

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Owens Valley Unified School District

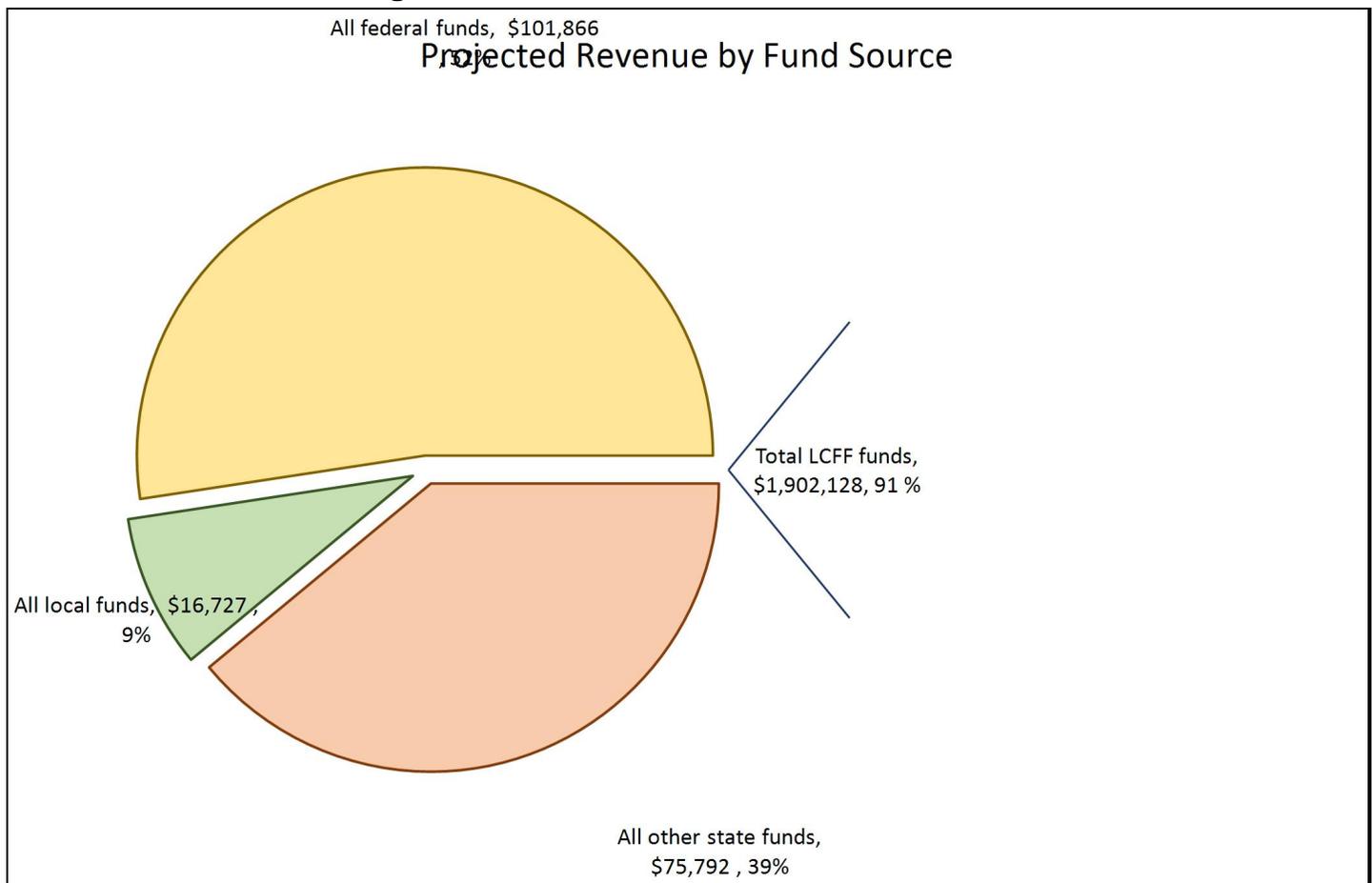
CDS Code: 14-63297

Local Control and Accountability Plan (LCAP) Year: 2019-20

LEA contact information: Rosanne A. Lampariello, EdD, Superintendent

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2019-20 LCAP Year

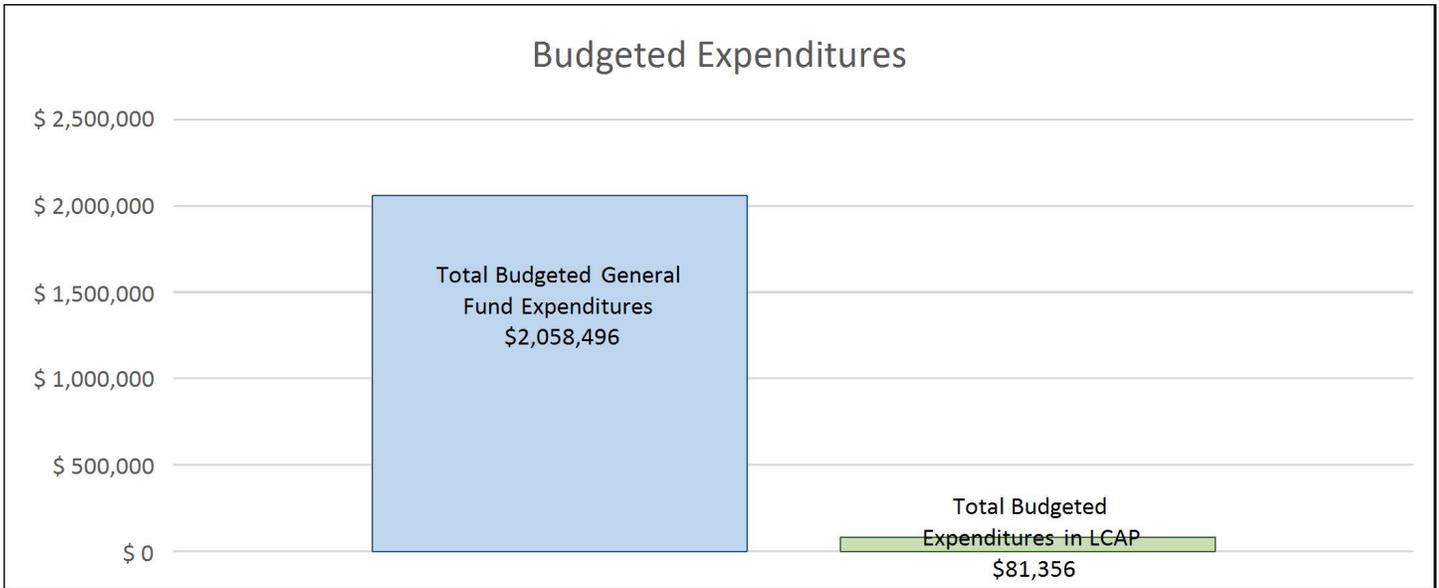


This chart shows the total general purpose revenue Owens Valley Unified School District expects to receive in the coming year from all sources.

