

Introduction:

LEA: Owens Valley Unified School District **Contact (Name, Title, Email, Phone Number):** Daniel Moore, Superintendent, dmoore@ovusd.org, 760-878-2405 **LCAP Year:** 2015-2016

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

Parental involvement: efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

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

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

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA’s goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

- 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, and 47606.5, 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?

| Involvement Process | Impact on LCAP |
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| <p>In the past two 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 educational materials were mailed to student families, certificated, classified, and community members to provide an overview of LCFF/LCAP.</p> | <p>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</p> |

District Committees Represent Stakeholders:

Throughout the last two 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. A preliminary updated 2015/2016 draft

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 ELA and Mathematics and Implementation of CCSS for all students
- 2. 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-6 in order to individualize student learning.

was shared on May 18, 2016 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 14th, 2016

Newsletter to all Parents about the LCAP and process went out the beginning of April, 2016

LCAP Committee meeting was held on April 18. This meeting was announced on our Web Page, posted on our Marquee, and an All-Call went out on April 14, 2016.

LCAP draft was presented at the May 18, 2016 Board meeting.

Final LCAP and Public Hearing will be presented at the June 8th, 2016 Board Meeting with the Final Board approval at the Board meeting on June 15th.

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.

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.

Annual Update:

In March and April 2016 a series of presentations were shared with the Board of Trustees on the LCAP process, actions and services provided in 2015-2016. Superintendent and staff presented the current status, sharing accomplishments and items that were not completed.

Following the Board presentation a survey was mailed March 14, 2016 to gather feedback from stakeholders. A cover letter was attached to invite and encourage participation in the survey. Outreach through teachers, newsletter,

Annual Update:

Based on the surveys, data analysis, LCAP Committee meetings, Superintendent networking and meetings throughout the year, the district identified areas of focus for 2015-2016.

A continuous improvement model of accountability will be implemented in 2016-2017 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

and word of mouth was also used to encourage participation.

Student survey was given to all 7 – 12 grade students the week of March 14th 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).

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
- Not currently aligned in math (high school)
- Increase communication to students, parents and community detailing HS access to online and college courses
- Increase parent educational opportunities

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-6 in order to individualize student learning.

Priority 5 data:

School Attendance Rates--

K-8 at 93.81%
9 - 12 at 90.44%
Chronic Absenteeism Rates--5.38%
Middle School Dropout Rates--0
High School Dropout Rates--0
High School Graduation Rates--100%

Priority 6 data:
Pupil Suspension Rates--.04%
Pupil Expulsion Rates--0

Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school’s budget that is submitted to the school’s authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA’s goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

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 defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

Schools: Identify the schoolsites to which the goal applies. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate “all” for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Action/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service: Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to “ALL.”

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

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.

Guiding Questions:

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement” (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA’s goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite 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 subgroups 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 schoolsites?
- 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 schoolsites, 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?

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| GOAL 1: | Increase student success in ELA and Mathematics | | Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify |
| Identified Need : | To increase student success in ELA and Mathematics there is a need to: <ul style="list-style-type: none"> • Increase academic proficiency in ELA and Mathematics (CAASPP; API) • Initial CAASPP data was collected and shows a need to increase scores for elementary ELA and Math with specific needs in reading and interpreting the non-fictional texts and listening/communication areas. Due to the size of the district, scores are not available. Due to the size of the high school, no school wide data was provided. • Implement Common Core State Standards (CCSS) and provide students with textbooks and technology as needed • Increase awareness and access to Community College classes; maintain student readiness for college as determined by the Early Admissions Program | | |
| Goal Applies to: | Schools: All | Applicable Pupil Subgroups: All, with a significant emphasis on English Language Learners | |
| LCAP Year 1: 2016-17 | | | |
| Expected Annual Measurable Outcomes: | 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 | | |
| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
| 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 | k-8 | <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient | 5000-5999: Services And Other Operating Expenditures Base 5785 |

