

LCAP Year 2017–18 2018–19 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)

[LCFF Evaluation Rubrics](#): 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	Death Valley Unified School District		
Contact Name and Title	Jim Copeland Superintendent	Email and Phone	jcopeland@deathvalleyschools.org 760.852.4303

2017-20 Plan Summary

THE STORY

Briefly describe the students and community and how the LEA serves them.

DEATH VALLEY UNIFIED SCHOOL DISTRICT:

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

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

DVUSD has five schools: Death Valley Elementary (currently not in operation due to lack of enrollment), Tecopa-Francis Elementary, Shoshone Elementary, Death Valley Academy, and Shoshone Continuation High School. DVUSD is administered by a District Superintendent and one school principal. There are no youth clubs, no places for recreation or amusement, and no athletic programs for students in or out of school. The total districtwide enrollment for the 2016-17 academic year is 26, and many students ride a school bus to and from school for one hour each way daily. The nearest other California school district is 56 miles away and in another county. The nearest other Inyo County school is approximately 200 miles to the west.

All DVUSD schools and communities are isolated from populated areas, and families must drive 30 to 60 miles to get to the nearest grocery store, which is in Nevada. Death Valley Health Center is located in Shoshone, California, and provides the only medical services in this area of California. For anything more than primary medical services, local residents drive into Nevada or to Barstow, CA, some 2 hours away. Emergency services, including law enforcement, can be several hours away. County psychological, social and special needs services outside DVUSD's single Special

Education teacher and counselor are 200 and more miles away. Employment opportunities are very low in the southern part of the district. Most employment opportunities are in Nevada. At the north end of the district, most parents are employed by Cal Trans, the Park Service, and Xanterra Resorts.

DEMOGRAPHICS:

DVUSD students are generally from low-income families. 66% of students are on free or reduced lunch program.

DVUSD students are typically Caucasian, Hispanic, or Native American. DVUSD currently has one ELL student and no foster care students.

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

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

METRICS:

Due to the many unique circumstances in DVUSD, most common educational progress and achievement indicators are statistically invalid, not applicable, or not available for DVUSD students and their needs. CAASPP results are statistically invalid due to the low number of students involved. Also, they may reveal personal and confidential information; therefore, the State does not even release test data for groups of students fewer than 10. Thus, no state testing data has been made available for several grade level groups for the past 3 years.

Achievement gaps are not present in DVUSD because there are no distinct groups to measure. Recent high mobility in student population lowers the usefulness and meaningfulness of district benchmarks. Thus, DVUSD works and measures progress on a case-by-case, student-by-student basis while striving to achieve California Common Core standards and adequate annual student progress as measured by state achievement tests and classroom assessments.



LCAP HIGHLIGHTS

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

The LCAP for 2017-2018 features the same three, successful and ongoing goals in the previous LCAP. All goals remain somewhat open-ended and designed to enable the district to adjust to the multiple and variant needs that can arise at any time, given the district's low and often transient enrollment and complete isolation from other population centers. Thus, the LCAP remains focused on:

- A) achieving and maintaining grade level proficiency in all core subject areas (via highly qualified teachers, up-to-date educational technology, available assessment data, CCCSS aligned materials and instruction, etc.)
- B) maintaining a high rate of attendance and graduation
- C) creating and maintaining a school climate and culture that is conducive to learning and which produces a positive outlook toward lifelong learning

REVIEW OF PERFORMANCE

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, 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.

The LEA is most proud of creating and maintaining a school climate and culture conducive to learning and to maintaining high rates of attendance and graduation for all students in an extremely remote and scantily populated area void of many of the usual amenities available in the more populated areas of California, like cell service, medical facilities and programs for minors. The LEA will maintain this success by continuing:

- A) to provide a positive school climate for all students;
- B) to offer special and meaningful excursions outside the LEA service area; and
- C) to stay up-to-date with educational technology and educational trends in a manner such that all stakeholders may determine that education in DVUSD is on a par with, or greater than, schools in more populated regions.

GREATEST PROGRESS

Referring to the LCFF Evaluation Rubrics, 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?

California Dashboard data for state indicators is not applicable due to the small enrollment size of the district. An area the district has determined needs some improvement based on local review is that of Parent Engagement. This results from the recent high mobility of families in and out of the district, the large number of single-parent families, a lack of student athletic and performance programs due to low enrollment, and the enormous distances between home and school sites. The steps the district is taking to address this need include: 1) Stronger use of traditional home-to-school communication (telephone, mail); 2) Continued strong use of current methods of communication (text, Skype, email); 3) Development of parent-student activities to help draw parents onto the school site.

GREATEST NEEDS

Referring to the LCFF Evaluation Rubrics, 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?

The district enrollment is fewer than 30 students. No subgroups exist such that any performance gaps can be measured. Thus, a review of performance gaps is not applicable.

PERFORMANCE GAPS

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

The majority of district students are low-income. There is only one EL in the district, and there are currently no foster youth. Thus, the entire LCAP is geared toward all students, with low-income being a mainstream focus.

BUDGET SUMMARY

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	\$1,324,665
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$590,796.00

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

The total budget for Death Valley Unified School District is \$1,324,665. The LCAP does not include direct references to the entire general fund budgeted expenditures for several reasons. First, there are administrative costs that are indirect in nature. Accordingly, the LCAP would not reference these budgeted expenditures during the course of outlining planned actions and services. Transportation costs are another example of necessary costs that are not included in the projections for planned actions and services. Routine maintenance, business services, and various other program specific costs also account for the difference between the total operating budget of Death Valley Unified School District and the total funds budgeted for planned actions/ services to meet the goals in the LCAP.