The total revenue projected for Owens Valley Unified School District is \$2,096,513, of which \$1,902,128.00 is Local Control Funding Formula (LCFF), \$75,792.00 is other state funds, \$16,727.00 is local funds, and \$101,866.00 is federal funds. Of the \$1,902,128.00 in LCFF Funds, \$107,742.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Owens Valley Unified School District plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

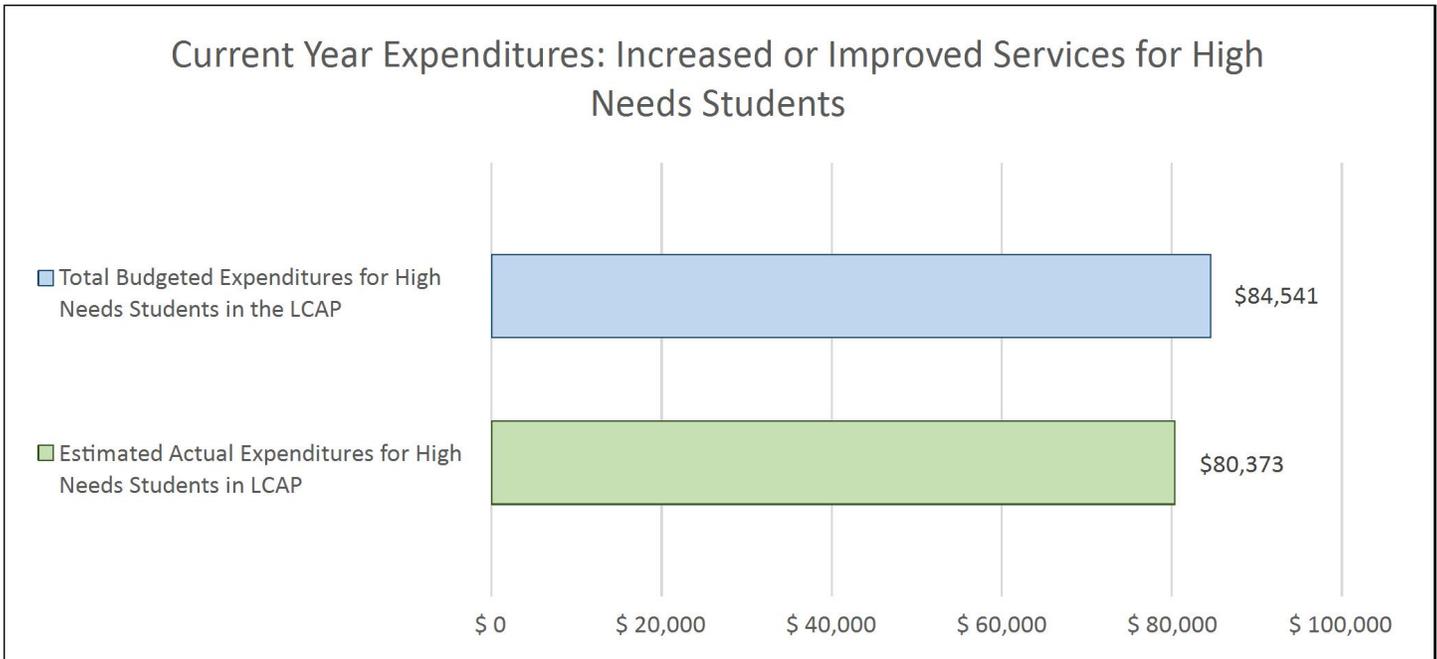
Owens Valley Unified School District plans to spend \$2,058,496.00 for the 2019-20 school year. Of that amount, \$81,356.00 is tied to actions/services in the LCAP and \$1,977,140 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Increased or Improved Services for High Needs Students in 2019-20

In 2019-20, Owens Valley Unified School District is projecting it will receive \$107.742.00 based on the enrollment of foster youth, English learner, and low-income students. Owens Valley Unified School District must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Owens Valley Unified School District plans to spend \$81,356.00 on actions to meet this requirement.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2018-19



This chart compares what Owens Valley Unified School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Owens Valley Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2018-19, Owens Valley Unified School District's LCAP budgeted \$84,541.00 for planned actions to increase or improve services for high needs students. Owens Valley Unified School District estimates that it will actually spend \$80,373.00 for actions to increase or improve services for high needs students in 2018-19.

The difference between the budgeted and actual expenditures of \$-4,168 had the following impact on Owens Valley Unified School District's ability to increase or improve services for high needs students: There was no impact on the district's ability to serve students. Several activities budgeted were able to be handled without additional costs.

2019-20

Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

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

LEA Name	Contact Name and Title	Email and Phone
Owens Valley Unified School District	Rosanne A. Lampariello, EdD Superintendent	rlamp@ovusd.org 760-878-2405

2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

Owens Valley Unified School District is located in the town of Independence, California and covers approximately 792 square miles of Inyo County. Independence is the county seat of Inyo County, a vast and rural county with an average of 1.8 persons per square mile. Independence is located in the Owens Valley below the majestic Sierra Nevada to the west and the Inyo Mountains to the East. It is connected to Southern California, to the south, and to Bishop, Mammoth Lakes, and Reno to the north by U.S. Highway 395. The economic base of the community is formed by the Los Angeles Department of Water and Power, Inyo County Administrative and Criminal Justice offices, California Department of Fish and Game, California Highway Department, National Park Service, Ranches and small business formed to provide services to residents and tourists. The average incomes of Independence families tend to be modest. The community of Independence has experienced a decline in young families and school-age children over the past three decades. Much of the housing in the community is being purchased by retired individuals and individuals wanting a weekend home away from the Los Angeles area. This has caused a decline in the affordable housing available to young families. Post-secondary opportunities for students are limited in the area, and the Owens Valley School District is committed to preparing students for college and career opportunities both locally and outside the area. Despite the challenges of the past, Owens Valley Unified School District is attracting new students due to the personalized education that the District is able to offer.

LCAP Highlights

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

The LCAP goals focus on student achievement, college and career readiness, and parent and community engagement. The district's focus will be on all goals but specifically, energy will be placed on parent and community engagement in our district for the purpose of strengthening partnerships and improving the educational experience for our students.

Review of Performance

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

Greatest Progress

The District has made progress in the area of parent/community involvement and reduction of suspensions. Staff members are collaborating to give input on benchmark assessments as well as a collaborative schoolwide Positive Behavior Intervention and Support program.

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

Greatest Needs

On the California School Dashboard, all of Owens Valley Unified's performance indicators are in the yellow (English Language Arts and Math) and orange (Chronic Absenteeism and Suspension) range. The district is working on sweeping improvements in the areas of English Language Arts, Math, discipline, and attendance. As a community, we have an ongoing commitment to making the changes necessary to support students in these areas.

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

Performance Gaps

There are no such performance gaps indicated on the California School Dashboard.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

Schools Identified

Identify the schools within the LEA that have been identified for CSI.

Neither Owens Valley Elementary nor Owens Valley High School has been identified for CSI.

Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Not applicable

Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Not applicable

Annual Update

LCAP Year Reviewed: **2018-19**

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

Goal 1

Increase student success in core content areas

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

SBAC ELA test scores 3-8 distance from met (4A)

18-19

Increase scores by at least 10 points (27 points below level 3)

Baseline

53 points below level 3

Metric/Indicator

SBAC Math test scores 3-8 distance from met (4A)

18-19

Increase scores by at least 10 points (39 points below level 3)

Baseline

73 points below level 3

Actual

SBAC ELA test scores increased by 11.7 points (23.8 points below level 3)

SBAC Math test scores increased by 24.2 points (39.9 points below level 3)

Expected

Metric/Indicator

Student Participation in offered academic events (8)

18-19

Maintain participation rate

Baseline

Currently 5 opportunities to compete in county and statewide academic events. Student participation was measured at 100%.

Metric/Indicator

Benchmark Testing - ICA (ELA) 3-8; 11
as measured by % of students met or above standard

18-19

Increase scores by at least 10 points (45% Met or Exceeded the standard assessment in ELA)

Baseline

Establishing baseline in 2017-18

Metric/Indicator

Teacher Misassignments (1A)

18-19

Maintain

Baseline

0

Metric/Indicator

Benchmark Testing - ICA (Math) 3-8;11
as measured by % of students met or above standard.

18-19

Increase scores by at least 10 points (31% Met or Exceeded the standard assessment in Math)

Baseline

Establishing baseline in 2017-18

Metric/Indicator

Williams Report - access to instructional materials as measured by number of complaints (1B)

18-19

Maintain

Actual

In 2018-19, there were a total of five county/statewide academic events available to our students. Students participated in 100% of the offered events.

In 2018-19, the teaching staff worked on identifying an instrument to use for ELA benchmark testing. NWEA-MAP has been selected and will be implemented for benchmark testing in 2019-20 for ELA.

There are no teacher misassignments for 2018-19.

In 2018-19, the teaching staff worked on identifying an instrument to use for Mathematics benchmark testing. NWEA-MAP has been selected and will be implemented for benchmark testing in 2019-20 for Mathematics.

Williams textbook sufficiency was established in September, 2018

Expected

Actual

<p>Baseline 0 complaints</p>	
<p>Metric/Indicator EL Progress/Reclassification Rate (4D&E)</p> <p>18-19 N/A</p> <p>Baseline English Learner Indicator N/A due to low enrollment</p>	<p>The EL Progress/Reclassification Rate indicator is not applicable in 2018-19 due to a statistically insignificant percentage of English Learners enrolled at Owens Valley.</p>
<p>Metric/Indicator Reflection tool for teachers and staff to measure implementation of SBE adopted standards and EL access to those standards (2A&B)</p> <p>18-19 Continue to give survey for continued feedback</p> <p>Baseline Reflection tool results show standards implementation is being done in the classrooms and more PD and support is needed to continue implementation.</p>	<p>Reflection tool results reflect standards-based instruction in the classrooms. Ongoing professional development and support is needed to refine implementation.</p>

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Schedule dates and carry out benchmark testing	Benchmark testing was not done in 2018-19. An instrument was agreed upon in April, 2019 and the District will begin benchmark testing in August, 2019 for the 2019-20 school year.	5000-5999: Services And Other Operating Expenditures Base 500	Not Applicable 0

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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Use .5 of a teacher workday in order to analyze individual ELA and Math score reports. Teachers will use this information to establish personalized learning outcomes for students. Teachers will continue to monitor personalized learning outcomes.

Teachers analyzed students' individual CAASPP scores and developed instructional plans tailored to students' areas of need.

1000-1999: Certificated Personnel Salaries Base 1862.07

Teacher workday was not used for score analysis Not Applicable 0

3000-3999: Employee Benefits Base 329.59

Not Applicable 0

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to utilize RTI programs, Moby Max, and Read Naturally, to help struggling students increase skills in math and ELA. Analyze intervention data from Moby Max placement tests at the beginning of the year and use collaboration time to communicate data to teachers in order to drive intervention decisions.	RSP teacher and Superintendent/Principal collaborated for data analysis and intervention planning. MobyMax and Read Naturally were implemented with fidelity during 2018-19.	4000-4999: Books And Supplies Lottery 1439	Annual license fees for Moby Max and Read Naturally 4000-4999: Books And Supplies Lottery 1439

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Review Williams Complaints annually	Quarterly Williams Reports were presented to the Governing Board in 2018-19.	5000-5999: Services And Other Operating Expenditures Base 250	Not Applicable 0

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Attend professional development opportunities dependent upon teachers area of focus and need.	Certificated and classified staff members attended various academically-oriented training throughout the 2018-19 school year.	1000-1999: Certificated Personnel Salaries Base 5110	Staff attendance at various professional development opportunities throughout the school year to improve the

			instructional program 0001-0999: Unrestricted: Locally Defined LCFF 2362
		3000-3999: Employee Benefits Base 1862	2000-2999: Classified Personnel Salaries LCFF 909.00
			3000-3999: Employee Benefits LCFF 701
			Costs for CMC and Parapro conference 5000-5999: Services And Other Operating Expenditures LCFF 2876

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Offer an after school Enrichment Club for students to get tutoring and help with homework.	Daily after-school homework club was offered in 2018-19. One paraprofessional was assigned to oversee the program and assist students in completing their homework.	Teacher for 1 hour after school 130 days 1000-1999: Certificated Personnel Salaries Base 5989	Paraprofessional for 1 hour after school for 180 days 2000-2999: Classified Personnel Salaries 3224
		3000-3999: Employee Benefits Base 1138	3000-3999: Employee Benefits 3157

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

Overall, the District took steps to improve student achievement in English Language Arts and Mathematics, including providing opportunities for staff professional development and collaboration for identifying an assessment instrument to be implemented for benchmark testing.

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

The actions/services implemented to achieve improved student achievement in English Language Arts and Mathematics have been effective, as measured by student report card scores and classroom assessments in ELA and Mathematics.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

For certain action steps, the tasks planned did not require compensation for staff members.

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

Not applicable

Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 2

Promote student engagement and prepare students to be college and career ready

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

Graduation rate (5E)

18-19

Maintain 90%-100% Graduation Rate

Baseline

100%

Metric/Indicator

A-G Completion (4C)

18-19

Maintain the number of students graduating with A-G completion.

Baseline

95% of graduates qualified for A-G

Actual

The present graduation rate for Owens Valley High School remains at 100%.

100% of 2019 graduates completed A-G requirements.

Expected

Metric/Indicator

Enrollment report - Concurrent Enrollment

18-19

Increase the number of students in 9 – 12 grades enrolled in community college concurrent enrollment program 3% or more.

Baseline

21% students enrolled in college courses

Metric/Indicator

API (4B)

18-19

N/A

Baseline

N/A

Metric/Indicator

Graduation Portfolio - Demonstrate college preparedness (4G)

18-19

100% of all students will annually update their “Pathway To Graduation Progress Continuum Report” with their Academic Counselor.

Baseline

Establishing baseline in 2017-2018 for number of students who complete the Pathway To Graduation Progress Continuum Report.

Metric/Indicator

Percentage of pupils who pass an AP exam (4F)

18-19

N/A

Baseline

N/A AP not offered

Metric/Indicator

Percentage of pupils who participate in and demonstrate college preparedness on state assessment (4G)

18-19

Maintain 100% participation

Baseline

Actual

30% (7/23) of students in grades 9-12 took at least one community college course in 2018-19.

