

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	Lone Pine Unified School District		
Contact Name and Title	Heidi Torix Superintendent	Email and Phone	htorix@lpusd.k12.ca.us 760 876-5579

2017-20 Plan Summary

THE STORY

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

The Lone Pine Unified School District community is located in the cities of Lone Pine, Olancho, and Keeler California. Our boundaries are in the midst of the Owens Valley, between the majestic Sierra Nevada and Inyo Mountain ranges. Lone Pine offers its residents a tranquil, small-town atmosphere, a strong sense of community, and a stunning setting. While its residents are hardworking and industrious, they are fortunate to live in a year-round vacation land. Lone Pine Unified School District educates students in grades transitional kindergarten through twelve on a traditional calendar system. There is currently one high school and one elementary school totalling 300 students. Lone Pine Unified School District is committed to providing a strong instructional program for all students to ensure excellence in education. This excellence can be seen in the staff and Board who play such a vital role in providing a quality educational program. The School Board, Teachers, staff, and Administrators act on the principle that students come first. The educational programs at the schools are tailored to meet the needs of a changing school population. Our schools are dedicated to ensuring the academic success of every student and providing the most comprehensive educational experience.

Our student population is made up of .7% African American, 15.3% Native American, 51.9% Hispanic, 23.3% Caucasian, 2.4% Asian, and 5.9% other. Our Unduplicated pupils make up over 60% of our student population.

The Lone Pine Unified School District strives to accommodate and reach every child and family in our community. On an on-going basis, the LEA uses a variety of learning tools and curriculum to reach all students. Thinking Maps are used K-12 to help support all of our students and provide visuals for our English Language Learners specifically. Intervention services are provided K-8 to help struggling students succeed, and credit retrieval is offered 9-12 to support those students who are credit deficient at the high school level. A variety of electives are offered 6-12 to reach the interests of all of our students. Many opportunities are provided for parents to volunteer at the school sites. Parents are also encouraged to attend events before and after school including Breakfast With Mom and Dad, after school sporting events, Back to School Night, Fall Festival, and many more.

LCAP HIGHLIGHTS

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

The major change to our LCAP for the 2017/18 school year was the addition of Goal #5 - to focus on behavior and a more proactive behavior program. The Lone Pine Unified School District plans to continue to work toward better parent and community involvement through various actions/services listed throughout the LCAP.

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 Lone Pine Unified School District is proud of its students and staff for their hard work, dedication and diligence to ensure student success. Based on a variety of indicators, the Lone Pine Unified School District continues to show growth in the following areas:

- Grades 3, 4, and 5 showed ample growth on the Smarter Balanced Assessment from 2014/15 to 2015/16. Growth was made by individual students as well as whole grade levels.
- Grades 6, 7, 8 and 11 showed that most of our students grew as individuals on the Smarter Balanced Assessment from 2014/15 to 2015/16.
- Local district assessments (reading and writing) showed that ALL of our students are showing progress in these content areas.
- Actual increase for out subgroups for ELA and math are as follows:

GREATEST PROGRESS

- *All students improved in English Language Arts by 24.6 points
- *Low Income students scores increased in ELA by 26.2 points
- *English Language Learners increased in ELA by 16.6 points
- *In math all students scores increased by 22.5 points
- *Low Income student scores increased 21.5 points in math
- *EL scores increased by 8.7 points in math
- *Native American students grew 35.6 points in ELA.
- *Native American students grew 52.1 points in Math.

The Lone Pine Unified School District has made several curriculum adoptions to correlate with the current Common Core Standards. Current adoptions include new English Language Arts (grades K-8) and new Math (grades K-8). The Board of Trustees adopted new English Language Arts curriculum for grades 9-12 on May 24, 2017. Adoptions in Science will occur during the 2017/18 school year.

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?

GREATEST NEEDS

Our English Learner progress indicator was red, indicating that CELDT results didn't show increases for all students. However, CAASPP results for 3rd-8th grade EL students showed increases in both Language Arts and Math. We will deepen implementation of our new ELA/ELD materials and continue professional development in the area of English language development. The suspension indicator is orange at 6.5%. Our district is focusing on PBIS at the higher grade levels in order to address suspension rate.

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?

There were no performance gaps.

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 Lone Pine Unified School District would like focus on the following two areas for our low-income students, English Learners, and foster youth:

- Parent Involvement: The LEA would like to find better, more efficient ways to reach out to the parents of our under-performing students to bridge the gap between home and school. Ideas to do so include more frequent parent meetings, better home to school communication and School to Home work plans to help parents better assist their struggling students.
- Integrated Instruction for our English Language Learners. The LEA plans to offer more Professional Development in Integrated Instruction to ensure that our English Learners are receiving optimal comprehensible instruction throughout the day. The district will improve services to EL students by providing standards-based instruction that includes an increased use of scaffolds for ELs; incorporation of ELD standards in instruction; and small-group ELD instruction as needed.

All unduplicated students will benefit from the adoption and implementation of new, standards-based ELA/ELD materials at the High School level; increased face-to-face communication with parents at the High School; implementation of a TK program; and the continued purchase and use of supplemental materials in reading, math, science, and writing. The District is also increasing teacher professional development (in all content areas) as outlined in the district plan for the use of Educator Effectiveness Funds.

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	\$6,473,230.00
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$397,367.75

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.

In the LPUSD budget there are operational costs and ongoing programs that are not included in the LCAP. These programs include a CIF athletics program, classified support salaries and benefits, transfers to other funds, costs of utilities and phones, Special Educations program services, routine maintenance, and business services contracts. The Lone Pine Unified School District is proud of its students and staff for their hard work, dedication and diligence to ensure student success.

\$5,217,255.00

Total Projected LCFF Revenues for LCAP Year

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

Increase and maintain grade level proficiency in the content areas and provide additional access to studies described in ED Code, Section 51210. A student is proficient when they perform at grade level based on state assessments, as well as quarterly/trimester grades.

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 type="checkbox"/>	7	<input checked="" type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Priority 1: Basic -

- a) Teachers in the LEA are appropriately assigned and fully credentialed.
- b) Every pupil in the school district has sufficient access to the standards-aligned instructional materials. Math for K-8 was adopted for the upcoming six years; the Houghton Mifflin and Eureka adoptions are Common Core related materials.
- c) School facilities will continue to be maintained and comfortable for a positive learning environment.

Priority 2: State Standards -

- a) All teachers will teach according to the new CCCSS and use instructional materials that enhance the understanding of the new standards.
- b) English Language Learners will be assessed and placed in small groups for direct ELL instruction based on their individual needs. Teachers incorporate ELL standards into their everyday schedules and lessons to foster the English language development process.

Priority 4: Pupil Achievement -

- a) Students will participate in all mandated assessments, as well as two formal writing assessments administered K-12. Assessments will be used to drive instruction.
- b) Once schools are provided with criteria for grading, and grading results, all staff will use this information to drive instruction.

ACTUAL

Priority 1: Basic -

- a) All teachers in the LEA were appropriately assigned and were fully credentialed, or the appropriate waivers were obtained.
- b) Every pupil in the LEA had sufficient access to the appropriate instructional materials.
- c) The district continued to spend necessary funds to maintain/repair necessary school facilities.

Priority 2: State Standards -

- a) All teachers K-8 used curriculum according to the new CCCSS. ELA materials at the high school will be purchased next school year.
- b) English Learners were appropriately assessed and placed in groups as needed. Teachers began to incorporate ELD standards into their everyday schedules and lessons to foster the English language development process.