\$1,041,747	Total Projected LCFF Revenues for LCAP Year
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Annual Update

LCAP Year Reviewed: 2016-17

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

Maintain grade level proficiency and/or obtain proficiency in the core content areas for all students. Core content refers to courses in ELA, math, history, & science. A student is proficient when performing at grade level based on state assessments.

State and/or Local Priorities Addressed by this goal:

STATE	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	2	<input type="checkbox"/>	3	<input checked="" type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input checked="" type="checkbox"/>	7	<input checked="" type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

ANNUAL MEASURABLE OUTCOMES

EXPECTED

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

ACTUAL

- 1. a. 100% of district teachers were highly qualified.
- 1. b. 100% of pupils had standards aligned instructional materials.
- 1. c. Per Williams report facilities were maintained in good repair.
- 2. a. All teachers used state standards according to district implementation guidelines as measured by administrative observation of instruction.
- 2. b. Currently there is one ELL student enrolled. Programs/services enables that student to access the CA standards and ELD standards.
- 4. a. Staff reviewed individual student CAASPP scores.
- 4. b. There is no API.
- 4. c. Students have the opportunity to complete A-G requirements.
- 4. d. One ELL student took the CELDT and showed some progress towards English proficiency. No reclassification rate available.
- 4. e. Reclassification rate is not applicable; there were no ELL students enrolled in 2015-16 and only 1 ELL student is enrolled in 2017-18.
- 4. f. The AP exams are not applicable to our district.
- 4. g. Students had the opportunity to participate in the early assessment program.
- 8. a. Individual student growth advanced as measured using teacher-created assessments, publisher assessments, and available online measurements (like Khan Academy and Carnegie Learning).

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	
Actions/Services	<p>PLANNED a. All school district instructional staff are highly qualified and, as required by federal and state statute, have credentials and authorizations to work with ELL and students with special needs.</p>	<p>ACTUAL a. All school district instructional staff were highly qualified and, as required by federal and state statute, have credentials and authorizations to work with ELL and students with special needs.</p>
Expenditures	<p>BUDGETED Teacher Salaries and Benefits 1000-1999: Certificated Personnel Salaries Base \$411,407</p>	<p>ESTIMATED ACTUAL Teacher Salaries and Benefits 1000-1999: Certificated Personnel Salaries Base \$429,742</p>
Action	2	
Actions/Services	<p>PLANNED b. Intervention teachers and para educators at the elementary level to address the needs of all students.</p>	<p>ACTUAL b. The district maintained intervention teachers and para educators at the elementary level to address the needs of all students.</p>
Expenditures	<p>BUDGETED Teacher/ Instructional Aide Salary and Benefits 1000-1999: Certificated Personnel Salaries Base \$89,168</p>	<p>ESTIMATED ACTUAL Teacher Salary and Benefits 1000-1999: Certificated Personnel Salaries Base \$94,028</p>
Action	3	
Actions/Services	<p>PLANNED c. Continued professional development for implementation of the CCCSS and SBAC and use of educational technology.</p>	<p>ACTUAL c. Teachers received professional development for implementation of the CCCSS and SBAC and use of educational technology.</p>
Expenditures	<p>BUDGETED 5000-5999: Services And Other Operating Expenditures Base \$3,000</p>	<p>ESTIMATED ACTUAL 5000-5999: Services And Other Operating Expenditures Base \$3,000</p>
Action	4	
Actions/Services	<p>PLANNED d. Purchase instructional materials aligned to the CCCSS as needed.</p>	<p>ACTUAL d. The district purchased instructional materials aligned to the CCCSS as needed, for Math and ELA.</p>

Expenditures	<p>BUDGETED 4000-4999: Books And Supplies Other \$13,187</p>	<p>ESTIMATED ACTUAL 4000-4999: Books And Supplies Other \$12,360</p>
Action 5		
Actions/Services	<p>PLANNED e. Monitor student progress using benchmark assessments with commercially available exams and programs which provide nationally normed results.</p>	<p>ACTUAL e. The district monitored student progress using benchmark assessments with commercially available exams and programs which provide nationally normed results.</p>
Expenditures	<p>BUDGETED 5800: Professional/Consulting Services And Operating Expenditures Schoolwide / Dist. Monitoring \$6,000</p>	<p>ESTIMATED ACTUAL 5800: Professional/Consulting Services And Operating Expenditures Schoolwide / Dist. Monitoring \$6,000</p>
Action 6		
Actions/Services	<p>PLANNED f. Continue to update special education diagnostic materials as needed.</p>	<p>ACTUAL f. The district updated special education diagnostic materials as needs arose.</p>
Expenditures	<p>BUDGETED 4000-4999: Books And Supplies Base \$800</p>	<p>ESTIMATED ACTUAL 4000-4999: Books And Supplies Base \$800</p>
Action 7		
Actions/Services	<p>PLANNED g. When there are ELL students, at the beginning of the school year the district will deploy a district level CELDT assessor to assess needs of ELL students.</p>	<p>ACTUAL g. One ELL student enrolled in the district, ICSOS personnel administered the CELDT</p>
Expenditures	<p>BUDGETED 1000-1999: Certificated Personnel Salaries Base \$165</p>	<p>ESTIMATED ACTUAL 1000-1999: Certificated Personnel Salaries \$0</p>
Action 8		
Actions/Services	<p>PLANNED h. The district will utilize counseling staff to assist with social and emotional needs of the students and families.</p>	<p>ACTUAL h. The district utilized counseling staff to assist with social and emotional needs of students and families.</p>