This is no longer applicable

100% of high school students have completed the annual update of the Pathway to Graduation Progress Continuum Report with the Academic Counselor.

We did not offer any Advanced Placement courses in 2018-19.

100% of applicable students participated in CAASPP testing for 2018-19.

Expected

100% high school participation rate on SBAC assessment. College and Career Indicator N/A.

Metric/Indicator

Attendance Rate (5A)

18-19

K-8 increase by 1% and high school maintain attendance rate of 95% or higher

Baseline

2015-16 Attendance Rate for K-8 is 93.91% and high school is 95.45%

Metric/Indicator

Chronic absenteeism (5B)

18-19

Decrease chronic absenteeism by 1%

Baseline

Chronic absenteeism of 8.5%

Metric/Indicator

Middle school dropout rate (5C)

18-19

Maintain a 0% middle school dropout rate

Baseline

0

Metric/Indicator

High school dropout rate (5D)

18-19

Maintain a 0% high school dropout rate

Baseline

0

Metric/Indicator

Suspension Rate (6A)

18-19

Suspension rate at 3.6 (green)

Baseline

Suspension rate is high (5.6%) and has increased (1.3%) (orange)

Actual

The attendance rate for K-8 (ending with Month 9) was 94.01%
The attendance rate for high school (ending with Month 9) was 93.10%

The middle school dropout rate remains at 0%.

The high school dropout rate remains at 0%.

As of the end of Month 9 (April 30, 2019), there were no suspensions for TK-12 for the 2018-19 school year.

Expected

Actual

Metric/Indicator
Expulsion rate (6B)
18-19
Maintain a 0% expulsion rate
Baseline
0

As of the end of Month 9 (April 30, 2019), there were no expulsions for TK-12 for the 2018-19 school year.

Metric/Indicator
Schoolwise course listing (7AB&C)
18-19
Maintain
Baseline
K-12 broad course of study

Students have access to a broad course of study in 2018-19 through in-seat offerings, BYU coursework, Cerro Coso Community College classes, and Apex online classes.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain courses that are approved through the UC a-g system.	2018-19 High School course offerings are A-G approved	5% Superintendent's salary benefits 1000-1999: Certificated Personnel Salaries Base 6023	Superintendent's time to research alternatives to BYU. 2 days salary 1000-1999: Certificated Personnel Salaries LCFF 1284
		3000-3999: Employee Benefits Base 1843	3000-3999: Employee Benefits LCFF 254

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain academic counseling period at high school to monitor and improve graduation rates, drop-out rates, UC a-g completion	A counseling period was offered in 2018-19	1000-1999: Certificated Personnel Salaries Base 10842	Counseling Period -- Bryan Mack 1000-1999: Certificated Personnel Salaries LCFF Base 12622

rates and students access to courses and career pathways

3000-3999: Employee Benefits Base 3318

3000-3999: Employee Benefits LCFF Base 2489

Action 3

Planned Actions/Services

Document and track students who have at least 1 community college course and pass the course.

Actual Actions/Services

Teachers tracked the progress of all students who took a community college course in 2018-19

Budgeted Expenditures

5000-5999: Services And Other Operating Expenditures Base 500

Estimated Actual Expenditures

\$100 stipend per quarter for 9 students in concurrent enrollment
1000-1999: Certificated Personnel Salaries LCFF Base 1900

3000-3999: Employee Benefits LCFF Base 375

Action 4

Planned Actions/Services

Provide 11th graders with access to SAT and ACT exams during the school year with OVUSD to increase the SAT and ACT access for low income students and students from typically underrepresented subgroups

Actual Actions/Services

SAT was offered at Owens Valley in October, 2018

Budgeted Expenditures

5000-5999: Services And Other Operating Expenditures Base 500

Estimated Actual Expenditures

Exam costs 5000-5999: Services And Other Operating Expenditures LCFF Base 500

Action 5

Planned Actions/Services

Maintain access for students at all grade levels participating in field trips, with particular emphasis at the high school level

Actual Actions/Services

Fundraising efforts covered the cost of the High School field trip in April, 2019

Budgeted Expenditures

Teachers for 6 field trip days & stipend 1000-1999: Certificated Personnel Salaries Base 1553

Estimated Actual Expenditures

Overnight stipends 1000-1999: Certificated Personnel Salaries Locally Defined 2000

3000-3999: Employee Benefits Base 295

3000-3999: Employee Benefits Locally Defined 394

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue. Some classes may be offered every other year due to small district-wide enrollment.	Health/Career Choices and a Pottery class were offered in 2018-19	<p>1 section each of B. Mack & J. Savage 1000-1999: Certificated Personnel Salaries Base 28726</p> <p>3000-3999: Employee Benefits Base 10708</p>	<p>Teacher salaries for 2 course sections 1000-1999: Certificated Personnel Salaries LCFF Base 29642</p> <p>Corresponding teacher benefits for 2 course sections 3000-3999: Employee Benefits LCFF Base 12245</p>

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

The planned actions and services to meet the goal of student engagement and college and career preparedness were, overall, executed as planned.

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

The actions and services planned in this area have been effective, with the exception of student attendance/chronic absenteeism. There is much work to be done to improve attendance at both the high school and elementary school levels. The Chronic Absenteeism rate for OVES in 2018-19 was 25% and for OVHS, the Chronic Absenteeism rate was 36%.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

In two areas no expenditures were necessary, as classes were programmed without requiring staff time and students raised the money required for the High School field trip.

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

There are no material differences.

Annual Update

LCAP Year Reviewed: **2018-19**

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

Goal 3

Engage parents, students and community to support student success in school.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Parent Survey (3A; 6C)</p> <p>18-19 Increase parent survey completion by 5%</p> <p>Baseline 11% completion rate</p>	<p>Parent survey to be completed in 2019-20.</p>
<p>Metric/Indicator Student survey (6C)</p> <p>18-19 Increase student completion rate by 3%</p> <p>Baseline 76% completion rate</p>	<p>Student survey to be completed in 2019-20.</p>
<p>Metric/Indicator Promote parental participation in programs for unduplicated pupils and individuals with exceptional needs (3B&C)</p>	<p>A district Facebook page was established in August, 2018 to disseminate information about school programs to all families. The district webpage is updated weekly with information about school events. A monthly newsletter and event calendar goes home with all students.</p>

Expected

18-19
Use multiple methods to communicate with parents and community
(See Annual update Goal 3 for explanation)

Baseline
35 instances of communication to parents

Metric/Indicator
FIT report for facilities (1C)

18-19
Maintain good report

Baseline
Good Rating

Actual

Williams inspection reports are completed quarterly and repairs are made in a timely fashion. FIT ratings were "good" for each quarterly inspection.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Hold focus groups and provide surveys to students in order to access their perspective of district needs and interests	Ongoing parent meetings Weekly check-in and check-out meetings with high school students	5000-5999: Services And Other Operating Expenditures Base 500	Refreshments for meetings 5000-5999: Services And Other Operating Expenditures LCFF Base 500

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Use district webpage to promote and engage students and families	District website is updated weekly to encourage engagement	2000-2999: Classified Personnel Salaries Base 205.00	Not Applicable 0
		3000-3999: Employee Benefits Base 48	Not Applicable 0

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Administer parent survey, analyze results and report to board	Survey will be administered in 2019-20	5000-5999: Services And Other Operating Expenditures Base 500	Not Applicable 0

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain communication methods as is to keep parents informed and invited to school events.	The Blackboard Connect system is used to communicate with families via phone and text	5000-5999: Services And Other Operating Expenditures Base 500	Blackboard Connect System 5000-5999: Services And Other Operating Expenditures LCFF Base 1500

Analysis

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

The actions and services have been implemented as planned to ensure increased family engagement at Owens Valley. The survey is scheduled to be administered in the 2019-20 school year.