Priority 4: Pupil Achievement -

- a) Students participated in the mandated assessments as well as the two formal writing assessments.
- b) Staff analyzed data to drive instruction throughout the school year.
- c) Students at the high school were provided the basic classes needed to enter a UC/CSU college.
- d) CELDT results were used to drive instruction for individual students both inside the classroom and in small group EL instruction.
- e) Some of the students showed improvement on the CELDT scores in grades 4-12.
- f) Some of the students taking the AP exams passed with a score of 3 or higher.

- c) Students at the high school level will be provided with the basic classes need to enter a UC/CSU college.
- d) EL student instruction will be driven by the annual CELDT results and individual needs.
- e) ELL students should improve one level on the CELDT test in grades 4-12.
- f) Students taking the advanced placement exam will score a 3 or higher.
- g) Students in high school (grades 9-11) will meet annually with the high school guidance counselor to set plans for college and/or trade school after graduation. Seniors will meet with guidance counselor once per quarter to monitor student progress in assessments and applications needed to enter college.

Priority 8: Pupil Outcomes -

- a) Collect Evidence as required by the district in regards to interim writing assessments K-12.
- a) Meet reading level targets for each grade level as determined by K-3 DRA reading assessments.

- g) All students grades 9-11 met with the high school guidance counselor at least once this school year. Seniors met with guidance counselor quarterly.

Priority 8: Pupil Outcomes -

- a) Evidence was collected and evaluated with each of the district writing assessments grades K-12.
- a) Most of the DRA reading targets were met for grades K-3.

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 EL Coordinator at both sites to work in small groups to support the needs of our ELL students.</p>	<p>ACTUAL EL Coordinator worked at both sites according to CELDT results and EL student needs.</p>
Expenditures	<p>BUDGETED EL Coordinator Salaries costs in Goal # 2 2000-2999: Classified Personnel Salaries Supplemental and Concentration 0 CELDT Training Costs in Goal #2 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 0 EL Coordinator p/r & benefits Costs in Goal # 2 3000-3999: Employee Benefits Supplemental and Concentration 0</p>	<p>ESTIMATED ACTUAL EL Coordinator Salaries costs in Goal # 2 2000-2999: Classified Personnel Salaries Supplemental and Concentration 0 CELDT Training Costs in Goal #2 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 0 EL Coordinator p/r & benefits Costs in Goal # 2 3000-3999: Employee Benefits Supplemental and Concentration 0</p>

Action 2

<p>Actions/Services</p>	<p>PLANNED Intervention teacher at the elementary level to address the needs of all under performing students. Three hours of small group instruction at Lo Inyo. Three periods of credit recovery and instructional support at the high school in small group instruction.</p>	<p>ACTUAL Intervention actions/services met at both school sites.</p>
<p>Expenditures</p>	<p>BUDGETED Intervention Teacher Salaries \$ 68,466.00 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 68,466.00 Intervention Teacher p/r & benefits 3000-3999: Employee Benefits Supplemental and Concentration 37,000.00</p>	<p>ESTIMATED ACTUAL Intervention Teacher Salaries 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 73,480.36 Intervention Teacher p/r & benefits 3000-3999: Employee Benefits Supplemental and Concentration 37,088.22</p>

Action **3**

<p>Actions/Services</p>	<p>PLANNED Implement Write from the Beginning Professional Development</p>	<p>ACTUAL Write from the Beginning training complete and program implemented at Lo Inyo (K-8). High School to be implemented next school year.</p>
<p>Expenditures</p>	<p>BUDGETED Staff Development \$10,000.00 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 10000.00</p>	<p>ESTIMATED ACTUAL Staff Development \$9447.23 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 9,447.23</p>

Action **4**

<p>Actions/Services</p>	<p>PLANNED Purchase supplemental instructional materials aligned to the CCCSS (Includes Critical Thinking for Life, Emprint/Morgan Printing)</p>	<p>ACTUAL Supplemental instructional materials were purchased and utilized in grades K-8.</p>
<p>Expenditures</p>	<p>BUDGETED Books & Supplies \$10,532.00 4000-4999: Books And Supplies Supplemental and Concentration 10,532.00</p>	<p>ESTIMATED ACTUAL Books & supplies 4000-4999: Books And Supplies Supplemental and Concentration 12,092.88</p>

Action **5**

<p>Actions/Services</p>	<p>PLANNED Re-model Lo Inyo Middle School science building.</p>	<p>ACTUAL Lo Inyo School science building completed. Building is being used as of February 2017.</p>
<p>Expenditures</p>	<p>BUDGETED Lo Inyo Science Building \$400,000 6000-6999: Capital Outlay Other 400,000.00</p>	<p>ESTIMATED ACTUAL 6000-6999: Capital Outlay Other 506,837.31</p>

Action **6**

Actions/Services	<p>PLANNED Purchase instructional materials for special education to foster the instruction and understanding of the Common Core standards.</p>	<p>ACTUAL Special Education instructional materials were purchased.</p>
Expenditures	<p>BUDGETED Spec Ed Supplies - \$1,500.00 4000-4999: Books And Supplies Supplemental 1,500.00</p>	<p>ESTIMATED ACTUAL Spec Ed \$1,500 5000-5999: Services And Other Operating Expenditures Supplemental 1,500.00</p>

Action **7**

Actions/Services	<p>PLANNED Purchase K-8 ELA textbook adoptions: Benchmark for K-5 and H&M Collection Series for 6-8.</p>	<p>ACTUAL K-8 ELA textbooks adoptions were purchased and utilized this 2016/17 school year.</p>
Expenditures	<p>BUDGETED Books & Supplies - \$ 4000-4999: Books And Supplies Supplemental and Concentration 48,000</p>	<p>ESTIMATED ACTUAL Books \$48,269.52 4000-4999: Books And Supplies Supplemental and Concentration 48,269.52</p>

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

Lone Pine Unified School District had two three primary functions in mind with this goal: obtain the proper/most appropriate curriculum to support the standards, provide extra instructional support to students in need, and enhance our facilities to ensure the ultimate environment for student learning. We set our action plans and moved forward. Purchasing materials came after some research and evaluation by staff. Implementing a new writing program came after extensive training of staff and continual staff development whereas staff reflected on their teaching practices, as well as student assessments.

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

The actions were effective as evidenced by:

- All students improved in English Language Arts by 24.6 points
- Low Income students scores increased in ELA by 26.2 points
- English Language Learners increased in ELA by 16.6 points
- In math all students scores increased by 22.5 points
- Low Income student scores increased 21.5 points in math
- EL scores increased by 8.7 points in math
- Native American students grew 35.6 points in ELA.
- Native American students grew 52.1 points in Math.

- All students showed growth on the rubric used to assess writing on the District-Wide writing assessment done twice per year

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no material differences between budgeted expenditures and 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.

The metrics for this goal have been revised to be more measurable. The District will be purchasing ELA materials for our high school students to use beginning in the Fall of 2017.

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

Low performing students (including Native Americans, ELL students, Special Education students, Foster student, and Socioeconomically Disadvantaged students, etc.) will show growth in content areas.