Expenditures	BUDGETED 1000-1999: Certificated Personnel Salaries Base \$30,000	ESTIMATED ACTUAL 1000-1999: Certificated Personnel Salaries Base \$30,000
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Action **9**

Actions/Services	PLANNED i. Maintain and stay up to date with educational technology used in classrooms and for SBAC assessments.	ACTUAL i. The district maintained and stayed up to date with educational technology used in classrooms and for SBAC assessments.
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Expenditures	BUDGETED 4000-4999: Books And Supplies Base \$750	ESTIMATED ACTUAL 4000-4999: Books And Supplies Base \$750
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Action **10**

Actions/Services	PLANNED j. Continue to add and maintain materials for visual and performing arts and project based learning activities.	ACTUAL j. The district added and maintained materials for visual and performing arts and project based learning activities, K-12.
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Expenditures	BUDGETED 4000-4999: Books And Supplies Base \$500	ESTIMATED ACTUAL 4000-4999: Books And Supplies Base \$500
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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 district engaged in a process of ensuring that its sole Mathematics teacher for grades 7-12 became fully credentialed and highly qualified, including for ELD. Due to the extremely remote location of the district and its schools and the resultant lack of student teaching possibilities, it is a challenge for credential candidates to complete a credentialing program. Therefore, the district worked with the university to enable the candidate to complete all requirements. By midyear, the teacher achieved an MA and a full single subject credential for Mathematics.

The district adopted and purchased CCCSS aligned textbooks for ELA.

The district provided professional development opportunities in Educational Technology, Special Education issues, CAASPP testing, and in high school accreditation needs and expectations.

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

These actions/services enabled all district schools to work towards LCAP Goal 1: All teachers are highly qualified, all classrooms for all grade levels have CCCSS aligned instructional materials, and all schools are in good repair per the Williams Act. Individual student growth is advancing as measured using district benchmarks, teacher-created assessments, and publisher assessments (including online assessments). No statistically valid formal State assessment data exists due to the tiny enrollment of the district.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The differences in Budgeted Expenditures and the Estimated Actual Expenditures are due to the district's shift in demographics and the influx of Special Needs students. The lack of cost for CELDT needs was due to the district using Inyo County Superintendent of Schools personnel to proctor the exam (which did not cost the District anything), resulting in there being no district level CELDT assessor hired.

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 were made.

Annual Update

LCAP Year Reviewed: 2016-17

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

Maintain high rate of attendance and positive student attitude toward school and education.

State and/or Local Priorities Addressed by this goal:

STATE	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input checked="" type="checkbox"/>	3	<input type="checkbox"/>	4	<input checked="" type="checkbox"/>	5	<input checked="" type="checkbox"/>	6	<input type="checkbox"/>	7	<input type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

ANNUAL MEASURABLE OUTCOMES

EXPECTED

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

ACTUAL

- 3. a. Board meeting sign-in sheets reflected parent participation at some meetings.
- 3. a. There were no parents on school site council due to current tiny enrollment and lack of parent availability.
- 3. a. Parents helped develop and participate in extra curricular and community school activities.
- 3. b. 100% of IEP meetings had a parent or guardian present.
- 3. c. Parents/Guardians attended every IEP meeting.
- 3. c. One parent was hired as an aide and and driver for special needs students.
- 5. a. School attendance rates was 97%.
- 5. b. Chronic absentee rates was below 5%.
- 5. c. There were no middle school drop outs.
- 5. d. There were no high school drop outs.
- 5. e. High School graduation rates have been maintained at 100%.
- 6. a. Pupil suspension rate was under 10%, with one student being suspended in 2016-17.
- 6. b. Pupil expulsion rates were at zero.
- 6. c. Student and parent survey results showed satisfaction with school safety and school connectedness.

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**

Actions/Services

PLANNED
 a. Board Agenda, meeting dates, and extracurricular activities are prominently publicized and parent involvement in meetings and activities are actively recruited.

ACTUAL
 a. Board Agenda, meeting dates, and extracurricular activities were prominently publicized via flyers, posters and district website, and parent involvement in meetings and activities was actively recruited. Parents participated in holiday events, field trips and fund raisers.

Expenditures

BUDGETED
 No additional cost to website and payroll.

ESTIMATED ACTUAL
 No additional cost to website and payroll.

Action **2**

Actions/Services

PLANNED
 b. Develop extracurricular activities in lieu of athletics that keep students engaged in the overall school experience. These may include field trips and special events.

ACTUAL
 b. The district developed and scheduled extracurricular activities in lieu of athletics to keep students engaged in the overall school experience; including clubs (chess, basketball, cooking), field trips to urban attractions (aquarium, zoo, observatory), university athletic events (UNLV), and special events (water parks, Six Flags, Knott's Berry Farm).

Expenditures

BUDGETED
 5800: Professional/Consulting Services And Operating Expenditures Base \$5,000

ESTIMATED ACTUAL
 5800: Professional/Consulting Services And Operating Expenditures Base \$5,000

Action **3**

Actions/Services

PLANNED
 c. Continue to purchase or maintain educational technology and online subscription materials to keep courses relevant and up-to-date with digital natives so that students remain positive about educational experience and receive an education equivalent or better to the statewide norm.

ACTUAL
 c. The district purchased online subscriptions and updated educational technology materials to keep courses relevant, up-to-date and at pace with national trends and norms. These included Khan Academy, Pearson Math, Mathbits and Kids Discover.

