

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	Owens Valley Unified School District		
Contact Name and Title	Daniel Moore Superintendent	Email and Phone	dmoore@ovusd.org 760-878-2405

2017-20 Plan Summary

THE STORY

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

Owens Valley Unified School District is located in the town of Independence, California and covers approximately 792 square miles of Inyo County. Independence is the county seat of Inyo County, a vast and rural county with an average of 1.8 persons per square mile. Independence is located in the Owens Valley below the majestic Sierra Nevada to the west and the Inyo Mountains to the East. It is connected to Southern California, to the south, and to Bishop, Mammoth Lakes, and Reno to the north by U.S. Highway 395. The economic base of the community is formed by the Los Angeles Department of Water and Power, Inyo County Administrative and Criminal Justice offices, California Department of Fish and Game, California Highway Department, National Park Service, Ranches and small business formed to provide services to residents and tourists. The average incomes of Independence families tend to be modest. The community of Independence has experienced a decline of young families and school age children over the past three decades. Much of the housing in the community is being purchased by retired individuals and individuals wanting a weekend home away from the Los Angeles area. This has caused a decline in the affordable housing available to young families. Post-secondary opportunities for students are limited in the area, and Owens Valley High School is committed to preparing students for opportunities both local and outside the area. Despite the challenges of the past, Owens Valley Unified School District has seen an increase in student population in the past three years by 66% due to its innovative educational philosophy and student engagement.

LCAP HIGHLIGHTS

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

This year's LCAP goals focus on student achievement, college and career readiness, and parent and community engagement. The district will focus on all goals but specific energy will be placed on parent engagement and participation in all K-12 grades.

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.

GREATEST PROGRESS

The LEA is most proud of our increase in attendance and plan on maintaining and building upon that success by continuing to offer quality instructional and engaging programs to all students. Due to the size of the district, all intervention and support programs are district wide, however, we have seen an increase in enrollment by the Hispanic population and success with our second language learners as reflected in CELDT scores, benchmark testing and engagement and satisfaction from families as seen in the parent and student surveys.

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

It is important to note that, due to our low enrollment numbers, the Dashboard Suspension data does not accurately reflect the district’s discipline performance. The Dashboard shows our suspension rate is an orange performance indicator for all students (High and increased 1.3%); red performance indicator for white students (Very High and increased significantly by 3.9%) and SED groups (Very High and increased significantly 5.8%). The district’s suspension rate has decreased since the Dashboard was published and we will continue to monitor progress. The district has seen a disconnect in classroom assessment versus state wide assessment and there will be a larger focus on student achievement.

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

The district had 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 District estimates that the level of unduplicated students for the LCAP year 2017-18 will be roughly the same as in the previous year which is 52%. Funds will be spent in a district wide manner to provide consistency of services while principally directed towards unduplicated pupils. The following actions are provided on a LEA wide basis:
 Purchase and utilize intervention programs (Goal 1; Action 3)
 Provide teacher collaboration time to analyze results and intervention needs (Goal 1; Action 3)
 Offer after school Homework Club for tutoring and intervention opportunities (Goal #1; Action #6)

BUDGET SUMMARY

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

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	\$1,933,232.67
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$77,407.85

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.

Teacher, staff, and administrator salary and benefits account for nearly 77% of the district’s general fund expenditures (roughly \$1.5 million). Other key expenditures include general overhead, transportation, maintenance, and contributions to special education (roughly \$450,000).

\$1,742,929.00	Total Projected LCFF Revenues for LCAP Year
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Annual Update

LCAP Year Reviewed: 2016-17

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

Goal 1

Increase student success in ELA and Mathematics

State and/or Local Priorities Addressed by this goal:

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Goal 1.1: CAASPP baseline was established and analyzed for all applicable subgroups including Foster Youth, English Learners, and Low Income Students in grades 3-8. Due to the size of the district and lack of data, subgroups are not reported. Priority Area 4

Goal 1.2: Increase enrollment by five students in elementary and five students in the high school Priority Area 7

Goal 1.3: Continue to prepare all high school students for college Priority Area 4

Goal 1.4: Continue to have all teachers and staff participate in professional development by June, 30, 2017 Priority Area 2

Goal 1.5: All students will have access to adopted textbooks Priority Area 1

Goal 1.6: All pupils receive instruction in accordance with Ed Code 51210 and Ed Code 51220 Priority Area 8

ACTUAL

Goal 1.1: Analyzed individual CAASPP scores for 2015-16 year. Overall we noticed there was room for improvement in both ELA and Math. Although the district numbers are limited (all students equal 28), both Math and ELA scores are low. This will be addressed in the 2017-18 LCAP.

Goal 1.2: This goal was achieved. K-8 enrollment has increased by 14 students and high school enrollment increased by 5 students.

Goal 1.3: Added a 1 period/day Teaching Vice Principal/Academic Counselor and, due to its effectiveness, this service will continue in 2017-18.

Goal 1.4: Staff has and will continue to participate in professional development. All staff are reading Personalizing Education in the 21st Education. Staff and administration have attended professional developments concerning CAASPP, Next Generation Technology, Success 101 course, Next Generation Science Standards, LCAP training, school climate, restorative practices and educational technology.

Goal 1.5: In the last 2 years, K-8 has adopted new common core curriculum for ELA and Math. New high school ELA curriculum was adopted and will be adopting high school Math curriculum in 2017-18 school year. All students have access and a copy of adopted materials.

Goal 1.6: All pupils receive instruction in accordance with Ed Code 51210 and Ed Code 51220

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
 Implementation of Go Math (k-8) is in progress and will continue to be monitored. Continue to develop professional development plan based upon areas identified in data analysis. Areas include: Understanding Non-fictional Texts and Demonstrating Effective Communication Skills in ELA. In Math: Applying Mathematical Concepts and Procedures and Modeling in Mathematics. We will utilize PLC's, benchmark assessments, and teacher created assessments to determine student success.