State and/or Local Priorities Addressed by this goal:

STATE	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input checked="" type="checkbox"/>	4	<input 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

Priority 4: Pupil Achievement -

- a) Students will participate in all mandated assessments, as well as two formal writing assessments administered K-12. Assessments will be used to drive instruction.
- b) Once schools are provided with criteria for grading, and grading results, all staff will use this information to drive instruction.
- c) Students at the high school level will be provided with the basic classes need to enter a UC/CSU college.
- d) EL student instruction will be driven by the annual CELDT results and individual needs.
- e) ELL students should improve one level on the CELDT test in grades 4-12.
- f) Students taking the advanced placement exam will score a 3 or higher.
- g) Students in high school (grades 9-11) will meet annually with the high school guidance counselor to set plans for college and/or trade school after graduation. Seniors will meet with guidance counselor once per quarter to monitor student progress in assessments and applications needed to enter college.

Priority 6: School Climate

- a) Pupil suspension rates will show a decline from the 2015-2016 school year.
- b) There were no students expelled during the 2015-2016 school year at Lo Inyo or Lone Pine High School.

ACTUAL

Priority 4: Pupil Achievement -

- a) Students participated in all mandated assessments, as well as both formal writing assessments K-12. Data was used to drive instruction.
- b) Staff reviewed data during staff and grade level meetings to decipher the greatest needs/areas to focus on.
- c) High School students were provided with the basic classes for entrance into UC/CSU colleges.
- d) CELDT scores were used to determine groups for small group EL instruction K-12.
- e) Some students improved grades 4-12 on the CELDT assessment.
- f) Some students scored 3 or higher on the AP exams that were taken.
- g) Students in grades 9-11 met with guidance counselor at least once this past school year; seniors met with the guidance counselor quarterly.

Priority 6: School Climate

- a) Pupil suspension percentage rates are down as compared to current Dashboard data.
- b) No students were expelled.
- c) Student and parental surveys reflected a positive culture within the school.

c) Student and parental surveys will continue to reflect a positive culture within the school and continue to show growth.

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 Offer Transitional kindergarten at the elementary school to address the needs of all learners.</p>	<p>ACTUAL Transitional Kindergarten was offered.</p>
Expenditures	<p>BUDGETED Tk portion of teacher salary \$ 49,125.00 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 49,125.00 Tk portion of teacher salary p/r & benefits 3000-3999: Employee Benefits Supplemental and Concentration 22,502.78</p>	<p>ESTIMATED ACTUAL TK portion of Teacher Salary 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 49,125.00 Tk portion of teacher salary p/r & benefits 3000-3999: Employee Benefits Supplemental and Concentration 22,502.78</p>
Action	2	
Actions/Services	<p>PLANNED Professional development for implementation of the CCCSS and SBAC - 2 days of professional development provided to all certificated staff. One day prior to the start of school and one day during the school year (as determined in the approved district calendar).</p>	<p>ACTUAL Two professional development days were achieved at both sites with many teachers attending a variety of other professional growth seminars.</p>
Expenditures	<p>BUDGETED 2 Professional Days all certificated staff 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 13,292.47 2 Professional Days all certificated staff 3000-3999: Employee Benefits Supplemental and Concentration 2,143.38</p>	<p>ESTIMATED ACTUAL 2 Professional Days all certificated staff 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 13,292.47 2 Professional Days all certificated staff 3000-3999: Employee Benefits Supplemental and Concentration 2,143.38</p>
Action	3	
Actions/Services	<p>PLANNED Implement English Language Learner Plan as approved by the LPUSD Board of Education. Plan includes two days of EL training for all K-8 staff, as provided by Inyo County.</p>	<p>ACTUAL The Board of Trustees adopted the English Language Learner Plan and both days of EL training for K-8 staff were fulfilled.</p>

Expenditures	BUDGETED Sub cost \$ 3,321.00 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 3,321.00 Sub cost p/r taxes 3000-3999: Employee Benefits Supplemental and Concentration 500.00	ESTIMATED ACTUAL Sub cost \$ 3,321.00 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 3,321.00 Sub cost p/r taxes 3000-3999: Employee Benefits Supplemental and Concentration 535.50
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Action **4**

Expenditures	BUDGETED Tech Software-Aeries \$10,000 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 10,000.00	ESTIMATED ACTUAL Tech software Aeries \$8,500.00 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 8,500.00
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Action **5**

Expenditures	BUDGETED Awards \$1,000 4000-4999: Books And Supplies Base 1,000.00	ESTIMATED ACTUAL Awards \$1,000 4000-4999: Books And Supplies Base 1,000
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Action **6**

Expenditures	BUDGETED EL Coordinator Salaries 2000-2999: Classified Personnel Salaries Supplemental and Concentration 31,390.00 EL Coordinator Salaries p/r taxes & benefits 3000-3999: Employee Benefits Supplemental and Concentration 30,066.73 CELDT Training 5000-5999: Services And Other Operating Expenditures 125.00	ESTIMATED ACTUAL EL Coordinator Salaries 2000-2999: Classified Personnel Salaries Supplemental and Concentration 31,390.43 EL Coordinator Salaries p/r taxes & benefits 3000-3999: Employee Benefits Supplemental and Concentration 30,066.73 CELDT Training 5000-5999: Services And Other Operating Expenditures 125.00
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Actions/Services

Expenditures

Actions/Services

Expenditures

Actions/Services

Expenditures

Action **7**

Expenditures	BUDGETED	ESTIMATED ACTUAL
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Action **8**

Expenditures	BUDGETED	ESTIMATED ACTUAL
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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 LEA fully implemented all the action steps for this goal.

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

Our student surveys showed that our positive and rewarding school climate has continued to grow. We've continued our weekly rewards and remained consistent to help foster this idea. Our action steps were not as effective as we had hoped in having all students grow one level on the CELDT test and having all students obtain a 3 or higher on the AP exams.

The actions were effective as evidenced by:

- All students improved in English Language Arts by 24.6 points
- Low Income students scores increased in ELA by 26.2 points
- English Language Learners increased in ELA by 16.6 points
- In math all students scores increased by 22.5 points
- Low Income student scores increased 21.5 points in math
- EL scores increased by 8.7 points in math
- Native American students grew 35.6 points in ELA.
- Native American students grew 52.1 points in Math.
- All students showed growth on the rubric used to assess writing on the District-Wide writing assessment done twice per year

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no material differences in budgeted expenditures and 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.

We changed the metrics to be more measurable.

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

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 meet state graduation requirements.

State and/or Local Priorities Addressed by this goal:

STATE	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input checked="" 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

Priority 5: Pupil Engagement

- a) Continue 100% attendance verification in all class periods during the 2016/17 school year.. All students will have a senior exit interview (2016-2017 100%, as was accomplished in 2015/16)
- b) High schools will hold parent and required SARB meetings for students with chronic absenteeism.
- c) Zero middle school dropouts.
- d) Maintain or decrease the percentage of high school dropout students.
- e) Maintain or increase the percentage of students meeting state and local graduation requirements.

Priority 7: Course Access

- a) Course schedules will show evidence of opportunities to access courses described in Section 51210.
- b) All programs and services are for unduplicated pupils.
- c) Students in need of intervention and/or additional services are provided with such on an as-needed basis. Seniors will meet with guidance counselor each quarter for a total of four meetings per year (minimum).

ACTUAL

Priority 5: Pupil Engagement

- a) We've continued to verify attendance 100% of the time in all class periods. All seniors completed the exit interview in 2016-17.
- b) The guidance counselor met with the parents of students who had chronic absenteeism. SARB meetings were held according to SARB guidelines in grades 1st-12th.
- c) There were zero middle school dropouts.
- d) We maintained the zero percent of high school dropouts.
- e) The percentage of students meeting the state and local graduation requirements declined as not all of our students were able to graduate and walk on time.