Expenditures

BUDGETED
 4000-4999: Books And Supplies Supplemental \$6,300

ESTIMATED ACTUAL
 4000-4999: Books And Supplies Supplemental \$6,300

Action **4**

Expenditures

BUDGETED

ESTIMATED ACTUAL

Action **5**

Expenditures

BUDGETED

ESTIMATED ACTUAL

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.

All schools have up-to-date educational technology in use in all classrooms. This required the cooperation of the district's 1-day a week IT employee, the district's sole CTE instructor, and a teacher who is specializing in the use of technology. With the input of stakeholders, including all faculty, items were purchased and inservice sessions were implemented. Weekly faculty meetings and student feedback helped to monitor implementation and success of educational technology. Classroom and online assessments determined the academic success of the educational technology.

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

Weekly faculty meetings and student feedback helped to monitor implementation and success of educational technology. These showed that students are more engaged in their educational experience and have a means of knowing their experience is comparable to that of schools in more populated areas. Classroom and online assessments determined the academic success of the educational technology and provided a means for students to evaluate their learning against some national norms. Thus, individual student achievement is more easily seen, monitored and understood in a national context.

Multiple school trips and activities were publicized on Facebook and in the main county newspaper, resulting in positive feedback from alumni and in creating public interest in donating funds toward school excursions.

School attendance and school spirit remained high, with the exception of a single new student to the district with a history of SARB issues.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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 were made.

Annual Update

LCAP Year Reviewed: 2016-17

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

3. All students will graduate from high school prepared for post secondary and career options or obtain a certificate of high school completion. The district will maintain or increase the percentage of the students' graduation/completion rates to meeting state graduation requirements.

State and/or Local Priorities Addressed by this goal:

STATE	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input checked="" type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input checked="" type="checkbox"/>	7	<input type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

ANNUAL MEASURABLE OUTCOMES

EXPECTED

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

ACTUAL

3. a. Maintained a 100% graduation rate
 7. a. Course offerings enabled all students to attend UC or CSU
 7. b. All pupils were included in all course offerings including Online Coursework, CTE and Work Experience if the student chooses to participate
 7. c. Special needs students were in a 100% inclusion program.

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

<p>Actions/Services</p>	<p>PLANNED a. Continue to develop and maintain an ongoing means of monitoring progress using benchmark assessments linked to CCCSS and nationally normed results.</p>	<p>ACTUAL a. The district continued to develop and maintain an ongoing means of monitoring progress using benchmark assessments linked to CCCSS and nationally normed results.</p>
<p>Expenditures</p>	<p>BUDGETED 5000-5999: Services And Other Operating Expenditures Schoolwide / Dist. Monitoring \$6,000</p>	<p>ESTIMATED ACTUAL 5000-5999: Services And Other Operating Expenditures Schoolwide / Dist. Monitoring \$6,000</p>

Action **2**

<p>Actions/Services</p>	<p>PLANNED b. The district will purchase annually student subscriptions to Plato Courseware (or its equivalent) to maintain course offerings so that our small school continues meet all state graduation and A-G requirements.</p>	<p>ACTUAL b. The district purchased student subscriptions to Carnegie Learning in order to maintain course offerings so that our small school continues meet all state graduation and A-G requirements. Further courses were offered via other online services, but none were purchased as no student had need.</p>
<p>Expenditures</p>	<p>BUDGETED 4000-4999: Books And Supplies Supplemental \$4,500</p>	<p>ESTIMATED ACTUAL 4000-4999: Books And Supplies Supplemental \$4,500</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.

<p>Describe the overall implementation of the actions/services to achieve the articulated goal.</p>	<p>The district maintained a 100% graduation rate, expanded Work Experience programs to include all seniors, made CTE courses available to all high school students, and integrated online coursework throughout math and science courses. Special Needs students are all mainstreamed but for pull-out support.</p>
<p>Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.</p>	<p>The district maintained a 100% graduation rate, maintained its offering of all A-G required courses, and maintained the inclusion of all Special Needs students.</p>
<p>Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.</p>	<p>There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures.</p>
<p>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.</p>	<p>No changes to this goal were made.</p>

Stakeholder Engagement

LCAP Year

2017–18 2018–19 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?

From August 2016 thru May 2017, DVUSD has engaged in various activities to gain input from all the relevant stakeholders regarding the district's current strengths and needs. Student and parent surveys, school site council meetings, School Board meetings, and community interviews conducted at school activity and fundraising events all served as means to engage stakeholders. The district has no collective bargaining units.

- 1) Site Council Meetings (Parent Advisory Group) -- Oct 11, 2016 and Jan 24, 2017.
- 2) Weekly Teacher and Monthly Staff meetings: Faculty PLCs and whole staff meetings.
- 3) School Board Meetings: Aug 24, Sep 14, Oct 12, Nov 9, Dec 14, 2016. Jan 11, Feb 15, Mar. 15, Apr 11, 2017.
- 4) Community partners/stakeholders--
 - a) Inyo Juvenile Probation: Monthly meetings
 - b) Local Businesses and Chamber of Commerce outreach, via phone and email, Sep. 2016 - Apr. 2017
 - c) Ongoing social media discussion and alumni input/support
- 5) There is no union in the district.

IMPACT ON LCAP AND ANNUAL UPDATE

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

DVUSD aligned its key strategies with the state's 8 priority areas.