ACTUAL
 Go Math (K-8) implementation is in progress as seen through observations and lesson plans. We will continue to develop a professional development plan based upon areas identified in data analysis. K-8 teachers have implemented a benchmark assessment in the second trimester of the school year in math. There have been PLC's established in Elementary and Post-Elementary. The data is being utilized in order to adjust teaching strategies.

Expenditures

BUDGETED
 5000-5999: Services And Other Operating Expenditures Base 5785

ESTIMATED ACTUAL
 4000-4999: Books And Supplies Base 6904.31

Action **2**

Actions/Services

PLANNED
 Implement new adopted Math textbooks, 9 – 12. Provide professional development as outlined for the summer of 2016.

ACTUAL
 After implementing the new k-8 curriculum, the district and high school math department chose to postpone adoption until the 2017-18 school year in order to do more research to purchase the appropriate materials.

Expenditures

BUDGETED
 5000-5999: Services And Other Operating Expenditures Base 4000

ESTIMATED ACTUAL
 2 in-service days for teachers 1000-1999: Certificated Personnel Salaries Base 3721.51
 3000-3999: Employee Benefits Base 658.71

Action **3**

Actions/Services

PLANNED
 Support full implementation of CCSS through professional development.

ACTUAL
 Staff participated in professional development pertaining to SBE adopted standards, NGSS, and strategies to increase student achievement.

Expenditures

BUDGETED
 5000-5999: Services And Other Operating Expenditures Base 4000

ESTIMATED ACTUAL
 5000-5999: Services And Other Operating Expenditures Title II 3900.00
 5000-5999: Services And Other Operating Expenditures Base 2100.00

Action **4**

Actions/Services	<p>PLANNED Assess, analyze and adjust instruction and intervention based on feedback, notes, PLC's, benchmark assessments, and teacher created assessments to determine student success.</p>	<p>ACTUAL Increased intervention services to students by purchasing MobiMax math program and Read Naturally reading program based on feedback and assessment data.</p>
Expenditures	<p>BUDGETED 4000-4999: Books And Supplies Base 2000</p>	<p>ESTIMATED ACTUAL Read Naturally \$599 and MobiMax \$840.00 4000-4999: Books And Supplies Base 1439.00</p>

Action **5**

Actions/Services	<p>PLANNED Maintain outreach and enrollment process for concurrent Cerro Coso courses</p>	<p>ACTUAL Enrollment in concurrent courses through Cerro Coso Community College has increased due to outreach at parent meetings and student interest.</p>
Expenditures	<p>BUDGETED 1000-1999: Certificated Personnel Salaries Base 5110 3000-3999: Employee Benefits Base 1862</p>	<p>ESTIMATED ACTUAL One Section J. Libbee 1000-1999: Certificated Personnel Salaries Base 11785.17 3000-3999: Employee Benefits Base 4752.64 Texts 4000-4999: Books And Supplies Base 1000.00</p>

Action **6**

Actions/Services	<p>PLANNED Continue to implement 1:1 technology for students</p>	<p>ACTUAL 1:1 technology is completely implemented 2-12 and will continue to provide students with devices.</p>
Expenditures	<p>BUDGETED 4000-4999: Books And Supplies Base 5000</p>	<p>ESTIMATED ACTUAL 4000-4999: Books And Supplies Base 7988.41</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 district adopted updated Common Core Math and ELA curriculum K-12 and chose to hold off adopting high school math curriculum until next school year. The k-8 teachers have used curriculum mapping to schedule their school year and are using the online tools to maximize student learning. In addition, the district has purchased MobiMax for Rtl enrichment, which is an online self-paced instructional tool. This is an ongoing priority in order to continue student success.

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

Updated math and ELA curriculum was implemented. The Go Math curriculum had some challenges where training and professional development were concerned. There were also some issues with the online teaching supplements. These challenges are in the process of being overcome. Math interventions were put in place using MobiMax and shows that Read Naturally implementation has been successful with the report showing that with continual use, students are successful and some even ready to exit the program.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Allotted money for high school math but chose to put it off for another year in order to do more research to make a more informed purchase.

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 goal was adjusted to include a broader core of academic courses (Goal 1). The district attempted to articulate more clearly the EAMO's which include measuring student proficiency on SBAC data using distance from met, collecting baseline benchmark data and using staff reflection survey tools to assess student success. These changes will help to accurately measure the effectiveness of our actions and services (Goal 1). During the implementation of the math curriculum, there showed a deficiency in intervention materials and that's why the district chose to supplement the math program with MobiMax, which we will continue for 2017-20 (Goal 1, Action #4).

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	Prepare Students to be college and career ready
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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 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

Goal 2.1: Maintain the percent of graduates meeting UC/CSU a-g Priority Area 4
 Goal 2.2: Track the number of students enrolled in secondary schools either college/career pathway, and other Career Technical Education (CTE) course Priority Area 4 & 7
 Goal 2.3: Establish a baseline of the number of students in 9 – 12 grades enrolled in community college concurrent enrollment program Priority Area 4 & 8
 Goal 2.4: Due to the size of the district, SBAC data is not available for analysis. Students are individually monitored in order to track progress and success as documented by the high school administrator Priority Area 4

ACTUAL

Goal 2.1: All 2016 graduates met UC/CSU requirements.
 Goal 2.2: School has set up database to accurately collect enrollment numbers.
 Goal 2.3: 6 out of 29 students are enrolled in concurrent enrollment courses.
 Goal 2.4: Individualized student data is being analyzed to determine interventions, supports and pathways for student success.

