systems			Staff time 2000-2999: Classified Personnel Salaries Base 0.0 Postage 5900: Communications Base 0.0	Staff time 2000-2999: Classified Personnel Salaries Base Transportation 0001-0999: Unrestricted: Locally Defined Supplemental	Staff time Professional Development travel costs
Improved enrollment in order to have a more diverse and vibrant student body, and to make it more affordable to provide additional services.	State Priority #'s 1, 3, 5, 6, 7, & 8.	Attract additional students by offering all students free meals 2. Continue Free Lunch program 3. Continue Free Lunch program			Cost of approximately 10 student breakfasts and lunches per day. Estimator show us 100% covered Other 0	Non-Federal dollar contribution 0001-0999: Unrestricted: Locally Defined Other	Non-Federal Dollar contribution

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
		Implement Independent Study program 2. Improve/adjust Independent Study program as needed 3. Fine tune Independent Study program			Staff time 1000-1999: Certificated Personnel Salaries Base	Staff time 1000-1999: Certificated Personnel Salaries Base Professional Development 1000-1999: Certificated Personnel Salaries Supplemental	Staff time Materials & Supplies
		Familiarize incoming freshmen with Campus and routine to speed acclimation to high school environment. 2. Improve and expand program for welcoming incoming freshmen and familiarizing them with High School life. 3. Continue improving Freshmen and new Student orientation/assimilation			Consultation and Collaboration - within normal working hours 4000-4999: Books And Supplies Concentration 0 Supplies and Materials for spring event 4000-4999: Books And Supplies Concentration 100	Staff time 2000-2999: Classified Personnel Salaries Base Materials and Supplies 4000-4999: Books And Supplies Base Training 1000-1999: Certificated Personnel Salaries Supplemental	Staff time Materials & Supplies
		Design a marketing plan 2. Implement Marketing Plan 3. Improve marketing program			Planning stages only, investigation of consultation with outside sources -No cost for this year 2000-2999: Classified Personnel Salaries Base 0	Travel costs 0001-0999: Unrestricted: Locally Defined Concentration Air (radio & TV) time 0001-0999: Unrestricted: Locally Defined Concentration Website management 5900: Communications Base Publications 0001-0999: Unrestricted: Locally Defined Concentration Consultation 5800: Professional/Consulting Services And Operating Expenditures Supplemental Staff Time 2000-2999: Classified Personnel Salaries Base	Consultation and research Travel expenses Materials cost increases
Improve availability of resources and technology in order to better implement Common-Core methodology and to increase the student readiness for post-secondary opportunities.	State Priority #'s1, 2, 4, 5, 6, 7, & 8	Upgrade technology to enhance and improve the educational processes in the classroom 2. Continue to improve ratio and quality of computers to students and computers and smart boards to classrooms. 3. Continue to improve number and quality of computers up to a 1:1 ratio of computers to students and 1:1 ratio of smart boards and technology to classrooms.			Technology fund set aside 7000-7439: Other Outgo Base 0.00 Technology supplies 4000-4999: Books And Supplies Base 0.00 Technology support 5000-5999: Services And Other Operating Expenditures Base 0.00 Technology Equipment 4000-4999: Books And Supplies Base 0.00	Tablets or Chrome Books & Carts 4000-4999: Books And Supplies Other Smart boards 0001-0999: Unrestricted: Locally Defined Supplemental Installation 0001-0999: Unrestricted: Locally Defined Supplemental Printers 4000-4999: Books And Supplies Base Computers 4000-4999: Books And Supplies Base Software & licenses 4000-4999: Books And Supplies Other	smart boards Installation tablets PC's
		Increase student access to new technology and the internet school-wide and district wide 2. Boost WiFi signal. 3. Enlarge capability in Computer Lab			Ethernet 5900: Communications Base 0.0	Hardware 4000-4999: Books And Supplies Supplemental Installation 5000-5999: Services And Other Operating Expenditures Supplemental	Equipment Materials and Supplies Installation
		Plan out incremental purchase of class sets based on need for common core			Text Books and related materials 4000-4999: Books And Supplies Base 0.00	Textbooks and related materials 4000-4999: Books And Supplies Other	Books and materials

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
		2. Continue program to obtain updated books and materials in line with Common Core standards. 3. Continue to update text books and materials in line with Common Core.				Professional development 1000-1999: Certificated Personnel Salaries Other	professional development