Priority 7: Course Access

- a) Students had a variety of electives to choose from as reflected in their transcripts.
- b) All programs and services remained focused on unduplicated pupils, and most all were beneficial for all students.
- c) Students in grades K-12 were given intervention services as needed. All seniors met with the guidance counselor at least 4 times this school year.

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 LPHS teachers will meet with parents at first quarter of those students who are struggling in classes. LPHS Guidance Counselor will meet with students to offer support for post high school education, as well as meet with students whom are credit deficient.</p>	<p>ACTUAL Most of our LPHS teachers met with parents at the first quarter for struggling students. Some parents were not able to attend the meetings. The LPHS guidance counselor met with all struggling students throughout the school year.</p>
Expenditures	<p>BUDGETED Included in teacher salaries in (Goal # 1 only Senior Part) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 60,124.01 Included in teacher salaries in (Goal # 1 only Senior Part) p/r taxes & benefits 3000-3999: Employee Benefits Supplemental and Concentration 24,457.70</p>	<p>ESTIMATED ACTUAL Included in teacher salaries in (Goal # 1 only Senior Part) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 60,124.01 Included in teacher salaries in (Goal # 1 only Senior Part) p/r taxes & benefits 3000-3999: Employee Benefits Supplemental and Concentration 24,457.70</p>
Action	2	
Actions/Services	<p>PLANNED Guidance counselor will meet with every student and parent each year. He/she will meet with every senior student each quarter.</p>	<p>ACTUAL Guidance counselor met with all students; seniors on a quarterly basis.</p>
Expenditures	<p>BUDGETED Portion of Guidance Counselor's salary \$ 19,099.00 in goal # 1 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 0</p>	<p>ESTIMATED ACTUAL Portion of Guidance Counselor's salary in goal #1 \$21,334.33 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 0</p>
Action	3	
Actions/Services	<p>PLANNED Purchase Naviance (a counseling curriculum) to foster and enhance college attendance and graduation.</p>	<p>ACTUAL Naviance was purchased this year but was not put in place this year due to the lack of training. This will be implemented next year.</p>
Expenditures	<p>BUDGETED \$ 9,000.00 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 9,000.00</p>	<p>ESTIMATED ACTUAL 9000.00 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 9,904.90</p>

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

The LEA implemented all actions as planned except not all parents of struggling students were able to attend meetings with their students' teachers.

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

Our actions were mostly completed as planned. However, we did not have every high school student meet the credit criteria to graduate, therefore, our goal of maintaining 100% graduation was not met.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no material differences between budgeted expenditures and 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.

The metrics for this goal have been revised to be more measurable.

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 4

Increase parent communication LEA wide, as well as community acknowledgement of our LEA and our student offerings.

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 type="checkbox"/>	7	<input type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Priority 3: Parental Involvement -
 a) Annual surveys will be sent home for parents to evaluate the school(s) in which their children attend. A minimum of one LCAP meeting will be held each year for parental input. Two board meetings will include LCAP as part of the agenda for community comment/input.
 b) Each of the schools will host/participate in after school activities that will be announced in advance for parents to attend with their student(s).
 c) 100% of the students will have a parent/guardian attend at least one conference per school year.

ACTUAL

Priority 3: Parental Involvement -
 a) Annual surveys were sent home for all parents in the district. Surveys were given and completed by all students in the district. An LCAP meeting was held at Lo Inyo on May 4, 2017. Two board meetings were held for additional parental, community and Board input on May 24, 2017 and June 21, 2017.
 b) Information for all student events was sent home in advance and in the form of two (or more) of the following: notices home with students, website notice, notice listed on school marquees, radio, monthly calendars at Lo Inyo, daily bulletins at the high school, and newspaper.
 c) 100% of the students had parent/guardian conferences at Lo Inyo. At least 90% of the students had parent/guardian conferences for students who were struggling throughout the school year.

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

ACTUAL

<p>Expenditures</p>	<p>Establish Parent & Community Committee (PAC) to meet and determine ways of better outreach to the community and local media.</p> <p>BUDGETED No cost to the district 5900: Communications 0.00</p>	<p>A Board Committee, called CPR (Committee for Public Relations), was established. This committee is working on positive ways to portray our school district and build better contact with the whole community.</p> <p>ESTIMATED ACTUAL No cost to the district 5900: Communications 0.00</p>
<p>Action 2</p>	<p>PLANNED Increase one parental survey per year to three surveys per school year with one being mailed home including a pre-paid envelope for proper return.</p> <p>BUDGETED Postage - 400.00 5900: Communications Supplemental and Concentration 400.00</p>	<p>ACTUAL Due to the positive feedback of the initial surveys, additional surveys were not sent home. However, a link was established on the district website for parents to give input via internet or print out and bring to the school sites. All parental surveys for the high school were mailed home as planned.</p> <p>ESTIMATED ACTUAL Postage 5900: Communications Supplemental and Concentration 400.00</p>
<p>Action 3</p>	<p>PLANNED Guidance Counselor and teachers to meet with the parents of struggling students at the first quarter of every semester (8-12). All K-5 teachers will meet with 100% of the parents during the set parent-teacher conference days.</p> <p>BUDGETED Already included in teachers salaries in goal #3 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 0</p>	<p>ACTUAL Guidance Counselor and teachers met with the parents (either via telephone or in-person conference) of struggling students at the first quarter of every semester (8-12). All K-5 teachers met with 100% of the parents of struggling students during the set parent-teacher conference days.</p> <p>ESTIMATED ACTUAL Already included in teachers salaries in goal #3 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 0.00</p>

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

All action steps were implemented as planned except that, because parent feedback on the initial surveys was so positive we did not sent out additional surveys.

More/better communication was established this school year at both sites. Communication differed from being EVERY child's parent to meeting with parents of our struggling students (K-12).

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

Parent responses were more positive at the high school level in the area of parent/teacher communication. More parents felt that they were aware of their child's academics; therefore, there was less of a concern.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no material differences in budgeted expenditures and 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.

The metrics for this goal have been updated to be more measurable. As a result of stakeholder input, we added more frequent meetings between staff and parents of struggling students to improve home-to-school communication.

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?

Lone Pine Unified School District (LPUSD) has regularly involved stakeholders in our continuous improvement cycle. For the past few years, LPUSD has surveyed students, parents, and staff. The results of these surveys have been studied and are included in our LCAP plan accordingly. LPUSD also holds at least two parent input meetings each year in regards to the LCAP.

With the onset of the Local Control Funding Formula, LPUSD has adapted its planning process so that it is ongoing throughout the school year. LPUSD currently holds meetings in which the attendees invited encompass all stakeholder groups including representatives from our English Language Learners, low income students, Classified employees, Certificated employees, Administration, and community members. All stakeholders have a chance to give input to LPUSD's Local Control Accountability Plan throughout the school year.

Parents, Students and Community - Two LCAP meetings were held for parent/community input (5/4/17 & 5/24/17). Parent and student surveys were distributed in April of 2017. Parent and Community surveys were available on the district website through May 31, 2017.

District Staff - Two meetings were held for staff input on 5/8/17 and 5/10/17. Staff surveys were given at the staff meetings and staff surveys were available in the school offices through May 31, 2017.