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

Parents are more engaged in school activities as measured by attendance at school functions and meetings of the Governing Board.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Parent survey expenses were not incurred in 2018-19.

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

No changes to this goal, outcomes, or actions are necessary. However, the metric for parent communication was changed to multiple methods from number of communications.

Stakeholder Engagement

LCAP Year: **2019-20**

Involvement Process for LCAP and Annual Update

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

The Superintendent conferred with classified and certificated staff, county office of education staff, parents, and the Governing Board for the annual review and analysis of the LCAP.

Impact on LCAP and Annual Update

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

Being a small community has the advantage of being able to include students, teachers, classified staff, parents, and community partners to generate ideas about barriers to success and effective programs/services. Input continues to support the mission of Owens Valley Unified School District. “We believe a balanced education provides an opportunity for students to be self-sufficient, active, productive, and responsible members of society. OVUSD is committed to providing students the tools to explore their potential, to take responsibility for their own learning, and to recognize that learning is a lifelong process. We shall provide a stimulating, secure, and imaginative environment which will foster learning, self-esteem, and independence.”

Stakeholders provided feedback on programs, services, and expenditures in Owens Valley on each of our three goals:

1. Increase student success in core content areas
2. Promote student engagement and prepare students to be college and career ready
3. Engage parents and community to support student success in school

Stakeholder input informed district prioritization and planning within the following areas:

- Ongoing interest in academic programs and services for all students based on their needs. For example, access to course offerings, intramural sports, technology, tutoring, and college connections.
- Professional development for staff (certificated and classified), and administration to ensure they have the knowledge, skills and ability needed to be successful

- College and career programs: counseling, field trips, dual enrollment course offerings, exam prep, and admissions support.
- School implemented Stop It program to stop bullying on campus and provide students with tools to report incidents in a confidential manner.
- Implementation of school-wide, positive classroom management program to ensure student connectedness to school both socially and emotionally.

Action Taken:

1. Maintain and expand our Cerro Coso partnership and student participation with the addition of summer course offerings and College Campus offerings.
2. Maintain our Visual/Performing Arts and Garden programs.
3. Restructure the elementary class configurations as follows: TK/K; 1st/2nd; 3rd/4th; and 5th/6th grades.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 1

Increase student success in core content areas

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

Analysis of SBAC test scores and student achievement, as measured by grades and curriculum embedded assessments, shows that students are not performing well on the summative assessments.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
SBAC ELA test scores 3-8 distance from met (4A)	53 points below level 3	Increase scores by at least 10 points (43 points below level 3) Actual was 37.4 points below level 3, a 16.4 points increase.	Increase scores by at least 10 points (27 points below level 3)	Increase scores by at least 10 points (17 points below level 3)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
SBAC Math test scores 3-8 distance from met (4A)	73 points below level 3	Increase scores by at least 10 points (63 points below level 3) Actual was 49.1 points below level 3, a 23.9 points increase.	Increase scores by at least 10 points (39 points below level 3)	Increase scores by at least 10 points (29 points below level 3)
Student Participation in offered academic events (8)	Currently 5 opportunities to compete in county and statewide academic events. Student participation was measured at 100%.	Maintain participation rate Actual = 100%	Maintain participation rate	Maintain participation rate
Benchmark Testing - ICA (ELA) 3-8; 11 as measured by % of students met or above standard	Establishing baseline in 2017-18	The district reports that 35% Met or Exceeded the standard assessment in English Language Arts.	Increase scores by at least 10 points (45% Met or Exceeded the standard assessment in ELA)	Increase scores by at least 5 points (50% Met or Exceeded the standard assessment in ELA)
Teacher Misassignments (1A)	0	Maintain Actual = 0	Maintain	Maintain
Benchmark Testing - ICA (Math) 3-8;11 as measured by % of students met or above standard.	Establishing baseline in 2017-18	The district reports that 21% Met or Exceeded the standard assessment in Math.	Increase scores by at least 10 points (31% Met or Exceeded the standard assessment in Math)	Increase scores by at least 10 points (41% Met or Exceeded the standard assessment in Math)
Williams Report - access to instructional materials as measured by number of complaints (1B)	0 complaints	Maintain Actual = 0 complaints	Maintain	Maintain

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
EL Progress/Reclassification Rate (4D&E)	English Learner Indicator N/A due to low enrollment	N/A	N/A	N/A
Reflection tool for teachers and staff to measure implementation of SBE adopted standards and EL access to those standards (2A&B)	Reflection tool results show standards implementation is being done in the classrooms and more PD and support is needed to continue implementation.	Continue to give survey for continued feedback	Continue to give survey for continued feedback	Continue to give survey for continued feedback

Planned Actions / Services

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

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Schedule dates for and carry out benchmark testing

2018-19 Actions/Services

Schedule dates and carry out benchmark testing

2019-20 Actions/Services

Schedule dates for and carry out benchmark testing

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	500	500	500
Source	Base	Base	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

Action 2

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Use .5 of a teacher workday in order to analyze individual ELA and Math score

2018-19 Actions/Services

Use .5 of a teacher workday in order to analyze individual ELA and Math score

2019-20 Actions/Services

Use .5 of a teacher workday in order to analyze individual ELA and Math score

reports. Teachers will use this information to establish personalized learning outcomes for students. Teachers will continue to monitor personalized learning outcomes.

reports. Teachers will use this information to establish personalized learning outcomes for students. Teachers will continue to monitor personalized learning outcomes.

reports. Teachers will use this information to establish personalized learning outcomes for students. Teachers will continue to monitor personalized learning outcomes.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1862.07	1862.07	1862.07
Source	Base	Base	Base
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	329.59	329.59	329.59
Source	Base	Base	Base
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits

Action 3

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Grade Spans: K-8

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Purchase and utilize RTI programs, Moby Max, and Read Naturally, to help struggling students increase skills in math and ELA. Analyze intervention data from Moby Max placement tests at the beginning of the year and use collaboration time to communicate data to teachers in order to drive intervention decisions.

2018-19 Actions/Services

Continue to utilize RTI programs, Moby Max, and Read Naturally, to help struggling students increase skills in math and ELA. Analyze intervention data from Moby Max placement tests at the beginning of the year and use collaboration time to communicate data to teachers in order to drive intervention decisions.