This alignment gave stakeholders a pathway to understand the LCFF/LCAP more clearly so that they could augment and/or validate the feedback or input that would be placed into the LCAP document submitted to the County Office of Education.

All of these sessions with the community were about gathering additional feedback/information from key stakeholders who were consulted on what actions and conditions were needed to substantially improve student academic outcomes.

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

A draft LCAP presentation and updated iterations were posted on the district website for public review and feedback. Any feedback and questions from stakeholders about the draft LCAP were reviewed and used to build the LCAP.

Stakeholder input focused on the need to continue to:

- a) Provide students with a school experience comparable or superior to that of schools in largely populated communities in terms of keeping teacher-to-student ratio low in order to provide quality instruction for all students.

- b) Maintain a non-bullying environment conducive to learning and personal growth.
- c) Provide school trips to places and facilities outside the isolated community area in which students reside (i.e. to urban and suburban areas).
- d) Keep pace with educational trends and educational technology.
- e) Provide Special Needs and At-Risk students with every means possible to succeed in a mainstream school environment.

- 1) Site Council Meetings were less informative than in previous years as recent mobility of families resulted in very low turnout to meetings.
- 2) PLCs made clear the need to engage all students by any means appropriate, from use of educational technology to creating a school climate that promotes the value of a high school education.
- 3) The Board remained most concerned with maintaining a positive school climate conducive to learning and maintaining or increasing student enrollment and attendance.
- 4) Community members, alumni and other stakeholders support having a positive, a non-bullying school environment that promotes interpersonal understanding and respect, a low teacher-to-student ratio, and school trips to augment the isolated conditions of this community. The NPS continued to state the importance of maintaining a viable school district in the national park area. Juvenile Probation promoted the notion that attendance and appropriate attitude toward school and education are crucial, especially now that the operation of Juvenile Detention services has been greatly reduced in this community. Local business and Chamber leaders state a need to have students continue to be involved in community events (like local art, music and fire department events). Local institutions began to offer internships to high school students for the 2016-2017 school year.

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.

New
 Modified
 Unchanged

Goal 1

Maintain grade level proficiency and/or obtain proficiency in the core content areas for all students in ELA, math, history, & science. A student is proficient when performing at grade level based on state assessments and/or DVUSD benchmarks.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL

Identified Need

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

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Teachers appropriately assigned and fully credentialed (1A)	0 misassignments	Maintain	Maintain	Maintain
Williams Report (1B&C)	0 complaints for access to instructional materials Facilities rating as good	Maintain	Maintain	Maintain
Classroom observations of instruction by administration (2A&B)	All teachers show use of state standards, including ELs access to CA standards and ELD standards, according to district implementation guidelines	Maintain	Maintain	Maintain
Academic Indicator (4A)	N/A - low student enrollment	N/A	N/A	N/A
API (4B)	N/A	N/A	N/A	N/A

A-G completion (4C)	All graduates complete A-G requirements.	Maintain	Maintain	Maintain
EL Progress/Reclassification rate (4D&E)	N/A due to low EL population	N/A	N/A	N/A
% of pupils who pass an AP exam (4F)	N/A - AP not offered at this school	N/A	N/A	N/A
% of pupils who participate in SBAC testing (4G)	96% participated in SBAC testing (2015)	Maintain	Maintain	Maintain
College & Career Indicator (4G and 8)	Not available in 2017-18			
Course Listing (7AB&C)	K-12 Broad course of study for all students	Maintain	Maintain	Maintain
Teacher generated formative assessment (K-8 Pupil Outcomes - 8)	3 of 15 students perform at grade level (proficient)	Increase by 5%	Increase by 5%	Increase by 5%

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 All Students with Disabilities [Specific Student Group(s)]

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

a. Employ instructional staff that are highly qualified and, as required by federal and state statute, have credentials and authorizations to work with ELL and students with special needs.

2018-19

New Modified Unchanged

a. Employ instructional staff that are highly qualified and, as required by federal and state statute, have credentials and authorizations to work with ELL and students with special needs.

2019-20

New Modified Unchanged

a. Employ instructional staff that are highly qualified and, as required by federal and state statute, have credentials and authorizations to work with ELL and students with special needs.

BUDGETED EXPENDITURES

2017-18

Amount	\$423,749
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Teacher Salaries and Benefits

2018-19

Amount	\$436,461
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Teacher Salaries and Benefits

2019-20

Amount	\$449,555
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Teacher Salaries and Benefits

Action **2**

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

[Students to be Served](#) All Students with Disabilities [\[Specific Student Group\(s\)\]](#)

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

OR

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

[Students to be Served](#) English Learners Foster Youth Low Income

[Scope of Services](#) LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

b. Employ at least one Intervention teacher for all students and at least one para educators at the elementary level to address the needs of all students.

2018-19

New Modified Unchanged

b. Employ at least one Intervention teacher for all students and at least one para educators at the elementary level to address the needs of all students.

2019-20

New Modified Unchanged

b. Employ at least one Intervention teacher for all students and at least one para educators at the elementary level to address the needs of all students.

BUDGETED EXPENDITURES

2017-18

Amount	\$91,843
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Teacher Salary and Benefits

2018-19

Amount	\$94,598
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Teacher Salary and Benefits

2019-20

Amount	\$97,436
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Teacher Salary and Benefits

Action **3**

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

[Students to be Served](#) All Students with Disabilities [\[Specific Student Group\(s\)\]](#)

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

OR

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

[Students to be Served](#) English Learners Foster Youth Low Income

[Scope of Services](#) LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

c. Provide professional development for implementation of the California standards and SBAC and use of educational technology.