English Language Advisory Committees - A total number of meetings were held as detailed below:

- November 9, 2016
- February 8, 2017
- March 21, 2017
- May 4, 2017

The School Board - As an integral part of the district governance team providing local accountability, the School Board has been involved in the LCAP development and approval process as detailed below:

- Community Input Meeting held during a regular monthly board meeting on 5/24/17.
- A Public Hearing on the LCAP was held on 6/13/17.
- The School Board adopted the LCAP on 6/21/17.

Survey Results by Constituency Group:

- Parents responding - 205
- Students responding - 280
- Teachers responding - 16

IMPACT ON LCAP AND ANNUAL UPDATE

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

We aligned our key strategies with the state's 8 priority areas. This alignment gives our 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 final version of the LCAP document for submission to the County Office of Education.

The Recommendations that actually resulted in modifications, additions, or deletions include the following:

- Increase communication between parents and high school teaching staff. Incorporated into goal 4.
- Increase professional learning that supports literacy strategies for English Learners. Incorporated into goal 2.
- Add additional LCAP goal to address behavior and behavior support system(s). Build on goal 5.
- Provide support for staff in positive behavior strategies (PBIS). Incorporated into goal 5.

Specific Actions and Services added as a result of this stakeholder engagement process include:

- Teachers at the high school will meet with parents of struggling students at every quarter (either via phone conference or in person). Goal 4.
- Teachers will have additional/continued training in Integrated EL instruction at both sites. Goal 2.
- The Positive Behavior Intervention Support strategy will be implemented at both sites in the district. Goal 5.
- Student Monitors will be put in place to support the PBIS program and student awareness. Goal 5.

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

Increase and maintain grade level proficiency in the content areas and provide access to studies described in ED Code, Section 51210.

[State and/or Local Priorities Addressed by this goal:](#)

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

[Identified Need](#)

Although all student groups made progress, as evidenced by their CAASPP scores, all student groups (and students overall) fall into the 'yellow' category on the dashboard.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1A. Teachers appropriately assigned and fully credentialed. Measured by - % of Teacher mis-assignments.	1A. 0%	1A. 0%	1A. 0%	1A. 0%
1B. Access to instructional materials. Measured by - % of students that have text access K-12 per the William compliance.	1B. 100%	1B. 100%	1B. 100%	1B. 100%
1C. Facilities are maintained.	1C. 100%	1C. 100%	1C. 100%	1C. 100%

Measured by % of schools rated good or exemplary on FIT (facilities).				
2A. Implementation of SBE-adopted Standards. Measured by % of teachers reporting full implementation of standards-based instructional materials as reported by surveys and discussions.	2A. 70%	2A. 80%	2A. 100%	2A. 100%
2B. How programs/services enable English Learners to access the CA Standards and ELD Standards. Measured by - % of teachers reporting that students are well-supported to access the California and ELD standards as measured by survey and individual conversation.	2B. 60%	2B. 70%	2B. 80%	2B. 90%
4A. Statewide assessments Measured by - % of students showing growth in ELA and Math as evidenced by CAASPP results	4A. Baseline data not available	4A. 30%	4A. 40%	4A. 50%
4F. Percentage of pupils who pass an AP exam (3+) Measured by - % students who receive a passing grade in an online college course	4F. Baseline data not available	4F. 100%	4F. 100%	4F. 100%
4G. Percentage of pupils who participate in & demonstrate college preparedness on assessment (SBAC).	4G. ELA: 9.5 points below Math: 79.7 points below	4G. ELA: 6.0 points below Math: 60 points below	4G. ELA: 3.0 points below Math: 40 points below	4G. ELA: Level 3 or above Math: 20 points below

Measured by - SBAC results for 11th grade students, points above or below level 3.				
<p>8. Pupil Outcomes</p> <p>Measured by:</p> <ul style="list-style-type: none"> % of students scoring 4 or above on District Writing Assessment rubric. % of students at grade level as determined by the K-3 DRA (reading) guidelines. 	8. Data available in July	8. Will complete when baseline data is available	8. Will complete when baseline data is available	8. Will complete when baseline data is available

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: Lo Inyo 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

Offer Transitional kindergarten at the elementary school to address the needs of all learners at the TK level.

2018-19

New Modified Unchanged

Offer Transitional kindergarten at the elementary school to address the needs of all learners at the TK level.

2019-20

New Modified Unchanged

Offer Transitional kindergarten at the elementary school to address the needs of all learners at the TK level.

BUDGETED EXPENDITURES

2017-18

Amount	50,023.64
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries TK portion of teacher's salary
Amount	23,133.54
Source	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits TK portion of teacher's salary p/r taxes & benefits

2018-19

Amount	50,023.64
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries TK portion of teacher's salary
Amount	24,058.97
Source	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits TK portion of teacher's salary p/r taxes & benefits

2019-20

Amount	50,023.64
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries TK portion of teacher's salary
Amount	24,984.44
Source	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits TK portion of teacher's salary p/r taxes & benefits

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 checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> 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	<input type="checkbox"/> OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Fund an intervention teacher at the elementary level to provide three hours of small group instruction per day to address the needs of under-performing students.

Provide one period per day of credit recovery with instructional support in small group instruction for high school students.

2018-19

New Modified Unchanged

Fund an intervention teacher at the elementary level to provide three hours of small group instruction per day to address the needs of under-performing students.

Provide one period per day of credit recovery with instructional support in small group instruction for high school students..

2019-20

New Modified Unchanged

Fund an intervention teacher at the elementary level to provide three hours of small group instruction per day to address the needs of under-performing students.

Provide one period per day of credit recovery with instructional support in small group instruction for high school students..

BUDGETED EXPENDITURES

2017-18

Amount	81,172.19
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Intervention Teacher Salaries
Amount	40,268.85
Source	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits Intervention Teacher Salaries P/r Taxes & Benefits

2018-19

Amount	78,362.89
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Intervention Teacher Salaries
Amount	39,468.51
Source	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits Intervention Teacher Salaries P/r Taxes & Benefits

2019-20

Amount	77,983.33
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Intervention Teacher Salaries
Amount	40,209.73
Source	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits Intervention Teacher Salaries P/r Taxes & 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

Continue Implementation/training in Write from the Beginning Professional Development grades K-12.

2018-19

- New Modified Unchanged

Continue use of Write from the Beginning in all K-12 core classes.

2019-20

- New Modified Unchanged

Continue use of Write from the Beginning in all K-12 core classes.

BUDGETED EXPENDITURES

2017-18

Amount	10,000.00
Source	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Staff Development \$10,000.00

2018-19

Amount	10,000.00
Source	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Staff Development \$10,000.00

2019-20

Amount	10,000.00
Source	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Staff Development \$10,000.00

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: Lo Inyo 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

Purchase supplemental instructional materials aligned to state standards

2018-19

New Modified Unchanged

Purchase supplemental instructional materials aligned to state standards

2019-20

New Modified Unchanged

Purchase supplemental instructional materials aligned to state standards

BUDGETED EXPENDITURES

2017-18

Amount	11,532.00
Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Books & Supplies

2018-19

Amount	12,500.00
Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Books & Supplies

2019-20

Amount	13,000.00
Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Books & 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)] special education

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

Purchase instructional materials for Special Education students and/or students receiving intervention support as needed.

2018-19

New Modified Unchanged

Purchase instructional materials for Special Education students and/or students receiving intervention support as needed.