2019-20 Actions/Services

Continue to utilize RTI programs, Moby Max, and Read Naturally, to help struggling students increase skills in math and ELA. Analyze intervention data from Moby Max placement tests at the beginning of the year and use collaboration time to communicate data to teachers in order to drive intervention decisions.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1439	1439	1439
Source	Lottery	Lottery	Lottery
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

Action 4

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Review Williams Complaints annually

2018-19 Actions/Services

Review Williams Complaints annually

2019-20 Actions/Services

Review Williams Complaints annually

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	250	250	250
Source	Base	Base	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

Action 5

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New Action	Modified Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Attend ongoing professional development opportunities focusing on curriculum and instruction (Curriculum and Lead teacher will attend).	Attend professional development opportunities dependent upon teachers area of focus and need.	Attend professional development opportunities dependent upon teachers area of focus and need.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	5110	5110	5110
Source	Base	Base	Base
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	1862	1862	1862
Source	Base	Base	Base
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Source			LCFF Base
Budget Reference			2000-2999: Classified Personnel Salaries
Amount			3000

Action 6

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Offer an after school Homework Club for students to get tutoring and help with homework.

2018-19 Actions/Services

Offer an after school Enrichment Club for students to get tutoring and help with homework.

2019-20 Actions/Services

Offer an after school Enrichment Club for students to get tutoring and help with homework.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		5989	5989
Source		Base	Base
Budget Reference		1000-1999: Certificated Personnel Salaries Teacher for 1 hour after school 130 days	1000-1999: Certificated Personnel Salaries Teacher for 1 hour after school 130 days
Amount		1138	1138
Source		Base	Base
Budget Reference		3000-3999: Employee Benefits	3000-3999: Employee Benefits

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

(Select from New Goal, Modified Goal, or Unchanged Goal)

New Goal

Goal 2

Promote student engagement and prepare students to be college and career ready

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

Due to the rural area and size of the district, we have identified the following needs:

- Need to offer broadening courses and options for higher learning opportunities due to limited availability of courses.
- Limited access to taking SAT and ACT due to financial constraints and rural location
- Provide and monitor on-going access to college field trip experiences for students at all school levels

* Limited access to CTE and career pathways

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Graduation rate (5E)	100%	Maintain 90%-100% Graduation Rate	Maintain 90%-100% Graduation Rate	Maintain 90%-100% Graduation Rate

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
A-G Completion (4C)	95% of graduates qualified for A-G	Increase the number of students graduating with A-G completion by 1%	Maintain the number of students graduating with A-G completion.	Maintain the number of students graduating with A-G completion.
Enrollment report - Concurrent Enrollment	21% students enrolled in college courses	Increase the number of students in 9 – 12 grades enrolled in community college concurrent enrollment program by 1%. Actual 7%	Increase the number of students in 9 – 12 grades enrolled in community college concurrent enrollment program 3% or more.	Maintain the number of students in 9 – 12 grades enrolled in community college concurrent enrollment program and track success rate.
API (4B)	N/A	N/A	N/A	N/A
Graduation Portfolio - Demonstrate college preparedness (4G)	Establishing baseline in 2017-2018 for number of students who complete the Pathway To Graduation Progress Continuum Report.	100% of all students will annually update their “Pathway To Graduation Progress Continuum Report” with their Academic Counselor.	100% of all students will annually update their “Pathway To Graduation Progress Continuum Report” with their Academic Counselor.	100% of all students will annually update their “Pathway To Graduation Progress Continuum Report” with their Academic Counselor.
Percentage of pupils who pass an AP exam (4F)	N/A AP not offered	N/A	N/A	N/A
Percentage of pupils who participate in and demonstrate college preparedness on state assessment (4G)	100% high school participation rate on SBAC assessment. College and Career Indicator N/A.	Maintain 100% participation	Maintain 100% participation	Maintain 100% participation
Attendance Rate (5A)	2015-16 Attendance Rate for K-8 is 93.91% and high school is 95.45%	K-8 increase by 1% and high school maintain attendance rate of 95% or higher	K-8 increase by 1% and high school maintain attendance rate of 95% or higher	K-8 increase by 1% and high school maintain attendance rate of 95% or higher
Chronic absenteeism (5B)	Chronic absenteeism of 8.5%	Decrease chronic absenteeism by 1%	Decrease chronic absenteeism by 1%	Decrease chronic absenteeism by 1%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Middle school dropout rate (5C)	0	Maintain a 0% middle school dropout rate	Maintain a 0% middle school dropout rate	Maintain a 0% middle school dropout rate
High school dropout rate (5D)	0	Maintain a 0% high school dropout rate	Maintain a 0% high school dropout rate	Maintain a 0% high school dropout rate
Suspension Rate (6A)	Suspension rate is high (5.6%) and has increased (1.3%) (orange)	Suspension rate at 4.6 (yellow)	Suspension rate at 3.6 (green)	Maintain low suspension rate
Expulsion rate (6B)	0	Maintain a 0% expulsion rate	Maintain a 0% expulsion rate	Maintain a 0% expulsion rate
Schoolwise course listing (7AB&C)	K-12 broad course of study	Maintain	Maintain	Maintain

Planned Actions / Services

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

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Owens Valley High School

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action	Unchanged Action	Unchanged Action
------------------	------------------	------------------

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Maintain courses that are approved through the UC a-g system.	Maintain courses that are approved through the UC a-g system.	Maintain courses that are approved through the UC a-g system.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	6023	6023	
Source	Base	Base	
Budget Reference	1000-1999: Certificated Personnel Salaries 5% Superintendent's salary benefits	1000-1999: Certificated Personnel Salaries 5% Superintendent's salary benefits	
Amount	1843	1843	0.00
Source	Base	Base	Base
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	

Action 2

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

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups) All	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans) Specific Schools: Owens Valley High School
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OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income) [Add Students to be Served selection here]	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s)) [Add Scope of Services selection here]	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans) [Add Location(s) selection here]
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Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified Action

Modified Action

Modified Action

2017-18 Actions/Services

Maintain academic counseling period at high school to monitor and improve graduation rates, drop-out rates, UC a-g completion rates and students access to courses and career pathways

2018-19 Actions/Services

Maintain academic counseling period at high school to monitor and improve graduation rates, drop-out rates, UC a-g completion rates and students access to courses and career pathways

2019-20 Actions/Services

Maintain academic counseling period at high school to monitor and improve graduation rates, drop-out rates, UC a-g completion rates and students access to courses and career pathways

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	10842	10842	12166
Source	Base	Base	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	3318	3318	2440
Source	Base	Base	LCFF
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits

Action 3

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Owens Valley High School

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Document and track students who have at least 1 community college course and pass the course.

2018-19 Actions/Services

Document and track students who have at least 1 community college course and pass the course.