2018-19

New Modified Unchanged

c. Provide professional development for implementation of the California standards and SBAC and use of educational technology.

2019-20

New Modified Unchanged

c. Provide professional development for implementation of the California standards and SBAC and use of educational technology.

BUDGETED EXPENDITURES

2017-18

Amount \$3,000
 Source Base
 Budget Reference 5000-5999: Services And Other Operating Expenditures

2018-19

Amount \$3,000
 Source Base
 Budget Reference 5000-5999: Services And Other Operating Expenditures

2019-20

Amount \$3,000
 Source Base
 Budget Reference 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 All Students with Disabilities [Specific Student Group(s)]

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

d. Purchase instructional materials aligned to the California standards as needed.

2018-19

New Modified Unchanged

d. Purchase instructional materials aligned to the California standards as needed.

2019-20

New Modified Unchanged

d. Purchase instructional materials aligned to the California standards as needed.

BUDGETED EXPENDITURES

2017-18

Amount \$12,354
 Source Other
 Budget Reference 4000-4999: Books And Supplies

2018-19

Amount \$13,187
 Source Other
 Budget Reference 4000-4999: Books And Supplies

2019-20

Amount \$13,106
 Source Other
 Budget Reference 4000-4999: Books And Supplies

Action **5**

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

[Students to be Served](#) All Students with Disabilities [\[Specific Student Group\(s\)\]](#)

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

OR

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

[Students to be Served](#) English Learners Foster Youth Low Income

[Scope of Services](#) LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

e. Monitor student progress using benchmark assessments with commercially available exams and programs which provide nationally normed results.

2018-19

New Modified Unchanged

e. Monitor student progress using benchmark assessments with commercially available exams and programs which provide nationally normed results.

2019-20

New Modified Unchanged

e. Monitor student progress using benchmark assessments with commercially available exams and programs which provide nationally normed results.

BUDGETED EXPENDITURES

2017-18

Amount \$6,000
 Source Base
 Budget Reference 5800: Professional/Consulting Services And Operating Expenditures

2018-19

Amount \$6,000
 Source Base
 Budget Reference 5800: Professional/Consulting Services And Operating Expenditures

2019-20

Amount \$6,000
 Source Base
 Budget Reference 5800: Professional/Consulting Services And Operating Expenditures

Action **6**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)]

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

f. Purchase special education diagnostic and instructional materials as needed.

2018-19

New Modified Unchanged

f. Purchase special education diagnostic and instructional materials as needed.

2019-20

New Modified Unchanged

f. Purchase special education diagnostic and instructional materials as needed.

BUDGETED EXPENDITURES

2017-18

Amount \$800
 Source Base
 Budget Reference 4000-4999: Books And Supplies

2018-19

Amount \$800
 Source Base
 Budget Reference 4000-4999: Books And Supplies

2019-20

Amount \$800
 Source Base
 Budget Reference 4000-4999: Books And Supplies

Action **7**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)]

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

g. When there are ELL students the district will deploy district level CELDT/ELPAC assessor to assess needs of ELL students.

g. When there are ELL students the district will deploy district level CELDT/ELPAC assessor to assess needs of ELL students.

g. When there are ELL students the district will deploy district level CELDT/ELPAC assessor to assess needs of ELL students.

BUDGETED EXPENDITURES

2017-18

Amount \$0

Budget Reference No cost to district. Assessments to be performed by ICSOS staff.

2018-19

Amount \$0

Budget Reference No cost to district. Assessments to be performed by ICSOS staff.

2019-20

Amount \$0

Budget Reference No cost to district. Assessments to be performed by ICSOS staff.

Action **8**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)]

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

h. The district will utilize counseling staff to assist with social and emotional needs of the students and families.

h. The district will utilize counseling staff to assist with social and emotional needs of the students and families.

h. The district will utilize counseling staff to assist with social and emotional needs of the students and families.

BUDGETED EXPENDITURES

2017-18

Amount

Source

Budget Reference

2018-19

Amount

Source

Budget Reference

2019-20

Amount

Source

Budget Reference

Action 9

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

Students to be Served All Students with Disabilities [Specific Student Group(s)]

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

i. Purchase and stay up to date with educational technology used in classrooms and for SBAC assessments.

i. Purchase and stay up to date with educational technology used in classrooms and for SBAC assessments.

i. Purchase and stay up to date with educational technology used in classrooms and for SBAC assessments.

BUDGETED EXPENDITURES

2017-18

Amount
 Source
 Budget Reference

2018-19

Amount
 Source
 Budget Reference

2019-20

Amount
 Source
 Budget Reference

Action **10**

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

[Students to be Served](#) All Students with Disabilities [\[Specific Student Group\(s\)\]](#)

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

OR

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

[Students to be Served](#) English Learners Foster Youth Low Income

[Scope of Services](#) LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

j. Purchase materials for visual and performing arts and project based learning activities.

j. Purchase materials for visual and performing arts and project based learning activities.

j. Purchase materials for visual and performing arts and project based learning activities.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$500	Amount	\$500	Amount	\$500
Source	Base	Source	Base	Source	Base
Budget Reference	4000-4999: Books And Supplies	Budget Reference	4000-4999: Books And Supplies	Budget Reference	4000-4999: Books And Supplies

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.

New
 Modified
 Unchanged

Goal 2

Maintain high rates of attendance and graduation and a positive student attitude toward school and education in a tiny and isolated school environment that by necessity lacks programs in athletics and extracurricular activities.