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 Continue to maintain courses that are approved through the UC a-g system.	ACTUAL Updated and maintained courses that are approved through the UC a-g system
Expenditures	BUDGETED Five percent of Superintendent Salary and Benefits 1000-1999: Certificated Personnel Salaries Base 6023 3000-3999: Employee Benefits Base 1843	ESTIMATED ACTUAL 1000-1999: Certificated Personnel Salaries Base 6023.00 3000-3999: Employee Benefits Base 1843.00

Action **2**

Actions/Services	PLANNED Maintain academic counseling course at high school to monitor and improve graduation rates, drop-out rates, UC/CSU a-g rates and students access to courses and career pathways	ACTUAL Maintained academic counseling period at high school to monitor and improve graduation rates, drop-out rates, UC a-g rates and students access to courses and career pathways.
Expenditures	BUDGETED 1000-1999: Certificated Personnel Salaries Base 10842 3000-3999: Employee Benefits Base 3318	ESTIMATED ACTUAL One section per day of J. Libbee 1000-1999: Certificated Personnel Salaries Base 11785.17 3000-3999: Employee Benefits Base 4752.64

Action **3**

Actions/Services	PLANNED Establish baseline data to track the number of students taking at least one community college course and pass the course.	ACTUAL Baseline is 6 out of 29 students are enrolled in concurrent enrollment courses.
Expenditures	BUDGETED 5000-5999: Services And Other Operating Expenditures Base 500	ESTIMATED ACTUAL 0.00

Action **4**

Actions/Services	PLANNED Provide 11th graders with access to SAT and ACT exams during the school day with OVUSD to increase the SAT and ACT access for low income students and students from typically underrepresented subgroups	ACTUAL 11th and 12th graders have access to SAT and ACT exams throughout the school year, both to practice and opportunities to take the exam by offering transportation in order to increase the SAT and ACT access for low income students and students from typically underrepresented subgroups.
Expenditures	BUDGETED 5000-5999: Services And Other Operating Expenditures Base 500	ESTIMATED ACTUAL 0.00

Action **5**

Actions/Services	PLANNED Provide 10th graders with access to PSAT exams during the school day with OVUSD to increase the PSAT access for low	ACTUAL 9th-11th graders take PSAT exams during the school day with OVUSD to increase PSAT access for low income
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<p>Expenditures</p>	<p>income students and students from typically underrepresented subgroups</p> <p>BUDGETED 5000-5999: Services And Other Operating Expenditures Base 500</p>	<p>students and students from typically underrepresented subgroups.</p> <p>ESTIMATED ACTUAL 5000-5999: Services And Other Operating Expenditures Base 315.00</p>
<p>Action 6</p>	<p>PLANNED Maintain access for students at all grade levels participating in field trips, with particular emphasis at the high school level</p>	<p>ACTUAL Field trips are taken throughout the year to benefit students in all grades, with emphasis to high school trips. Those trips include Eastern Sierra Watershed Project trips, museum, colleges and universities, and other cultural excursions.</p>
<p>Expenditures</p>	<p>BUDGETED 5000-5999: Services And Other Operating Expenditures Base 1000</p>	<p>ESTIMATED ACTUAL 3 Teacher Days; JS, BM, JL + stipend 1000-1999: Certificated Personnel Salaries Base 2901.03 3000-3999: Employee Benefits Base 1040.95</p>
<p>Action 7</p>	<p>PLANNED Establish 3 high school tracks for students to follow during their high school career. These tracks are: 1. Concurrent enrollment to begin and further college success. A student can develop a pathway graduate with an AA degree 2. Visual/Performing Arts 3. Horticulture/Fine Arts</p>	<p>ACTUAL The district chose to focus on the Concurrent Enrollment track in order to further opportunities for college readiness and success. The VAPA and Horticulture pathways are single course offerings and not pathways at this time. See Action 8.</p>
<p>Expenditures</p>	<p>BUDGETED 5000-5999: Services And Other Operating Expenditures Base 500</p>	<p>ESTIMATED ACTUAL 0.00</p>
<p>Action 8</p>	<p>PLANNED To ensure students meet A-G College requirements for the UC/CSU system, Classes in Visual and Performing Arts and Environmental Agriculture Sciences will be implemented and maintained</p>	<p>ACTUAL Classes in Visual and Performing Arts and Environmental Ag Sciences have been added and are being maintained.</p>
<p>Expenditures</p>	<p>BUDGETED 1 section of arts and 1 section of Horticulture 1000-1999: Certificated Personnel Salaries Base 27843 3000-3999: Employee Benefits Base 10576</p>	<p>ESTIMATED ACTUAL B Mack - arts, J Savage Environmental Science 1000-1999: Certificated Personnel Salaries Base 20887.00 3000-3999: Employee Benefits Base 9030.33</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 district high school administrator took the lead in college prep and career counseling and was able to offer the PSAT to 9th and 10th graders. 100% of the 2016 graduating class met the UC a-g requirements. The data shows that 21% of student body are taking concurrent enrollment college courses. The high school has an intervention/Rtl course that the RSP teacher offers to give support to struggling students. The entire high school has visited several 2 year and 4 year colleges and universities. The elementary program is following a clear k-8 common core curriculum in ELA and math.

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

Students are taking the opportunity to become college and career ready by taking concurrent enrollment courses as well as UC approved courses. With the implementation of the personalized learning program in K-8, the district has seen an increase in enrollment and parent feedback reflects a positive reaction to the program.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There is no significant change in the funding of this goal and no material differences between budget and estimated actual expenditures.

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

The district needs to spend more time analyzing student data in K-8 throughout the school year by using benchmark, intervention, and testing data. This is reflected in Goal #1 of this year's LCAP.

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

Engage parents and community to support student success in school.