2019-20

New Modified Unchanged

Purchase instructional materials for Special Education students and/or students receiving intervention support as needed.

BUDGETED EXPENDITURES

2017-18

Amount 2,000.00
 Source Supplemental and Concentration
 Budget Reference 4000-4999: Books And Supplies
 Spec Ed Supplies

2018-19

Amount 2,500.00
 Source Supplemental and Concentration
 Budget Reference 4000-4999: Books And Supplies
 Spec Ed Supplies

2019-20

Amount 2,500.00
 Source Supplemental and Concentration
 Budget Reference 4000-4999: Books And Supplies
 Spec Ed Supplies

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: High School 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

Begin implementation of newly adopted English Language Arts curriculum at the high school.

2018-19

New
 Modified
 Unchanged

Fully implement new English Language Arts curriculum at the high school

2019-20

New
 Modified
 Unchanged

Maintain implementation of HS ELA curriculum.

BUDGETED EXPENDITURES

2017-18

Amount	27,000.00
Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies English Language Arts curriculum at the high school

2018-19

Amount	4,000.00
Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies English Language Arts curriculum at the high school

2019-20

Amount	4,000.00
Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies English Language Arts curriculum at the high school

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

Low performing students (including Native Americans, ELL students, Special Education students, Foster student, and Socioeconomically Disadvantaged students, etc.) will show growth in content areas.

State and/or Local Priorities Addressed by this goal:

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

Identified Need

- The English Learner progress indicator on the dashboard shows a status of 'very low'.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
4A. Statewide Assessments As measured by distance from level 3 on the Dashboard. EL = English Learners SED = Socioeconomically Disadvantaged SWD = Students with Disabilities NA = Native American	4A. Language arts: EL: 56.4 points below SED: 38.8 points below, SWD: 90.8 points below, NA: 10.6 points below Math: EL: 77.9 points below, SED: 53.4 points below SWD: 98.7 points below NA: 3.6 points below	4A. Language arts: EL: 40 points below SED: 25 points below SWD: 75 points below NA: level 3 or above Math: EL: 60 points below, SED: 40 points below SWD: 85 points below NA: level 3 or above	4A. Language arts: EL: 25 points below SED: 15 points below SWD: 60 points below NA: level 3 or above Math: EL: 45 points below, SED: 25 points below SWD: 70 points below NA: level 3 or above	4A. Language arts: EL: 10 points below, SED: level 3 or above SWD: 45 points below NA: level 3 or above Math: EL: 30 points below SED: 10 points below SWD: 55 points below NA: level 3 or above
4B. API N/A - API is no longer reported	4B. CAASPP does not report API	4B. CAASPP does not report API	4B. CAASPP does not report API	4B. CAASPP does not report API
4D. EL Progress (CELDT)	4D. 56.8%	4D. 60%	4D.65%	4D. ELPAC Baseline

Measured by - % of students advancing one level on the CELDT ELPAC				
4E. EL reclassification rate As measured by % of pupils reclassified annually	4E. 9%	4E. 10%	4E. 11%	4E. 12%

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 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

The EL Coordinator will work with ELL students at both sites in small groups to support their needs as indicated by the annual CELDT.

The EL Coordinator will work with ELL students at both sites in small groups to support their needs as indicated by the annual CELDT.

The EL Coordinator will work with ELL students at both sites in small groups to support their needs as indicated by the annual CELDT.

BUDGETED EXPENDITURES

2017-18

Amount	27,142.62
Source	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries EI Coordinator - Salary
Amount	26,520.00
Source	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits EI Coordinator - Salary p/r taxes & benefits
Amount	125.00
Source	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures EI Coordinator Training

2018-19

Amount	27,901.15
Source	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries EI Coordinator-- Salary
Amount	27,573.94
Source	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits EI Coordinator - Salary p/r taxes & benefits
Amount	125.00
Source	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures EI Coordinator Training

2019-20

Amount	27,901.15
Source	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries EI Coordinator--Salary
Amount	28,382.12
Source	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits EI Coordinator - Salary p/r taxes & benefits
Amount	125.00
Source	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures EI Coordinator Training

Action **8**

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

<u>Students to be Served</u>	<input 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 type="checkbox"/> Specific Schools:	<input type="checkbox"/> 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 checked="" type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
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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

Continue Professional Development with teaching staff in the area of integrated ELD instruction. This will be done through at least 2 training sessions led by ICSOS and on-going in staff meetings.

2018-19

New Modified Unchanged

Continue Professional Development with teaching staff in the area of integrated ELD instruction. This will be done through at least 2 training sessions led by ICSOS and on-going in staff meetings.

2019-20

New Modified Unchanged

Continue Professional Development with teaching staff in the area of integrated ELD instruction. This will be done through at least 2 training sessions led by ICSOS and on-going in staff meetings.

BUDGETED EXPENDITURES

2017-18

Amount	3,321.00
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Sub cost \$ 3,321.00
Amount	569.28
Source	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits Sub cost p/r taxes

2018-19

Amount	3,321.00
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Sub cost \$ 3,321.00
Amount	630.72
Source	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits Sub cost p/r taxes

2019-20

Amount	3,321.00
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Sub cost \$ 3,321.00
Amount	692.16
Source	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits Sub cost p/r taxes

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

Monitor progress using benchmark assessments through a combination of District Data Monitoring and individual site assessments.

2018-19

New Modified Unchanged

Monitor progress using benchmark assessments through a combination of District Data Monitoring and individual site assessments.

2019-20

New Modified Unchanged

Monitor progress using benchmark assessments through a combination of District Data Monitoring and individual site assessments.

BUDGETED EXPENDITURES

2017-18

Amount	10,000.00
Source	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Tech Software-Aeries

2018-19

Amount	11,000.00
Source	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Tech Software-Aeries

2019-20

Amount	12,000.00
Source	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Tech Software-Aeries

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)] English Learners

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

The district will administer CELDT (ELPAC) test once per year.

2018-19

New Modified Unchanged

The district will administer CELDT (ELPAC) test once per year.

2019-20

New Modified Unchanged

The district will administer CELDT (ELPAC) test once per year.

[BUDGETED EXPENDITURES](#)

2017-18

Amount: 0.00

Source: Title III

Budget Reference: 2000-2999: Classified Personnel Salaries
Cost already included in goal #1

2018-19

Amount: 0.00

Source: Title III

Budget Reference: 2000-2999: Classified Personnel Salaries
Cost already included in goal #1

2019-20

Amount: 0.00

Source: Title III

Budget Reference: 2000-2999: Classified Personnel Salaries
Cost already included in goal #1

Action **11**

OR

[ACTIONS/SERVICES](#)

[BUDGETED EXPENDITURES](#)

Amount:

Amount:

Amount:

Action **12**

OR

[ACTIONS/SERVICES](#)

[BUDGETED EXPENDITURES](#)

Amount:

Amount:

Amount:

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

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 meet state graduation requirements.