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

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
Increased Parental/Guardian Involvement.	State Priority #'s 3, 4, 5, 6 & 8	<p>Gradually increase the number of "Parent Night" events throughout the year up to one per month, with varied topics and purpose, and gradually improving design of program to mitigate barriers to attendance.</p> <p>2. Hold minimum of 7 events 3. Minimum of 10 events per year</p>			<p>Two staff members to design and implement each program and to attend it. 7 hours each event</p> <p>Printing and distribution of fliers and web announcements for each event. 100 printed copies each flier. plus posting on calendar and web</p> <p>Food or refreshment at each event Service and clean up of food at each event</p> <p>Travel expenses for 1 guest speaker average 100 miles round trip.</p>	<p>Paper and ink for fliers</p> <p>Travel time</p> <p>Refreshment</p> <p>Attendance tally and analysis</p> <p>Staff time</p>	<p>Staff time</p> <p>Paper and Ink for Flyers</p> <p>Attendance tally and tracking Refreshment</p> <p>Additional utility usage</p> <p>Travel expenses for speakers Baby changing stations Baby sitters</p>
		<p>Research the costs, requirements and opportunities for an Adult Education Program</p> <p>2. Improve the variety of programs for "Parent Night". 3. Improve Adult Education</p>			<p>Staff time Site Visits Consultation</p>	<p>Staff time Additional travel expenses Additional materials</p>	<p>Consultation and research Marketing Staffing Certifications/Licenses Books and materials Additional Utility usage</p>
		<p>2. Continue tracking attendance at school functions and compare with that of previous year's functions.</p> <p>3. Install message board and Implement Notice program</p>				<p>staff time guest book, pages & pens</p>	<p>Message Board Software Installation Staff time</p>
		<p>2. Prepare plan and budget required to implement Adult Education Program.</p> <p>3. Expand use of communication devices including phone, web, newspaper, direct mail, radio etc.</p>				<p>Staff time</p>	<p>phone costs Web management Advertisement costs Postage Staff time</p>
		<p>3. Continue tracking and comparing attendance data.</p>					<p>Staff time Guest book, pages & pens</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
					Photographic documentation		
Increased Student Engagement in school life, and the overall education process.	State Priority #'s 2, 4, 5, 6, & 8	<p>Add elective classes over time accessible by all students school wide and district wide.</p> <p>2. Continue tracking absenteeism, truancy, participation and GPA and proficiency test scores. Compare with last year's data.</p> <p>3.</p> <p>Continue tracking and comparing attendance data.</p>			<p>staff time</p> <p>text books and materials</p>	<p>Staff time</p>	<p>Staffing</p> <p>Professional development</p> <p>Books and materials</p>
		<p>Maintain the existing Career and Technical Education (CTE) Program.</p> <p>2. Increase number and quality of hands on learning experiences.</p> <p>3. Improve program for field trips and special hands on learning events.</p>				<p>transportation</p> <p>entrance fees</p> <p>guests</p> <p>materials</p>	
		<p>Plan for future Culinary Academy.</p> <p>2. Augment Career and Technical Education (CTE) Program.</p> <p>3.</p> <p>Continue improving where possible the CTE program</p>			<p>Staff time</p> <p>site visits</p> <p>consultation</p> <p>collaboration agreements</p> <p>funding mechanisms</p>	<p>professional development</p> <p>tools and materials</p>	
		<p>Devise and implement a way of comparing absenteeism, truancy and participation data with GPA and proficiency test scores.</p> <p>2. Implement Culinary Academy.</p> <p>3.</p> <p>Expand Culinary Academy</p>			<p>staff time</p>	<p>Equipment</p> <p>Space</p> <p>Staff</p> <p>Insurance</p> <p>Utilities</p> <p>materials</p> <p>text books</p> <p>transportation</p>	
		<p>2. Add extra-curricular activities.</p> <p>3.</p> <p>Augment extra curricular activity program</p> <p>Continue expanding and broadening curriculum.</p> <p>Increase course options</p>				<p>Staff time or volunteers</p> <p>materials and equipment</p>	
		<p>2. Add elective courses.</p>				<p>Staff time</p> <p>Professional development</p> <p>Books and materials</p>	

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
		3. Augment extra curricular activity program					
		3. Continue expanding and broadening curriculum. Increase course options					
Increased student achievement in grades, testing, and college and career readiness.	State Prioritie #'s 2, 4, 5, 6, 7, & 8	Plan for and implement additional support networks and opportunities for underachieving students. 2. Continue tracking post grads and begin comparison with previous year's data. 3. Augment Post Grad tracking program. Improve student support systems and opportunities. Improve support network			Increase staff time Professional development training	Staffing Travel expenses	Staffing Professional Development Travel
		Determine baseline data for existing post grads and design a plan for tracking new post grads and their successes. 2. Augment student support systems and opportunities.			Staff time Postage Long distance phone expenses	rearrange schedule to provide a tutorial time or study hall professional development staff time transportation	
Improved enrollment in order to have a more diverse and vibrant student body, and to make it more affordable to provide additional services.	State Priority #'s 1, 3, 5, 6, 7, & 8.	Attract additional students by offering all students free meals 2. Improve and expand program for welcoming incoming freshmen and familiarizing them with High School life. 3. Fine tune program for welcoming freshmen and new students and familiarizing them with High School life. Expand and fine tune Marketing Plan. Improve shadow program			Cost of approximately 10 student breakfasts and lunches per day	staff time consultation	
		Familiarize incoming freshmen with Campus and routine to speed acclimation to high school environment. 2. Implement shadow or big brother/sister program			Consultation and Collaboration Feed 8th grade visitors and their families at spring event	training	Staffing Equipment Space