State and/or Local Priorities Addressed by this goal:

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Goal 3.1: Increase parent survey completion by 5 % Priority Area 3
 Goal 3.2: Increase number of parents of all pupils, including unduplicated pupils and parents of students with exceptional needs, engaged in school activities by seeing an increase in participation in PTO/Booster Club, sports activities, field trips and other school activities. Measured by teacher input, PTO/Booster Club minutes, and tracking community participation in sports by having an attendance form at all sports activities Priority Area 3
 Goal 3.3: Increased parent/community engagement as measured by Facebook likes, parent email system, and Google classroom web site reported use Priority Area 3
 Goal 3.4: Increase student attendance by 2% Priority Area 5
 Goal 3.5: Decrease on site suspensions as measured by data in Schoolwise Priority Area 6

ACTUAL

Goal 3.1: Parent survey completion was 11% and increased by approximately 6% from last year.
 Goal 3.2: Parent participation has increased as reported by teachers in elementary classrooms. Community participation was not tracked at sports events and an increase in participation was not seen in PTO/Booster Club.
 Goal 3.3: Community engagement has increased with use of PTO/Booster Club Facebook page as seen by the number of likes, comments and shares of the page. However, overall community engagement has not increased even though enrollment has increased due to the reputation of the school district.
 Goal 3.4: Student attendance has increased in K-8 from 93.71% in 2014-15 to 94.1% in 2015-16 and 93.91% to date (April) in the 2016-17 school year. The high school has increased from 90.54% in 2014-15 to 92.37% in 2015-16 and 95.45% to date (April) in the 2016-17 school year.
 Goal 3.5: Suspensions have decreased in 2016-17 as compared to Dashboard data.

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 Continue to hold focus groups and provide surveys with students to access their perspective of district needs and interests</p>	<p>ACTUAL Students are provided with informal surveys in order to gain their perspective of district needs and interests. Focus groups were held to gather more information and feedback.</p>
Expenditures	<p>BUDGETED 5000-5999: Services And Other Operating Expenditures Base 500</p>	<p>ESTIMATED ACTUAL 1000-1999: Certificated Personnel Salaries Base 1165.56 3000-3999: Employee Benefits Base 206.30</p>

Action **2**

Actions/Services	<p>PLANNED Create social media and update district webpage to promote and engage students and families</p>	<p>ACTUAL PTO created a Facebook page to keep parents and the community engaged and informed. Web page was updated with historical photos of the school and promotes student engagement through celebrating school events. New communication system added to include email, text and calls to inform parents and community about events.</p>
Expenditures	<p>BUDGETED 5000-5999: Services And Other Operating Expenditures Base 5000</p>	<p>ESTIMATED ACTUAL 1000-1999: Certificated Personnel Salaries Base 190.96 1000-1999: Certificated Personnel Salaries Base 43.92</p>

Action **3**

Actions/Services	<p>PLANNED All teachers will continue to maintain Google classroom website, and provide staff development for implementation of Google classroom.</p>	<p>ACTUAL Staff development was provided for Google classroom and other web based tools to use in the classroom. We found it to be more useful to allow teachers to choose to use their technology of choice in the classroom.</p>
Expenditures	<p>BUDGETED 5000-5999: Services And Other Operating Expenditures Base 500</p>	<p>ESTIMATED ACTUAL 2 days L. Tandy & stipend 1000-1999: Certificated Personnel Salaries Base 2010.10 3000-3999: Employee Benefits Base 355.79</p>

Action **4**

Actions/Services	<p>PLANNED Create Parent workshop series to include academics, character/behavior supports, attendance, and other topics identified by parents</p>	<p>ACTUAL Informational workshops concerning concurrent enrollment, CAASPP and a Family Science Night have been implemented to engage parents and community members.</p>
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Expenditures

	The district did not offer workshops about character/behavior supports and attendance due to lack of interest.
BUDGETED 5000-5999: Services And Other Operating Expenditures Base 1000	ESTIMATED ACTUAL 4000-4999: Books And Supplies Base 400.00

ANALYSIS

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

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

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

The district saw an increase in parent survey participation with the vast majority having positive feedback towards the school. We saw limited community support in our high school sports program and no increase in support from previous years, thus, specific numbers of community support could not be gathered. We saw an increase in student attendance in K-8 from 93.71% in 2014-15 to 94.1% in 2015-16 and 93.91% to date (April) in the 2016-17 school year. The high school has increased from 90.54% in 2014-15 to 92.37% in 2015-16 and 95.45% to date (April) in the 2016-17 school year. Only 2% of the student body has been suspended through May, 2017.

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

The district saw an increase in parent survey participation however, next year, we would like to see even more participation. The district needs to encourage more community support and this is where we are putting our effort next year. We have seen an increase in attendance and a decrease in suspensions overall. We did see an increase in parent use of online learning platforms including Google Classroom, Class Dojo, and Schoolwise Gradebook.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There is no significant change in the funding of this goal and no material differences between budget and estimated actual expenditures.

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

The district is going to focus more effort on gaining parent and community participation and feedback through more communication and outreach opportunities. This can be found in Goal #3 in the LCAP.

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?

In the past three years, the superintendent has began the year with a series of meetings with teachers/certificated, classified, PTO/Boosters, school board, and community organizations to gather input and feedback on Owens Valley Unified School District's services and challenges. In March 2016 informational newsletters and invitations for focus groups were mailed to student families, certificated, classified, and community members to provide an overview of LCFF/LCAP.

District Committees Represent Stakeholders:

Throughout the last three years the Superintendent worked to strengthen relationships and participation with stakeholder groups; PTO/Boosters, classified and certificated unions, teachers, parents, students, community stakeholders, partnering school districts, community college, and school board. Each year in the month of March the district informs staff, board members and community about the LCAP process and provides outreach to stakeholder groups related to LCFF/LCAP review and development process. An LCAP Advisory group is utilized in order to assure representation of families with students from the targeted sub groups. Members of the LCAP committee included representatives from the School Site Council (SSC), PTO, staff, community and students. The PTO/Booster Club heard presentations about successful programs and services, reviewed survey results and generated ideas for each of the state priority areas. The 2017/2018 draft was shared again on May 17, 2017 at the School Board meeting and the LCAP work-group. Feedback was invited on the updated of our progress draft.

Meeting / Outreach Dates:

Student / Parent Survey went out the week of March 27th, 2017

Newsletter to all Parents about the LCAP and process went out the beginning of April, 2017

LCAP Committee meeting was held on May 4. This meeting was announced on our Web Page, posted on our Marquee, and an All-Call went out on May 1, 2017.

LCAP draft was presented at the May 17, 2017 Board meeting.