State and/or Local Priorities Addressed by this goal:

STATE	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input checked="" type="checkbox"/>	3	<input type="checkbox"/>	4	<input checked="" type="checkbox"/>	5	<input checked="" type="checkbox"/>	6	<input type="checkbox"/>	7	<input type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

Identified Need

School Climate and Culture are high indicators of academic success. Ongoing low enrollment has resulted in the lack of extracurricular activities and opportunities for social interaction, thereby leaving students to look for other reasons to attend, feel proud of their school, and engage in the daily school experience.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Sign in sheets for Board meetings (3A)	4 parents attended board meetings during the school year.	Maintain	Maintain	Maintain
Parent involvement (3A&B)	One parent on School Site Council.	Maintain parent participation on School Site Council	Maintain parent participation on School Site Council	Maintain parent participation on School Site Council
Parent/Guardian attendance at IEPs (3C)	100%	Maintain	Maintain	Maintain
School attendance (5A)	97%	Maintain	Maintain	Maintain
Chronic Absentee rate (5B)	3% Chronic Absentee rate.	Maintain	Maintain	Maintain
Middle School dropout rate (5C)	0%	Maintain	Maintain	Maintain
Suspension rate (6A)	1 high school suspension this school year.	0 Suspensions	Maintain	Maintain

Expulsion rate (6B)	0%	Maintain	Maintain	Maintain
Parent Surveys Student Surveys Student Interviews (6C)	70% parent completion rate 100% student completion rate All students interviewed	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 All Students with Disabilities [Specific Student Group(s)]

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

a. Publicize Board Agenda, meeting dates, and extracurricular activities and actively recruit parents for involvement in meetings and activities.

a. Publicize Board Agenda, meeting dates, and extracurricular activities and actively recruit parents for involvement in meetings and activities.

a. Publicize Board Agenda, meeting dates, and extracurricular activities and actively recruit parents for involvement in meetings and activities.

BUDGETED EXPENDITURES

2017-18

Budget Reference No additional cost to website and payroll.

2018-19

Budget Reference No additional cost to website and payroll.

2019-20

Budget Reference

Action **2**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)]

Location(s) All Schools Specific Schools: Death Valley Academy Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

b. Plan extracurricular activities, field trips and special events (in lieu of athletics) that keep students engaged in the overall school experience.

2018-19

New Modified Unchanged

b. Plan extracurricular activities, field trips and special events (in lieu of athletics) that keep students engaged in the overall school experience.

2019-20

New Modified Unchanged

b. Plan extracurricular activities, field trips and special events (in lieu of athletics) that keep students engaged in the overall school experience.

BUDGETED EXPENDITURES

2017-18

Amount \$5,000

Source Base

2018-19

Amount \$5,000

Source Base

2019-20

Amount \$5,000

Source Base

Budget Reference 5800: Professional/Consulting Services And Operating Expenditures

Budget Reference 5800: Professional/Consulting Services And Operating Expenditures

Budget Reference 5800: Professional/Consulting Services And Operating Expenditures

Action **3**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)]

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

c. Purchase online subscription materials to keep courses relevant and engaging.

2018-19

New Modified Unchanged

c. Purchase online subscription materials to keep courses relevant and engaging.

2019-20

New Modified Unchanged

c. Purchase online subscription materials to keep courses relevant and engaging.

BUDGETED EXPENDITURES

2017-18

Amount \$6,300

Source Supplemental

Budget Reference 4000-4999: Books And Supplies

2018-19

Amount \$6,300

Source Supplemental

Budget Reference 4000-4999: Books And Supplies

2019-20

Amount \$6,300

Source Supplemental

Budget Reference 4000-4999: Books And Supplies

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.

New
 Modified
 Unchanged

Goal 3

3. All students will graduate from high school, or obtain a certificate of high school completion, prepared for post secondary and career options. The district will maintain its nearly 100% rate of student graduation/completion.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL

Identified Need

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

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
High school dropout rate (5D)	0%	Maintain	Maintain	Maintain
High school graduation rate (5E)	100%	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 All Students with Disabilities [Specific Student Group(s)]

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
a. Monitor student progress using benchmark assessments	a. Monitor student progress using benchmark assessments	a. Monitor student progress using benchmark assessments

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$6,000	Amount: \$6,000	Amount: \$6,000
Source: Schoolwide / Dist. Monitoring	Source: Schoolwide / Dist. Monitoring	Source: Schoolwide / Dist. Monitoring
Budget Reference: 5800: Professional/Consulting Services And Operating Expenditures	Budget Reference: 5800: Professional/Consulting Services And Operating Expenditures	Budget Reference: 5800: Professional/Consulting Services And Operating Expenditures

Action 2

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)]
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input checked="" type="checkbox"/> Specific Schools: <u>Death Valley Academy</u>	<input type="checkbox"/> Specific Grade spans:

OR

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

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

b. The district will purchase annually student subscriptions to Plato Courseware (or its equivalent) to maintain course offerings so that our small school continues meet all state graduation and A-G requirements.

2018-19

New Modified Unchanged

b. The district will purchase annually student subscriptions to Plato Courseware (or its equivalent) to maintain course offerings so that our small school continues meet all state graduation and A-G requirements.

2019-20

New Modified Unchanged

b. The district will purchase annually student subscriptions to Plato Courseware (or its equivalent) to maintain course offerings so that our small school continues meet all state graduation and A-G requirements.