State and/or Local Priorities Addressed by this goal:

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

Identified Need

- 11th grade CAASPP results showing only 53% met or exceeded in ELA and 24% met standards in Math
- Students have not been as successful as we had hoped in AP courses

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
4C. A-G Completion As measured by % of students who complete A-G requirements or a career pathway	4C. 80%	4C. 85%	4C. 90%	4C. 100%
4F. Percentage of pupils who pass an AP exam (3+) Measured by - % students who receive a passing grade in an online college course	4F. Baseline data not available	4F. 100%	4F. 100%	4F. 100%
4G. Percentage of pupils who participate in & demonstrate college preparedness on assessment (SBAC)	4G. ELA: 53% Math: 24%	4G. ELA: 60% Math: 35%	4G. ELA: 65% Math: 50%	4G. ELA: 75% Math: 60%

Measured by - % of 11th graders meeting or exceeding standards in math and ELA on the Smarter Balanced Assessment (SBAC)				
5C. Middle School Dropout Rate As measured by % of Middle School dropouts.	5C. 0%	5C. 0%	5C. 0%	5C. 0%
5D. High School Dropout Rate As measured by % of High School dropouts.	5D. 0%	5D. 0%	5D. 0%	5D. 0%
5E. High School Graduation Rate As measured by graduation rate.	5E. 91.9%	5E. 95% or greater	5E. 95% or greater	5E. 95% or greater
7A/7B/7C. A broad course of study Reports generated in the Aeries system reflect that a broad course of study is provided to all students including unduplicated pupils and students with special needs	7A/7B/7C 100%	7A/7B/7C 100%	7A/7B/7C 100%	7A/7B/7C 100%

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: High School 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

At the end of first quarter, LPHS teachers will meet with parents of those students who are struggling in classes. LPHS Guidance Counselor will meet with students to offer support for post high school education, as well as meet with students who are credit deficient.

2018-19

- New Modified Unchanged

At the end of first quarter, LPHS teachers will meet with parents of those students who are struggling in classes. LPHS Guidance Counselor will meet with students to offer support for post high school education, as well as meet with students who are credit deficient.

2019-20

- New Modified Unchanged

At the end of first quarter, LPHS teachers will meet with parents of those students who are struggling in classes. LPHS Guidance Counselor will meet with students to offer support for post high school education, as well as meet with students who are credit deficient.

BUDGETED EXPENDITURES

2017-18

Amount	56,746.26
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Part Salary included in goal #1(Senior part)
Amount	23,813.37
Source	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits Part Salary included in goal #1 p/r taxes & benefits

2018-19

Amount	63,870.75
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Part Salary included in goal #1 (Senior Part)
Amount	27,984.74
Source	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits Part Salary included in goal #1 p/r taxes & benefits

2019-20

Amount	66,931.24
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Part Salary included in goal #1 (Senior Part)
Amount	30,324.19
Source	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits Part Salary included in goal #1 p/r taxes & benefits

Action **2**

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Guidance counselor will meet with every student and parent each year to ensure that all students are on track to graduate. He/she will meet with every senior student each quarter.

2018-19

New Modified Unchanged

Guidance counselor will meet with every student and parent each year to ensure that all students are on track to graduate. He/she will meet with every senior student each quarter.

2019-20

New Modified Unchanged

Guidance counselor will meet with every student and parent each year to ensure that all students are on track to graduate. He/she will meet with every senior student each quarter.

BUDGETED EXPENDITURES

2017-18

Amount	0
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Portion of Guidance Counselor's salary

2018-19

Amount	0
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Portion of Guidance Counselor's salary

2019-20

Amount	0
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Portion of Guidance Counselor's salary

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: Lone Pine High School 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

Use Naviance (a counseling curriculum) to foster and enhance college attendance and graduation.

2018-19

New Modified Unchanged

Use Naviance (a counseling curriculum) to foster and enhance college attendance and graduation.

2019-20

New Modified Unchanged

Use Naviance (a counseling curriculum) to foster and enhance college attendance and graduation.

BUDGETED EXPENDITURES

2017-18

Amount	1,000.00
Source	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures On Going Training

2018-19

Amount	1,500.00
Source	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures On Going Training

2019-20

Amount	2,000.00
Source	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures On Going Training

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 4

Increase parent communication LEA-wide, as well as community acknowledgement of our LEA and our student offerings.

State and/or Local Priorities Addressed by this goal:

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

Identified Need

Parent surveys reflected a greater need for communication between teachers and parents.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
3A/3B. Efforts by district to seek parent input in decision making. As measured by school to home fliers, postings, etc.	3A/3B. Annual surveys will be sent home for parents to evaluate the school(s) in which their children attend. A minimum of one LCAP meeting will be held each year for parental input. Two board meetings will include LCAP as part of the agenda for community input.	3A/3B. Annual surveys will be sent home for parents to evaluate the school(s) in which their children attend. A minimum of one LCAP meeting will be held each year for parental input. Two board meetings will include LCAP as part of the agenda for community input.	3A/3B. Annual surveys will be sent home for parents to evaluate the school(s) in which their children attend. A minimum of one LCAP meeting will be held each year for parental input. Two board meetings will include LCAP as part of the agenda for community input.	3A3B/. Annual surveys will be sent home for parents to evaluate the school(s) in which their children attend. A minimum of one LCAP meeting will be held each year for parental input. Two board meetings will include LCAP as part of the agenda for community input.
3C. How the district will promote parental participation in programs for individuals with exceptional needs. As measured by the % of special needs students who have a parent/guardian attending at least one	3C. 100%	3C. 100%	3C. 100%	3C. 100%

conference per school year to address student needs

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:

<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 checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> 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

New Modified Unchanged

Establish Community for Public Relations Committee (CPR) to meet and determine ways of better outreach to the community and local media.

2018-19

New Modified Unchanged

Continue the work of the CPR.

2019-20

New Modified Unchanged

Continue the work of the CPR.

BUDGETED EXPENDITURES

2017-18

Amount 100.00

2018-19

Amount 150.00

2019-20

Amount 150.00

Source	Supplemental and Concentration
Budget Reference	5900: Communications Postage & copies

Source	Supplemental and Concentration
Budget Reference	5900: Communications Postage& Copies

Source	Supplemental and Concentration
Budget Reference	5700-5799: Transfers Of Direct Costs Postage & Copies

Action **2**

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

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

[ACTIONS/SERVICES](#)

2017-18

New Modified Unchanged

Adjust parent surveys (content and number) per suggestions of CPR and stakeholders.

2018-19

New Modified Unchanged

Maintain

2019-20

New Modified Unchanged

Maintain

[BUDGETED EXPENDITURES](#)

2017-18

Amount	400.00
Source	Supplemental and Concentration
Budget Reference	5900: Communications

2018-19

Amount	400.00
Source	Supplemental and Concentration
Budget Reference	5900: Communications

2019-20

Amount	400.00
Source	Supplemental and Concentration
Budget Reference	5900: Communications

Postage & Copies - 400.00

Postage & Copies - 400.00

Postage & Copies - 400.00

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

Guidance Counselor and teachers to meet with the parents of struggling students at the first quarter of every semester (8-12). All K-5 teachers will meet with 100% of the parents during the set parent-teacher conference days.

2018-19

New Modified Unchanged

Guidance Counselor and teachers to meet with the parents of struggling students at the first quarter of every semester (8-12). All K-5 teachers will meet with 100% of the parents during the set parent-teacher conference days.

2019-20

New Modified Unchanged

Guidance Counselor and teachers to meet with the parents of struggling students at the first quarter of every semester (8-12). All K-5 teachers will meet with 100% of the parents during the set parent-teacher conference days.