Final LCAP and Public Hearing will be presented at the May 17th, 2017 Board Meeting with the Final Board approval at the Board meeting on June 22th.

Community Focus Groups

The district invited parent and community partner organizations to informational meetings providing data on student achievement, attendance, English Learner proficiency, CHKS, and physical education measures. They were asked to provide suggestions for improving Student Achievement, School Climate, Student and Family Engagement during small group opportunities. These meetings took place on April 19th, May 4 and 17th.

Communication

LCFF/LCAP materials were mailed to families of students and community organizations. Flyers were posted, reminder telephone calls, and outreach was provided. See dates above.

In April and May 2017 a series of presentations were shared with the Board of Trustees on the LCAP process, actions and services provided in 2016-2017. Superintendent and staff presented the current status, sharing accomplishments and items that were not completed.

A survey was e-mailed March 27, 2017 to gather feedback from stakeholders. An email was attached to invite and encourage participation in the survey. Outreach through teachers, newsletter, and word of mouth was also used to encourage participation.

Student survey was given to all 4 – 12 grade students the week of April 10th and collected to ensure all subgroups participated.

Survey results were analyzed, and the LCAP committee determined the response was adequate and representative of district enrollment (parents, teachers, staff, and community).

IMPACT ON LCAP AND ANNUAL UPDATE

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

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

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

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

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

- Ongoing interest in academic programs and services for all students based on their needs. For example, access to course offerings, extramural sports, technology, tutoring, and college connections.
- Professional development for staff (certificated and classified), and administration to ensure they have the knowledge, skills and ability needed to be successful
- College and career programs: counseling, field trips, AP course offerings, exam prep, and admissions support.
- Implementation of school-wide, positive classroom management program to ensure student connectedness to school both socially and emotionally.

Action Taken:

1. Maintain and expand our Cerro Coso partnership and student participation with the addition of summer course offerings.
 2. Expanding our Visual/Performing Arts and Horticulture pathways.
- In addition, we have created a multi-age classroom schedule for grades K-8 in order to individualize student learning.

Based on the surveys, data analysis, LCAP Committee meetings, Superintendent networking and meetings throughout the year, the district identified areas of focus for 2017-2018.

A continuous improvement model of accountability will be implemented in 2017-2018 to ensure that students learn what they need to know and do to be successful in life, having been well-taught by competent professionals in adequately resourced schools that are responsive to student needs. In order to monitor the following will occur throughout the year:

Define—Actions and services in year one, how will we achieve them

Measure—Collect information, verify and make inferences, add to data system.

Learn—Analyze, examine, and communicate data, adjust

Improve—Agree on and implement/fine tune changes.

Survey participants were asked to rank items of importance to student success. Following are the list of items by priority.

VERY Important

- Increase Academic Learning Support for Targeted Student Populations
- Provide additional support, personnel, and/or resources to school sites

Important

- Increase behavioral support for targeted student population
- Provide additional opportunities for professional development
- Increase and enhance parent participation, engagement and support

After analyzing the results from the stakeholder surveys, the district found the following areas where actions, services, and expenditures need to be looked at:

- More discussion – guided arguments for students
- Increase communication to students, parents and community detailing HS access to online and college courses
- Increase parent educational opportunities

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 student success in core 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

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

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
SBAC ELA test scores 3-8 distance from met (4A)	53 points below level 3	Increase scores by at least 10 points (43 points below level 3)	Increase scores by at least 10 points (33 points below level 3)	Increase scores by at least 10 points (22 points below level 3)
SBAC Math test scores 3-8 distance from met (4A)	73 points below level 3	Increase scores by at least 10 points (63 points below level 3)	Increase scores by at least 10 points (53 points below level 3)	Increase scores by at least 10 points (43 points below level 3)
Student Participation in offered academic events (8)	Currently 5 opportunities to compete in county and statewide academic events. Student participation was measured at 100%.	Maintain participation rate	Maintain participation rate	Maintain participation rate
Benchmark Testing - ICA (ELA) 3-8; 11 as measured by % of students met or above standard	Establishing baseline in 2017-18	Establishing baseline in 2017-18	Dependent on results of baseline	Dependent on results of baseline
Teacher Misassignments (1A)	0	Maintain	Maintain	Maintain

Benchmark Testing - ICA (Math) 3-8;11 as measured by % of students met or above standard	Establishing baseline in 2017-18	Establishing baseline in 2017-18	Dependent on results of baseline	Dependent on results of baseline
Williams Report - access to instructional materials as measured by number of complaints (1B)	0 complaints	Maintain 0 complaints	Maintain 0 complaints	Maintain 0 complaints
EL Progress/Reclassification Rate (4D&E)	English Learner Indicator N/A due to low enrollment	N/A	N/A	N/A
Reflection tool for teachers and staff to measure implementation of SBE adopted standards and EL access to those standards (2A&B)	Reflection tool results show standards implementation is being done in the classrooms and more PD and support is needed to continue implementation.	Continue to give survey for continued feedback	Continue to give survey for continued feedback	Continue to give survey for continued feedback

PLANNED ACTIONS / SERVICES

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

Action 1

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> <u>[Specific Student Group(s)]</u>
<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

Schedule dates for and carry out benchmark testing

2018-19

New Modified Unchanged

Schedule dates and carry out benchmark testing

2019-20

New Modified Unchanged

Schedule dates for and carry out benchmark testing

BUDGETED EXPENDITURES

2017-18

Amount: 500
 Source: Base
 Budget Reference: 5000-5999: Services And Other Operating Expenditures

2018-19

Amount: 500
 Source: Base
 Budget Reference: 5000-5999: Services And Other Operating Expenditures

2019-20

Amount: 500
 Source: Base
 Budget Reference: 5000-5999: Services And Other Operating Expenditures

Action **2**

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

Students to be Served

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

Use .5 of a teacher workday in order to analyze individual ELA and Math score reports. Teachers will use this information to establish personalized learning outcomes for students. Teachers will continue to monitor personalized learning outcomes.