BUDGETED EXPENDITURES

2017-18

Amount	\$4,500
Source	Supplemental
Budget Reference	4000-4999: Books And Supplies

2018-19

Amount	\$4,500
Source	Supplemental
Budget Reference	4000-4999: Books And Supplies

2019-20

Amount	\$4,500
Source	Supplemental
Budget Reference	4000-4999: Books And Supplies

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year 2017–18 2018–19 2019–20

Estimated Supplemental and Concentration Grant Funds: \$37,226

Percentage to Increase or Improve Services: 4.45%

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](#)).

DVUSD, which is 66% low income, is using the funds in a districtwide manner due to its very small enrollment. The district expends these funds for instructional aides and for educational technology in order to effectively meet the needs of all students, often in an individualized manner.

DVUSD has increased services principally directed to low income elementary students by adding more instructional aide time (Goal 1, Action 2). This is effective in improving student access to content standards by enabling more one-one one attention. DVUSD has increased services principally directed to low income middle and high school students with updated educational technology and online services in each classroom (Goal 2, Action 3). This is effective in improving student access to content standards and in enabling students to access content in more varied and meaningful ways and in more settings and time periods.

Revised Local Control and Accountability Plan and Annual Update Template Instructions

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. For school districts and county offices of education, the LCAP is a three-year plan which is reviewed and updated in the second and third years of the plan. 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 Education Code. 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, mark the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, mark 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 LCFF Evaluation Rubrics 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 LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fg/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for

the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP. 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 LCFF Evaluation Rubrics, 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 LCFF Evaluation Rubrics, 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. Education Code 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. Education Code requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, Education Code 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, mark 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, mark 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

Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as 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 LCFF Evaluation Rubrics, 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 contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services 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 checking “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is checked, 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 indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark “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 selecting “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.

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 scope of service by indicating “LEA-wide”, “Schoolwide”, or “Limited to Unduplicated Student Group(s)”. The LEA must select one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, place a check mark next to “Limited to Student Groups”.

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 mark “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 selecting “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:

- Check “New” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Check “Modified” 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.
- Check “Unchanged” 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 check “Unchanged” 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 *Education Code* 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 mark the appropriate LCAP year. Using the copy of the table, complete the table as required for the current year LCAP. Retain all prior year tables for this section 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 5 CCR 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 15496(a)(7).

Consistent with the requirements of 5 CCR 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 for English Language Arts
 - b. Mathematics – Common Core State Standards for Mathematics
 - c. English Language Development
 - 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 UC or 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 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. A broad course of study including courses described under 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 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 *Education Code* 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 pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

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

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

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

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

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

(e) “Suspension rate” shall be calculated as follows:

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

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

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

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 *Education Code* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific 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 *Education Code* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *Education Code* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *Education Code* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

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 *Education Code* sections 42238.01 and bgroups as defined in section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *Education Code* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *Education Code* Section 52052, to specific 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?

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	576,777.00	598,980.00	590,796.00	607,096.00	622,947.00	1,820,839.00
	0.00	0.00	0.00	0.00	0.00	0.00
Base	540,790.00	563,820.00	561,642.00	577,109.00	593,041.00	1,731,792.00
Other	13,187.00	12,360.00	12,354.00	13,187.00	13,106.00	38,647.00
Schoolwide / Dist. Monitoring	12,000.00	12,000.00	6,000.00	6,000.00	6,000.00	18,000.00
Supplemental	10,800.00	10,800.00	10,800.00	10,800.00	10,800.00	32,400.00

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

Total Expenditures by Object Type						
Object Type	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	576,777.00	598,980.00	590,796.00	607,096.00	622,947.00	1,820,839.00
	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	530,740.00	553,770.00	545,592.00	561,059.00	576,991.00	1,683,642.00
4000-4999: Books And Supplies	26,037.00	25,210.00	25,204.00	26,037.00	25,956.00	77,197.00
5000-5999: Services And Other Operating Expenditures	9,000.00	9,000.00	3,000.00	3,000.00	3,000.00	9,000.00
5800: Professional/Consulting Services And Operating Expenditures	11,000.00	11,000.00	17,000.00	17,000.00	17,000.00	51,000.00

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

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	576,777.00	598,980.00	590,796.00	607,096.00	622,947.00	1,820,839.00
		0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries		0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Base	530,740.00	553,770.00	545,592.00	561,059.00	576,991.00	1,683,642.00
4000-4999: Books And Supplies	Base	2,050.00	2,050.00	2,050.00	2,050.00	2,050.00	6,150.00
4000-4999: Books And Supplies	Other	13,187.00	12,360.00	12,354.00	13,187.00	13,106.00	38,647.00
4000-4999: Books And Supplies	Supplemental	10,800.00	10,800.00	10,800.00	10,800.00	10,800.00	32,400.00
5000-5999: Services And Other Operating Expenditures	Base	3,000.00	3,000.00	3,000.00	3,000.00	3,000.00	9,000.00
5000-5999: Services And Other Operating Expenditures	Schoolwide / Dist. Monitoring	6,000.00	6,000.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Base	5,000.00	5,000.00	11,000.00	11,000.00	11,000.00	33,000.00
5800: Professional/Consulting Services And Operating Expenditures	Schoolwide / Dist. Monitoring	6,000.00	6,000.00	6,000.00	6,000.00	6,000.00	18,000.00

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

Total Expenditures by Goal				
Goal	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	568,996.00	585,296.00	601,147.00	1,755,439.00
Goal 2	11,300.00	11,300.00	11,300.00	33,900.00
Goal 3	10,500.00	10,500.00	10,500.00	31,500.00

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