2019-20 Actions/Services

Document and track students who have at least 1 community college course and pass the course.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	500	500	1900
Source	Base	Base	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	1000-1999: Certificated Personnel Salaries Stipend for tracking students
Amount			375
Source			LCFF
Budget Reference			3000-3999: Employee Benefits

Action 4

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Owens Valley High School

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Provide 11th graders with access to SAT and ACT exams during the school year with OVUSD to increase the SAT and ACT access for low income students and students from typically underrepresented subgroups

2018-19 Actions/Services

Provide 11th graders with access to SAT and ACT exams during the school year with OVUSD to increase the SAT and ACT access for low income students and students from typically underrepresented subgroups

2019-20 Actions/Services

Provide 11th graders with access to SAT and ACT exams during the school year with OVUSD to increase the SAT and ACT access for low-income students and students from typically underrepresented subgroups

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	500	500	500
Source	Base	Base	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

Action 5

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Maintain access for students at all grade levels participating in field trips, with particular emphasis at the high school level

2018-19 Actions/Services

Maintain access for students at all grade levels participating in field trips, with particular emphasis at the high school level

2019-20 Actions/Services

Maintain access for students at all grade levels participating in field trips, with particular emphasis at the high school level

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1553	1553	1553
Source	Base	Base	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Teachers for 6 field trip days & stipend	1000-1999: Certificated Personnel Salaries Teachers for 6 field trip days & stipend	1000-1999: Certificated Personnel Salaries Teachers for 6 field trip days & stipend
Amount	295	295	295
Source	Base	Base	Base
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits

Action 6

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Owens Valley High School

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

For 2016-2017 school year, district offered courses in Horticulture, Pottery and Visual/Performing arts. Some classes may be offered every other year due to small district-wide enrollment.s.

2018-19 Actions/Services

Continue. Some classes may be offered every other year due to small district-wide enrollment.

2019-20 Actions/Services

Continue. Some classes may be offered every other year due to small district-wide enrollment.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	28726	28726	29642
Source	Base	Base	Base
Budget Reference	1000-1999: Certificated Personnel Salaries 1 section each of B. Mack & J. Savage	1000-1999: Certificated Personnel Salaries 1 section each of B. Mack & J. Savage	1000-1999: Certificated Personnel Salaries 1 section each of B. Mack & J. Savage

Amount	10708	10708	12245
Source	Base	Base	Base
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 3

Engage parents, students and community to support student success in school.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Identified Need:

- Lack of parent involvement in classrooms, activities and decision making
- There is a need for more student feedback in appropriate decision making opportunities in order to improve student services

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Parent Survey (3A; 6C)	11% completion rate	Increase parent survey completion by 5% (this year we are at 30%)	Increase parent survey completion by 5%	Increase parent survey completion by 5%
Student survey (6C)	76% completion rate	Increase student completion rate by 5% (this year we are at 83%)	Increase student completion rate by 3%	Increase student completion rate by 2%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Promote parental participation in programs for unduplicated pupils and individuals with exceptional needs (3B&C)	35 instances of communication to parents	Increase communication with parents by 5 year	Use multiple methods to communicate with parents and community (See Annual update Goal 3 for explanation)	Use multiple methods to communicate with parents and community
FIT report for facilities (1C)	Good Rating	Maintain good report	Maintain good report	Maintain good report

Planned Actions / Services

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

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

2017-18 Actions/Services

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

2018-19 Actions/Services

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2019-20 Actions/Services

Hold focus groups and provide surveys to students in order to access their perspective of district needs and interests	Hold focus groups and provide surveys to students in order to access their perspective of district needs and interests	Hold focus groups and provide surveys to students in order to access their perspective of district needs and interests
--	--	--

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	500	500	500
Source	Base	Base	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

Action 2

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

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All	All Schools

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Unchanged Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Use district webpage to promote and engage students and families	Use district webpage to promote and engage students and families	Use district webpage to promote and engage students and families

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	201.36	205.00	210.00
Source	Base	Base	Base
Budget Reference	2000-2999: Classified Personnel Salaries 8 hours of L. Lawson	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount	45.83	48	50.
Source	Base	Base	Base
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits

Action 3

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

2017-18 Actions/Services

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

2018-19 Actions/Services

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2019-20 Actions/Services

Administer parent survey, analyze results and report to board

Administer parent survey, analyze results and report to board

Administer parent survey, analyze results and report to board

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	500	500	500
Source	Base	Base	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

Action 4

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Utilize new communication methods to keep parents informed and invited to school events and analyze results.

2018-19 Actions/Services

Maintain communication methods as is to keep parents informed and invited to school events.

2019-20 Actions/Services

Maintain communication methods as is to keep parents informed and invited to school events.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	500	500	500
Source	Base	Base	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

(Select from New Goal, Modified Goal, or Unchanged Goal)

New Goal

Goal 4

Assess, analyze and adjust instruction and intervention based on feedback, notes, PLC's, benchmark assessments, and teacher created assessments to determine student success.

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Identified Need:

Expected Annual Measurable Outcomes

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

Planned Actions / Services

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

Action 1

All

All Schools

OR

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

[Redacted]

[Redacted]

Teachers will periodically analyze data for the purpose of providing targeted instruction aligned with students' specific needs. This analysis will occur during planned minimum days and will not incur a cost.

Budgeted Expenditures

Amount	[Redacted]	[Redacted]	0
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Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds

\$107,742.00

Percentage to Increase or Improve Services

16.08%

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

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

The District estimates that the level of unduplicated students for the LCAP year 2019-20 will be remain largely unchanged from 2018-19, at 63%. Funds will be spent in line with the needs of unduplicated students. The following actions will be taken in order to improve the outcomes of unduplicated pupils:

Purchase and utilize benchmark assessments (Goal #1; Action #3)

Provide teacher collaboration time to analyze results and intervention needs (Goal #1; Action #3)

Tutoring and intervention opportunities (Goal #1; Action #6)

Benchmark assessment data is necessary in order for teachers to pinpoint students' specific areas of need and plan instruction and intervention accordingly. Collaboration time will allow teachers to share strategies and ideas for instruction to improve student outcomes. Tutoring and intervention opportunities will be provided to further address students' areas of deficiency in English Language Arts and Mathematics.

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$108,413

13.25%

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

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

The District estimates that the level of unduplicated students for the LCAP year 2018-19 will be roughly the same as in the previous year which is 65%. Funds will be spent in a district-wide manner to provide consistency of services while principally directed towards unduplicated pupils. The following actions are provided on an LEA-wide basis:

Purchase and utilize intervention programs (Goal 1; Action 3)

Provide teacher collaboration time to analyze results and intervention needs (Goal 1; Action 3)

Offer after-school Enrichment Club for tutoring and intervention opportunities (Goal #1; Action #6)

Stakeholder input and evaluation of data shows this to be the most effective use of funds to increase the success for unduplicated pupils. The LEA determined this will be the most effective use of funds because these actions will help to focus instruction to improve student outcomes in ELA and math. After looking at the adopted ELA and math curriculum, it was decided that more intervention options were needed to ensure student success. Homework Club was established originally due to transportation conflicts and has received all positive feedback from parents and teachers about the positive impact it has had on student success. Academic staff, both certificated and classified, will address the needs of our lowest performing students at the earliest academic level possible.

Intervention staffing, both certificated and classified will be continued at all sites to address interventions in all core content areas with the goal of attaining and maintaining grade level proficiency. Intervention software will continue to be utilized to address the specific needs of students at the high school level who are not performing at grade level or more subject areas. We know that regularly collecting and analyzing formative assessment data will allow students to show growth toward grade-level achievement.