2018-19

New Modified Unchanged

Use .5 of a teacher workday in order to analyze individual ELA and Math score reports. Teachers will use this information to establish personalized learning outcomes for students. Teachers will continue to monitor personalized learning outcomes.

2019-20

New Modified Unchanged

Use .5 of a teacher workday in order to analyze individual ELA and Math score reports. Teachers will use this information to establish personalized learning outcomes for students. Teachers will continue to monitor personalized learning outcomes.

BUDGETED EXPENDITURES

2017-18

Amount	1862.07
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries
Amount	329.59
Source	Base
Budget Reference	3000-3999: Employee Benefits

2018-19

Amount	1862.07
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries
Amount	329.59
Source	Base
Budget Reference	3000-3999: Employee Benefits

2019-20

Amount	1862.07
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries
Amount	329.59
Source	Base
Budget Reference	3000-3999: Employee Benefits

Action **3**

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

Students to be Served 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: K-8

[ACTIONS/SERVICES](#)

2017-18

New Modified Unchanged

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

2018-19

New Modified Unchanged

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

2019-20

New Modified Unchanged

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

[BUDGETED EXPENDITURES](#)

2017-18

Amount 1439
 Source Lottery
 Budget Reference 4000-4999: Books And Supplies

2018-19

Amount 1439
 Source Lottery
 Budget Reference 4000-4999: Books And Supplies

2019-20

Amount 1439
 Source Lottery
 Budget Reference 4000-4999: Books And Supplies

Action **4**

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

[Students to be Served](#) 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

Review Williams Complaints annually

2018-19

New Modified Unchanged

Review Williams Complaints annually

2019-20

New Modified Unchanged

Review Williams Complaints annually

BUDGETED EXPENDITURES

2017-18

Amount 250

Source Base

Budget Reference 5000-5999: Services And Other Operating Expenditures

2018-19

Amount 250

Source Base

Budget Reference 5000-5999: Services And Other Operating Expenditures

2019-20

Amount 250

Source Base

Budget Reference 5000-5999: Services And Other Operating Expenditures

Action **5**

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

[Students to be Served](#) 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

Attend ongoing professional development opportunities focusing on curriculum and instruction (VP will attend)

2018-19

New Modified Unchanged

Attend professional development opportunities dependent upon teachers area of focus and need.

2019-20

New Modified Unchanged

Attend professional development opportunities dependent upon teachers area of focus and need.

BUDGETED EXPENDITURES

2017-18

Amount 5110

Source Base

Budget Reference 1000-1999: Certificated Personnel Salaries

Amount 1862

Source Base

Budget Reference 3000-3999: Employee Benefits

2018-19

Amount 5110

Source Base

Budget Reference 1000-1999: Certificated Personnel Salaries

Amount 1862

Source Base

Budget Reference 3000-3999: Employee Benefits

2019-20

Amount 5110

Source Base

Budget Reference 1000-1999: Certificated Personnel Salaries

Amount 1862

Source Base

Budget Reference 3000-3999: Employee Benefits

Action **6**

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

[Students to be Served](#) 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

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

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

[BUDGETED EXPENDITURES](#)

2017-18

2018-19

2019-20

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

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

State and/or Local Priorities Addressed by this goal:

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

Identified Need

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

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

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Graduation rate (5E)	100%	Maintain 90%-100% Graduation Rate	Maintain 90%-100% Graduation Rate	Maintain 90%-100% Graduation Rate
A-G Completion (4C)	95% of graduates qualified for A-G	Increase the number of students graduating with A-G completion by 1%	Increase the number of students graduating with A-G completion by 1%	Maintain the number of students graduating with A-G completion.
Enrollment report - Concurrent Enrollment	21% students enrolled in college courses	Increase the number of students in 9 – 12 grades enrolled in community college concurrent enrollment program by 1%.	Increase the number of students in 9 – 12 grades enrolled in community college concurrent enrollment program 1%.	Maintain the number of students in 9 – 12 grades enrolled in community college concurrent enrollment program and track success rate.
API (4B)	N/A	N/A	N/A	N/A

Graduation Portfolio - Demonstrate college preparedness (4G)	Establishing baseline in 2017-2018 for number of students who complete the graduation portfolio that meets or exceeds standards.	All graduates will have a graduation portfolio that meets or exceeds standards.	All graduates will have a graduation portfolio that meets or exceeds standards.	All graduates will have a graduation portfolio that meets or exceeds standards.
Percentage of pupils who pass an AP exam (4F)	N/A AP not offered	N/A	N/A	N/A
Percentage of pupils who participate in and demonstrate college preparedness on state assessment (4G)	100% high school participation rate on SBAC assessment. College and Career Indicator N/A.	Maintain 100% participation	Maintain 100% participation	Maintain 100% participation
Attendance Rate (5A)	2015-16 Attendance Rate for K-8 is 93.91% and high school is 95.45%	K-8 increase by 1% and high school maintain attendance rate of 95% or higher	K-8 increase by 1% and high school maintain attendance rate of 95% or higher	K-8 increase by 1% and high school maintain attendance rate of 95% or higher
Chronic absenteeism (5B)	Chronic absenteeism of 8.5%	Decrease chronic absenteeism by 1%	Decrease chronic absenteeism by 1%	Decrease chronic absenteeism by 1%
Middle school dropout rate (5C)	0	Maintain a 0% middle school dropout rate	Maintain a 0% middle school dropout rate	Maintain a 0% middle school dropout rate
High school dropout rate (5D)	0	Maintain a 0% high school dropout rate	Maintain a 0% high school dropout rate	Maintain a 0% high school dropout rate
Suspension Rate (6A)	Suspension rate is high (5.6%) and has increased (1.3%) (orange)	Suspension rate at 4.6 (yellow)	Suspension rate at 3.6 (green)	Maintain low suspension rate
Expulsion rate (6B)	0	Maintain a 0% expulsion rate	Maintain a 0% expulsion rate	Maintain a 0% expulsion rate
Schoolwise course listing (7AB&C)	K-12 broad course of study	Maintain	Maintain	Maintain

PLANNED ACTIONS / SERVICES

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

Action 1

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

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

Location(s) All Schools Specific Schools: Owens Valley 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

Maintain courses that are approved through the UC a-g system.