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
		3. Improve culinary academy					
		3. Improve marketing program					Consultation and research Travel expenses Materials cost increases
Improve availability of resources and technology in order to better implement Common-Core methodology and to increase the student readiness for post-secondary opportunities.	State Priority #'s1, 2, 4, 5, 6, 7, & 8	<p>Increase student access to new technology and the internet school-wide and district wide</p> <p>2. Continue to improve ratio and quality of computers to students and computers and smart boards to classrooms.</p> <p>3. Continue to improve number and quality of computers up to a 1:1 ratio of computers to students and 1:1 ratio of smart boards and technology to classrooms.</p> <p>Expand capability of Computer Lab.</p> <p>Continue to update text books and materials in line with Common Core. Achieve 1:1 ratio of smart boards to class rooks</p>			Ethernet Purchase tablets with Windows 8.1 Purchase smart boards available	tablets smart boards installation printers computers software & lisences	Technology Installation
		<p>Improve ratio of technological device (computers) to students.</p> <p>2. Boost WiFi signal.</p> <p>3. Increase ratio to 1:1 of computers to students</p>			tablets smart boards printers	Hardware Installation	Tablets PC's

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

Dunsmuir Joint Union High School District (DJUHSD) is comprised of one 9-12 traditional high school and one Community Day School that is housed within the same structure and whose students float back and forth between its classes and regular classes as the student is able. In 2013-2014 DJUHSD served an average student population of 67 students. According to the 102-2013 SARC report, our student population is 77.1% white, with no English-Learners and few documented foster youth. Our current Free and Reduced-Price Lunch percentage is 61%. Many more are also from families struggling financially for various reasons. Due to the large population of low-income students, and also the manner in which the Community Day School is integrated with the High School, DJUHSD has chosen to apply its funds in a district-wide and school-wide manner. Most of our students need the support provided by the programs funded by these monies. School-wide and district-wide distribution considered is the most fair and most effective way to expend the funds. In any other scenario, we would have to exclude a few students, singling them out and possibly setting up bias for socialization among the student body. In doing so we would also be withholding valuable services to a subset of those excluded students who are from broken homes, have learning difficulties, or are otherwise marginalized. It is the mission and vision that all the students at Dunsmuir Joint Union High School District be given the same opportunities to succeed.

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

Minimum Proportionality Percentage

2014 - 2015: 2.9%

2015 -2016: 3.49

2016-2017: 2.38

These percentages are the benchmark with which we will measure our plan to increase or improve services to unduplicated pupils as compared to services provided to all pupils. Dunsmuir High School will easily meet or exceed its proportionality agreement through the goals proposed in Section 2 as planned out in the actions and services set out in Section 3A. Dunsmuir High School has chosen to provide these actions and services on a school-wide basis (See Section 3C) however for the most part they are designed so as to inherently aid and support its largest subgroup - low income students.

It is this subgroup that is most likely to have parents who are disinterested or otherwise disinclined to participate at school or to support their children's' education by attending school functions such as Back to School Night, award ceremonies and parent teacher conferences. By choosing to improve this condition as our top-priority (Goal 1) DHS will improve the basic foundation for the future of their students. DHS believes the Parent-Teacher-Student triangle that is the strongest base upon which to build a pyramid for ever increasing success throughout life. Most of the more affluent students already have this support system in place. Thus the majority of the funds spent on this goal will be reflected in the increased success of the low-income subset. Their parents or guardians, more often than before, will appear at the school, have more meaningful communication with the school, and the opportunity to become more knowledgeable about education and its benefits. The intended result is to have these parents and guardians more consistently involved with the education and school life of their children. Particularly those that are economically disadvantaged or foster youth students should be more engaged if they see their parents and guardians being more engaged.

Goals 2 & 3 are likewise targeted toward the inherent problem of detachment from school that is manifested in low-income and foster youth, and is a reflection of the detachment many of them have from parental support. These actions and services will lift and stimulate all students, but low-income and foster youth will exhibit the greatest level of benefit. The planned actions and services will keep them more on task with homework and more focused on a goal and a future. An increasing percentage of Dunsmuir High School graduates will have an opportunity for higher education and career readiness. Graduates will be self sufficient and able to contribute to civic life.

Goal 4 includes an action to provide free meals to all students. This may appear to benefit higher-income students more than low-income. However, many of the children who do not have the paperwork to prove they qualify, actually would qualify if they submitted the lunch applications. For some reason (knowledge, physical ability financial or budgetary issues, pride, etc/.) some parents are not able to provide the paperwork that meets the threshold for qualification. Students not obtaining adequate nutrition will benefit physically, emotionally and through enhanced learning abilities. Similarly the students most likely to benefit from the support programs to bridge the gap between 9th and 10th grade, or from school to school (Goal 4) are those same students that either have had to move repeatedly throughout their school years or otherwise lack the strong triangle of support referenced in paragraph 2. These students will be able to supplement parental and guardian support with peer and educator support.

The actions described in Goal 5 will improve overall classroom functionality, but the biggest impact will clearly be on students who cannot access the internet at home or do not have the up-to-date computer technology at home that is the expectation of the post-secondary world of education and career.