[BUDGETED EXPENDITURES](#)

2017-18

Amount 0

Source Supplemental and Concentration

2018-19

Amount 0

Source Supplemental and Concentration

2019-20

Amount

Source Supplemental and Concentration

Budget Reference
1000-1999: Certificated Personnel Salaries
Included in Goal 3

Budget Reference
1000-1999: Certificated Personnel Salaries
Included in Goal 3

Budget Reference
1000-1999: Certificated Personnel Salaries
Included in Goal 3

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 5

Fully implement current district behavior program (PBIS - Positive Behavior Interventions & Support)

[State and/or Local Priorities Addressed by this goal:](#)

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

[Identified Need](#)

Student surveys indicate a need to increase positive interactions among students. An evaluation of our current district behavior program indicates a need to enhance the program with additional activities/structures.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
6C. Other local measures % of students and parents who take the survey and report a positive school climate.	6C. 80%	6C. 85%	6C. 90%	6C. 95%
6A. Pupil Suspension Rate As measured by dashboard suspension rate	6A. 6.5%	6A. 5%	6A. 4%	6A. 3%
6B. Pupil Expulsion Rate As measured by completed expulsion hearings	6B. 0%	6B. 0%	6B. 0%	6B. 0%
5A. School Attendance	5A. 96%	5A. 97%	5A. 98%	5A. 99%

As measured by daily attendance.				
5B. Chronic Absenteeism As measured by the % of students sent to SARB (Student Attendance Reporting). Each student will be counted only once in a year.	5B. 8%	5B. 6%	5B. 4%	5B. 2%

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: Lo Inyo 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 student-driven behavior monitoring system will be put in place at the elementary school to encourage positive behavior on the playground.

The student-driven behavior monitoring system will continue; small changes will occur accordingly.

The student-driven behavior monitoring system will continue; small changes will occur accordingly.

BUDGETED EXPENDITURES

2017-18

Amount 1,000.00

Source Supplemental and Concentration

Budget Reference 4000-4999: Books And Supplies Behavior System supplies

2018-19

Amount 1,000.00

Source Supplemental and Concentration

Budget Reference 4000-4999: Books And Supplies Behavior System supplies

2019-20

Amount 1,000.00

Source Supplemental and Concentration

Budget Reference 4000-4999: Books And Supplies Behavior System supplies

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: High School 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

Two assemblies will be held each year at the high school to recognize outstanding academics and citizenship.

Two assemblies will be held each year at the high school to recognize outstanding academics and citizenship.

Two assemblies will be held each year at the high school to recognize outstanding academics and citizenship.

BUDGETED EXPENDITURES

2017-18

Amount 1,000.00
 Source Supplemental and Concentration
 Budget Reference 4000-4999: Books And Supplies Supplies

2018-19

Amount 1,000.00
 Source Supplemental and Concentration
 Budget Reference 4000-4999: Books And Supplies Supplies

2019-20

Amount 1,000.00
 Source Supplemental and Concentration
 Budget Reference 4000-4999: Books And Supplies Supplies

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: High School 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

Programs will be offered (and may be required) through Inyo County Probation to reach troubled youth.

Programs will be offered (and may be required) through Inyo County Probation to reach troubled youth.

Programs will be offered (and may be required) through Inyo County Probation to reach troubled youth.

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount	500.00
Source	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Services

Amount	500.00
Source	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Services

Amount	500.00
Source	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Services

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year 2017–18 2018–19 2019–20

Estimated Supplemental and Concentration Grant Funds: \$425,745.00

Percentage to Increase or Improve Services: 16.92%

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

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

The district will continue to support low income, EL and foster youth students through the actions identified in this plan, which are principally designed to increase of improve services for unduplicated pupils.

The district will increase or improve services to EL students by providing standards-based instruction that includes an increased use of scaffolds for ELs; incorporation of ELD standards in instruction; small-group ELD instruction as needed; and continued Professional Development in Integrated ELD instruction. All unduplicated students will benefit from the adoption and implementation of new, standards-based ELA/ELD materials at the High School level; increased face-to-face communication with parents at the High School; implementation of a TK program; and the continued purchase and use of supplemental materials in reading, math, science, and writing. The District is also increasing teacher professional development (in all content areas) as outlined in the district plan for the use of Educator Effectiveness Funds.

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	832,946.07	945,604.42	397,367.75	387,871.31	397,428.00	1,182,667.06
	125.00	125.00	0.00	0.00	0.00	0.00
Base	1,000.00	1,000.00	0.00	0.00	0.00	0.00
Other	400,000.00	506,837.31	0.00	0.00	0.00	0.00
Supplemental	1,500.00	1,500.00	0.00	0.00	0.00	0.00
Supplemental and Concentration	430,321.07	436,142.11	397,367.75	387,871.31	397,428.00	1,182,667.06
Title III	0.00	0.00	0.00	0.00	0.00	0.00

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

Total Expenditures by Object Type						
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	832,946.07	945,604.42	397,367.75	387,871.31	397,428.00	1,182,667.06
1000-1999: Certificated Personnel Salaries	194,328.48	199,342.84	191,263.09	195,578.28	198,259.21	585,100.58
2000-2999: Classified Personnel Salaries	31,390.00	31,390.43	27,142.62	27,901.15	27,901.15	82,944.92
3000-3999: Employee Benefits	116,670.59	116,794.31	114,305.04	119,716.88	124,592.64	358,614.56
4000-4999: Books And Supplies	61,032.00	61,362.40	42,532.00	21,000.00	21,500.00	85,032.00
5000-5999: Services And Other Operating Expenditures	29,125.00	29,477.13	21,625.00	23,125.00	24,625.00	69,375.00
5700-5799: Transfers Of Direct Costs	0.00	0.00	0.00	0.00	150.00	150.00
5900: Communications	400.00	400.00	500.00	550.00	400.00	1,450.00
6000-6999: Capital Outlay	400,000.00	506,837.31	0.00	0.00	0.00	0.00

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

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	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	832,946.07	945,604.42	397,367.75	387,871.31	397,428.00	1,182,667.06
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	194,328.48	199,342.84	191,263.09	195,578.28	198,259.21	585,100.58
2000-2999: Classified Personnel Salaries	Supplemental and Concentration	31,390.00	31,390.43	27,142.62	27,901.15	27,901.15	82,944.92
2000-2999: Classified Personnel Salaries	Title III	0.00	0.00	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits	Supplemental and Concentration	116,670.59	116,794.31	114,305.04	119,716.88	124,592.64	358,614.56
4000-4999: Books And Supplies	Base	1,000.00	1,000.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Supplemental	1,500.00	0.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Supplemental and Concentration	58,532.00	60,362.40	42,532.00	21,000.00	21,500.00	85,032.00
5000-5999: Services And Other Operating Expenditures		125.00	125.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Supplemental	0.00	1,500.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration	29,000.00	27,852.13	21,625.00	23,125.00	24,625.00	69,375.00
5700-5799: Transfers Of Direct Costs	Supplemental and Concentration	0.00	0.00	0.00	0.00	150.00	150.00
5900: Communications		0.00	0.00	0.00	0.00	0.00	0.00
5900: Communications	Supplemental and Concentration	400.00	400.00	500.00	550.00	400.00	1,450.00
6000-6999: Capital Outlay	Other	400,000.00	506,837.31	0.00	0.00	0.00	0.00

* 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	245,130.22	220,914.01	222,701.14	688,745.37
Goal 2	67,677.90	70,551.81	72,421.43	210,651.14
Goal 3	81,559.63	93,355.49	99,255.43	274,170.55
Goal 4	500.00	550.00	550.00	1,600.00
Goal 5	2,500.00	2,500.00	2,500.00	7,500.00

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