2018-19

- New Modified Unchanged

Maintain courses that are approved through the UC a-g system.

2019-20

- New Modified Unchanged

Maintain courses that are approved through the UC a-g system.

[BUDGETED EXPENDITURES](#)

2017-18

Amount	6023
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries 5% Superintendent's salary benefits
Amount	1843
Source	Base
Budget Reference	3000-3999: Employee Benefits

2018-19

Amount	6023
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries 5% Superintendent's salary benefits
Amount	1843
Source	Base
Budget Reference	3000-3999: Employee Benefits

2019-20

Amount	6023
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries 5% Superintendent's Salary
Amount	1843
Source	Base
Budget Reference	3000-3999: Employee Benefits

Action **2**

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

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

Location(s) All Schools Specific Schools: Owens Valley 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

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

2018-19

New Modified Unchanged

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

2019-20

New Modified Unchanged

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

BUDGETED EXPENDITURES

2017-18

Amount	10842
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries
Amount	3318
Source	Base

2018-19

Amount	10842
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries
Amount	3318
Source	Base

2019-20

Amount	10842
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries
Amount	3318
Source	Base

Budget Reference 3000-3999: Employee Benefits

Budget Reference 3000-3999: Employee Benefits

Budget Reference 3000-3999: Employee Benefits

Action **3**

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

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

Location(s) All Schools Specific Schools: Owens Valley 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

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

2018-19

New Modified Unchanged

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

2019-20

New Modified Unchanged

BUDGETED EXPENDITURES

2017-18

Amount 500

Source Base

Budget Reference 5000-5999: Services And Other Operating Expenditures

2018-19

Amount 500

Source Base

Budget Reference 5000-5999: Services And Other Operating Expenditures

2019-20

Amount 500

Source Base

Budget Reference 5000-5999: Services And Other Operating Expenditures

Action **4**

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

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

Location(s) All Schools Specific Schools: Owens Valley 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

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

2018-19

New Modified Unchanged

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

2019-20

New Modified Unchanged

BUDGETED EXPENDITURES

2017-18

Amount	500
Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures

2018-19

Amount	500
Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures

2019-20

Amount	500
Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures

Action **5**

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

Students to be Served	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> <u>[Specific Student Group(s)]</u>
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

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

2018-19

New Modified Unchanged

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

2019-20

New Modified Unchanged

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

BUDGETED EXPENDITURES

2017-18

Amount	1553
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Teachers for 6 field trip days & stipend
Amount	295

2018-19

Amount	1553
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Teachers for 6 field trip days & stipend
Amount	295

2019-20

Amount	1553
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Teachers for 6 field trip days & stipend
Amount	295

Source	Base	Source	Base	Source	Base
Budget Reference	3000-3999: Employee Benefits	Budget Reference	3000-3999: Employee Benefits	Budget Reference	3000-3999: Employee Benefits

Action 6

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

[Location\(s\)](#) All Schools Specific Schools: Owens Valley High School Specific Grade spans:

OR

ACTIONS/SERVICES

New Modified Unchanged New Modified Unchanged

BUDGETED EXPENDITURES

Source	Base	Source	Base	Source	
Budget Reference	5000-5999: Services And Other Operating Expenditures	Budget Reference	5000-5999: Services And Other Operating Expenditures	Budget Reference	

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: Owens Valley 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

Offer classes in Visual and Performing Arts and Environmental Agriculture Sciences.

2018-19

New Modified Unchanged

Offer classes in Visual and Performing Arts and Environmental Agriculture Sciences.

2019-20

New Modified Unchanged

Offer classes in Visual and Performing Arts and Environmental Agriculture Sciences.

BUDGETED EXPENDITURES

2017-18

Amount 28726

Source Base

Budget Reference 1000-1999: Certificated Personnel Salaries
1 section each of B. Mack & J. Savage

Amount 10708

Source Base

Budget Reference 3000-3999: Employee Benefits

2018-19

Amount 28726

Source Base

Budget Reference 1000-1999: Certificated Personnel Salaries
1 section each of B. Mack & J. Savage

Amount 10708

Source Base

Budget Reference 3000-3999: Employee Benefits

2019-20

Amount 28726

Source Base

Budget Reference 1000-1999: Certificated Personnel Salaries
1 section each of B. Mack & J. Savage

Amount 10708

Source Base

Budget Reference 3000-3999: Employee Benefits

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

New
 Modified
 Unchanged

Goal 3

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

State and/or Local Priorities Addressed by this goal:

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

Identified Need

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

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Parent Survey (3A; 6C)	11% completion rate	Increase parent survey completion by 5%	Increase parent survey completion by 5%	Increase parent survey completion by 5%
Student survey (6C)	76% completion rate	Increase student completion rate by 5%	Increase student completion rate by 5%	Increase student completion rate by 5%
Promote parental participation in programs for unduplicated pupils and individuals with exceptional needs (3B&C)	35 instances of communication to parents	Increase communication with parents by 5 year	Increase communication with parents by 5 each year	Increase communication with parents by 5 each year
FIT report for facilities (1C)	Good Rating	Maintain good report	Maintain good report	Maintain good report