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$64061

8.3%

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

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

The District estimates that the level of unduplicated students for the LCAP year 2018-19 will be roughly the same as in the previous year which is 52%. Funds will be spent in a district-wide manner to provide consistency of services while principally directed towards unduplicated pupils. The following actions are provided on an LEA-wide basis:

Purchase and utilize intervention programs (Goal 1; Action 3)

Provide teacher collaboration time to analyze results and intervention needs (Goal 1; Action 3)

Offer after-school Enrichment Club for tutoring and intervention opportunities (Goal #1; Action #6)

Stakeholder input and evaluation of data shows this to be the most effective use of funds to increase the success for unduplicated pupils. The LEA determined this will be the most effective use of funds because these actions will help to focus instruction to improve student outcomes in ELA and math. After looking at the adopted ELA and math curriculum, it was decided that more intervention options were needed to ensure student success. Homework Club was established originally due to transportation conflicts and has received all positive feedback from parents and teachers about the positive impact it has had on student success. Academic staff, both certificated and classified, will address the needs of our lowest performing students at the earliest academic level possible.

Intervention staffing, both certificated and classified will be continued at all sites to address interventions in all core content areas with the goal of attaining and maintaining grade level proficiency. Intervention software will continue to be utilized to address the specific needs of students at the high school level who are not performing at grade level or more subject areas. We know that regularly collecting and analyzing formative assessment data will allow students to show growth toward grade-level achievement.

Addendum

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

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

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

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

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

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

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

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

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

Plan Summary

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

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

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

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

The reference to California School Dashboard means the California School Dashboard adopted by the State Board of Education under EC Section 52064.5.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

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

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. EC identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. EC requires

charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, EC Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".
- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

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

Location(s)

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

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

Actions/Services

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

New/Modified/Unchanged:

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

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

Charter schools may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the “Goals, Actions, and Services” section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

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

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

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

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

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

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

Priority 2: Implementation of State Standards addresses:

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

Priority 3: Parental Involvement addresses:

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

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

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

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

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

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

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

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

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

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

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

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

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

Local Priorities address:

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

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

- (a) “Chronic absenteeism rate” shall be calculated as follows:
 - (1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:
 - (A) enrolled less than 31 days
 - (B) enrolled at least 31 days but did not attend at least one day
 - (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:
 - (i) are enrolled in a Non-Public School
 - (ii) receive instruction through a home or hospital instructional setting
 - (iii) are attending a community college full-time.
 - (2) The number of students who meet the enrollment requirements.
 - (3) Divide (1) by (2).
- (b) “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).
- (c) “High school graduation rate” shall be calculated as follows:
 - (1) For a 4-Year Cohort Graduation Rate:
 - (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.
 - (B) The total number of students in the cohort.
 - (C) Divide (1) by (2).
 - (2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:
 - (A) The number of students who either graduated as grade 11 students or who earned any of the following:
 - (i) a regular high school diploma
 - (ii) a High School Equivalency Certificate
 - (iii) an adult education diploma
 - (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.
 - (B) The number of students in the DASS graduation cohort.
 - (C) Divide (1) by (2).
- (d) “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).
- (e) “Expulsion rate” shall be calculated as follows:
 - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* 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 *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?

- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

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

Prepared by the California Department of Education, January 2019

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources		80,373.00	77,407.85	84,540.66	84,355.66	246,304.17
		6,381.00	0.00	0.00	3,000.00	3,000.00
Base		0.00	75,968.85	83,101.66	63,035.66	222,106.17
LCFF		8,386.00	0.00	0.00	16,881.00	16,881.00
LCFF Base		61,773.00	0.00	0.00	0.00	0.00
Locally Defined		2,394.00	0.00	0.00	0.00	0.00
Lottery		1,439.00	1,439.00	1,439.00	1,439.00	4,317.00

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

Total Expenditures by Object Type						
Object Type	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types		80,373.00	77,407.85	84,540.66	84,355.66	246,304.17
		0.00	0.00	0.00	3,000.00	3,000.00
0001-0999: Unrestricted: Locally Defined		2,362.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries		47,448.00	54,116.07	60,105.07	58,222.07	172,443.21
2000-2999: Classified Personnel Salaries		4,133.00	201.36	205.00	210.00	616.36
3000-3999: Employee Benefits		19,615.00	18,401.42	19,541.59	18,734.59	56,677.60
4000-4999: Books And Supplies		1,439.00	1,439.00	1,439.00	1,439.00	4,317.00
5000-5999: Services And Other Operating Expenditures		5,376.00	3,250.00	3,250.00	2,750.00	9,250.00
Not Applicable		0.00	0.00	0.00	0.00	0.00

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

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources		80,373.00	77,407.85	84,540.66	84,355.66	246,304.17
			0.00	0.00	0.00	3,000.00	3,000.00
	Base		0.00	0.00	0.00	0.00	0.00
0001-0999: Unrestricted: Locally Defined	LCFF		2,362.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Base		0.00	54,116.07	60,105.07	44,156.07	158,377.21
1000-1999: Certificated Personnel Salaries	LCFF		1,284.00	0.00	0.00	14,066.00	14,066.00
1000-1999: Certificated Personnel Salaries	LCFF Base		44,164.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Locally Defined		2,000.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries			3,224.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Base		0.00	201.36	205.00	210.00	616.36
2000-2999: Classified Personnel Salaries	LCFF		909.00	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits			3,157.00	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits	Base		0.00	18,401.42	19,541.59	15,919.59	53,862.60
3000-3999: Employee Benefits	LCFF		955.00	0.00	0.00	2,815.00	2,815.00
3000-3999: Employee Benefits	LCFF Base		15,109.00	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits	Locally Defined		394.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Lottery		1,439.00	1,439.00	1,439.00	1,439.00	4,317.00
5000-5999: Services And Other Operating Expenditures	Base		0.00	3,250.00	3,250.00	2,750.00	9,250.00
5000-5999: Services And Other Operating Expenditures	LCFF		2,876.00	0.00	0.00	0.00	0.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
5000-5999: Services And Other Operating Expenditures	LCFF Base		2,500.00	0.00	0.00	0.00	0.00
Not Applicable			0.00	0.00	0.00	0.00	0.00

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

Total Expenditures by Goal

Goal	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1		14,668.00	11,352.66	18,479.66	21,479.66	51,311.98
Goal 2		63,705.00	64,308.00	64,308.00	61,116.00	189,732.00
Goal 3		2,000.00	1,747.19	1,753.00	1,760.00	5,260.19
Goal 4		0.00	0.00	0.00	0.00	0.00

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

Expenditures Contributing to Increased/Improved Requirement by Funding Source					
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20
All Funding Sources	8,566.00	7,820.00	1,439.00	8,566.00	8,566.00
	0.00	6,381.00	0.00	0.00	
	7,127.00	0.00	0.00	7,127.00	
	0.00	0.00	0.00	0.00	
	0.00	0.00	0.00	0.00	
	0.00	0.00	0.00	0.00	
	1,439.00	1,439.00	1,439.00	1,439.00	

Expenditures NOT Contributing to Increased/Improved Requirement by Funding Source					
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20
All Funding Sources	75,974.66	72,553.00	75,968.85	75,974.66	75,789.66
	0.00	0.00	0.00	0.00	
	75,974.66	0.00	75,968.85	75,974.66	
	0.00	8,386.00	0.00	0.00	
	0.00	61,773.00	0.00	0.00	
	0.00	2,394.00	0.00	0.00	
	0.00	0.00	0.00	0.00	