PLANNED ACTIONS / SERVICES

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

Action **1**

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

Students to be Served 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

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

2018-19

New Modified Unchanged

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

2019-20

New Modified Unchanged

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

BUDGETED EXPENDITURES

2017-18

Amount 500

Source Base

Budget Reference 5000-5999: Services And Other Operating Expenditures

2018-19

Amount 500

Source Base

Budget Reference 5000-5999: Services And Other Operating Expenditures

2019-20

Amount 500

Source Base

Budget Reference 5000-5999: Services And Other Operating Expenditures

Action **2**

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

Students to be Served	<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

Use district webpage to promote and engage students and families

2018-19

New Modified Unchanged

Use district webpage to promote and engage students and families

2019-20

New Modified Unchanged

Use district webpage to promote and engage students and families

BUDGETED EXPENDITURES

2017-18

Amount	201.36
Source	Base
Budget Reference	2000-2999: Classified Personnel Salaries 8 hours of L. Lawson
Amount	45.83
Source	Base

2018-19

Amount	205.00
Source	Base
Budget Reference	2000-2999: Classified Personnel Salaries
Amount	48
Source	Base

2019-20

Amount	210.00
Source	Base
Budget Reference	2000-2999: Classified Personnel Salaries
Amount	50.
Source	Base

Budget Reference 3000-3999: Employee Benefits

Budget Reference 3000-3999: Employee Benefits

Budget Reference 3000-3999: Employee Benefits

Action **3**

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

[Students to be Served](#) 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

Administer parent survey, analyze results and report to board

2018-19

New Modified Unchanged

Administer parent survey, analyze results and report to board

2019-20

New Modified Unchanged

Administer parent survey, analyze results and report to board

[BUDGETED EXPENDITURES](#)

2017-18

Amount 500

Source Base

Budget Reference 5000-5999: Services And Other Operating Expenditures

2018-19

Amount 500

Source Base

Budget Reference 5000-5999: Services And Other Operating Expenditures

2019-20

Amount 500

Source Base

Budget Reference 5000-5999: Services And Other Operating Expenditures

Action **4**

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

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

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

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

2018-19

New Modified Unchanged

Based on analysis results, use proven communication methods to keep parents informed and invited to school events.

2019-20

New Modified Unchanged

BUDGETED EXPENDITURES

2017-18

Amount	500
Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures

2018-19

Amount	500
Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures

2019-20

Amount	500
Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year 2017–18 2018–19 2019–20

Estimated Supplemental and Concentration Grant Funds: \$64061

Percentage to Increase or Improve Services: 8.3%

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

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

The District estimates that the level of unduplicated students for the LCAP year 2017-18 will be roughly the same as in the previous year which is 52%. Funds will be spent in a district wide manner to provide consistency of services while principally directed towards unduplicated pupils. The following actions are provided on a LEA wide basis:

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

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

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

Stakeholder input and evaluation of data shows this to be the most effective use of funds in order to increase the success for unduplicated pupils. The LEA determined this will be the most effective use of funds because these actions will help to focus instruction in order to improve student outcomes in ELA and math. After looking at the adopted ELA and math curriculum, it was decided that more intervention options were needed to ensure student success. Homework Club was established originally due to transportation conflicts and has received all positive feedback from parents and teachers about the positive impact it has had on student success. Academic staff, both certificated and classified, will address the needs of our lowest performing students at the earliest academic level possible. Intervention staffing, both certificated and classified will be continued at all sites to address interventions in all core content areas with the goal of attaining and maintaining grade level proficiency. Intervention software will continue to be utilized to address the specific needs of students at the high school level who are not performing at grade level or more subject areas. We know that regularly collecting and analyzing formative assessment data will allow students to show growth toward grade level achievement.

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	98,202.00	107,200.50	77,407.85	77,413.66	77,420.66	232,242.17
	0.00	0.00	0.00	0.00	0.00	0.00
Base	98,202.00	103,300.50	75,968.85	75,974.66	75,981.66	227,925.17
Common Core Standards Implementation Funds	0.00	0.00	0.00	0.00	0.00	0.00
Lottery	0.00	0.00	1,439.00	1,439.00	1,439.00	4,317.00
Special Education	0.00	0.00	0.00	0.00	0.00	0.00
Title II	0.00	3,900.00	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	98,202.00	107,200.50	77,407.85	77,413.66	77,420.66	232,242.17
	0.00	0.00	0.00	0.00	0.00	0.00
0001-0999: Unrestricted: Locally Defined	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	49,818.00	60,513.42	54,116.07	54,116.07	54,116.07	162,348.21
2000-2999: Classified Personnel Salaries	0.00	0.00	201.36	205.00	210.00	616.36
3000-3999: Employee Benefits	17,599.00	22,640.36	18,401.42	18,403.59	18,405.59	55,210.60
4000-4999: Books And Supplies	7,000.00	17,731.72	1,439.00	1,439.00	1,439.00	4,317.00
5000-5999: Services And Other Operating Expenditures	23,785.00	6,315.00	3,250.00	3,250.00	3,250.00	9,750.00
5800: Professional/Consulting Services And Operating Expenditures	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 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	98,202.00	107,200.50	77,407.85	77,413.66	77,420.66	232,242.17
		0.00	0.00	0.00	0.00	0.00	0.00
0001-0999: Unrestricted: Locally Defined	Base	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Base	49,818.00	60,513.42	54,116.07	54,116.07	54,116.07	162,348.21
2000-2999: Classified Personnel Salaries	Base	0.00	0.00	201.36	205.00	210.00	616.36
3000-3999: Employee Benefits	Base	17,599.00	22,640.36	18,401.42	18,403.59	18,405.59	55,210.60
4000-4999: Books And Supplies	Base	7,000.00	17,731.72	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Common Core Standards Implementation Funds	0.00	0.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Lottery	0.00	0.00	1,439.00	1,439.00	1,439.00	4,317.00
4000-4999: Books And Supplies	Special Education	0.00	0.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Base	23,785.00	2,415.00	3,250.00	3,250.00	3,250.00	9,750.00
5000-5999: Services And Other Operating Expenditures	Title II	0.00	3,900.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Base	0.00	0.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Title II	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 Goal

Goal	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	11,352.66	11,352.66	11,352.66	34,057.98
Goal 2	64,308.00	64,308.00	64,308.00	192,924.00
Goal 3	1,747.19	1,753.00	1,760.00	5,260.19

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