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| <p>assessments, and teacher created assessments to determine student success.</p> | | <p><input type="checkbox"/> Other Subgroups: (Specify)</p> | |
| <p>Implement new adopted Math textbooks, 9 – 12. Provide professional development as outlined for the summer of 2016.</p> | <p>9-12</p> | <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | <p>5000-5999: Services And Other Operating Expenditures Base 4000</p> |
| <p>Support full implementation of CCSS through professional development.</p> | <p>LEA wide</p> | <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | <p>5000-5999: Services And Other Operating Expenditures Base 4000</p> |
| <p>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>LEA wide</p> | <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | <p>4000-4999: Books And Supplies Base 2000</p> |
| <p>Maintain outreach and enrollment process for concurrent Cerro Coso courses</p> | <p>9-12</p> | <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | <p>1000-1999: Certificated Personnel Salaries Base 5110 3000-3999: Employee Benefits Base 1862</p> |

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| Continue to implement 1:1 technology for students | LEA wide | <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | 4000-4999: Books And Supplies Base 5000 |
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LCAP Year 2: 2017-18

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| Expected Annual Measurable Outcomes: | Goal 1.1: CAASPP baseline was established in 2015-16 school year and continual analysis is ongoing 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 |
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| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|------------------|---|---|
| Monitor success of K-8 Go Math. | k-8 | <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | 5000-5999: Services And Other Operating Expenditures Base 2500 |
| Assess Implementation of new Math adoption (9 - 12). Develop professional development plan based upon areas identified in data analysis based on current staff needs and PLC committee input. | 9-12 | <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | 5800: Professional/Consulting Services And Operating Expenditures Title II 3500 |

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| Implement Common Core State Standards through professional development | LEA wide | <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | 5800: Professional/Consulting Services And Operating Expenditures Base 2000 |
| Analyze longitudinal data for Bench Mark testing | LEA wide | <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | 5000-5999: Services And Other Operating Expenditures Base 1000 |
| Establish outreach and enrollment process for concurrent Cerro Coso courses | LEA wide | <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | 1000-1999: Certificated Personnel Salaries Base 5110 3000-3999: Employee Benefits Base 1862 |
| Continue to implement 1:1 technology for students | LEA wide | <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | 4000-4999: Books And Supplies Base 5000 |

LCAP Year 3: 2018-19

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| Expected Annual Measurable Outcomes: | Goal 1.1: CAASPP baseline was established in 2015-16 school year and continual analysis is ongoing 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 |
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| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|--|------------------|---|---|
| Monitor success of K-8 Go Math. | k-8 | <u>X</u> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify) | 5000-5999: Services And Other Operating Expenditures Title II 3500 |
| Monitor implementation of new Math adoption (9 - 12). Develop professional development plan based upon areas identified in data analysis based on current staff needs and PLC committee input. | 9-12 | <u>X</u> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify) | 5800: Professional/Consulting Services And Operating Expenditures After School Education and Safety (ASES) 2500 |
| Implement Common Core State Standards through professional development | LEA wide | <u>X</u> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify) | 5800: Professional/Consulting Services And Operating Expenditures Base 2000 |

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| Analyze longitudinal data for Bench Mark testing | LEA wide | <input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify) | 5000-5999: Services And Other Operating Expenditures Base 1000 |
| Establish outreach and enrollment process for concurrent Cerro Coso courses | LEA wide | <input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify) | 1000-1999: Certificated Personnel Salaries Base 5110 3000-3999: Employee Benefits Base 1862 |
| Continue to implement 1:1 technology for students | LEA wide | <input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify) | 4000-4999: Books And Supplies Base 5000 |

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

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| GOAL 2: | Prepare Students to be college and career ready | Related State and/or Local Priorities: 1 2 3 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 <input checked="" type="checkbox"/> 8 COE only: 9 _ 10 _ Local : Specify |
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| Identified Need : | In order to better prepare students to be college and career ready, there is a need to: <ul style="list-style-type: none"> • Track access for students taking and passing community college courses Priority Area 4 • Provide and monitor on-going access to SAT and ACT exams for 11 graders Priority Area 4 & 8 • Provide and monitor on-going access to college field trip experiences for students at all school levels Priority Area 8 • Provide and monitor enrollment for college/career pathways and career sequences/classes Priority Area 4 & 7 |
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| Goal Applies to: | Schools: LEA wide with a particular focus on high school |
| | Applicable Pupil Subgroups: All |

LCAP Year 1: 2016-17

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| Expected Annual Measurable Outcomes: | 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 |
|--------------------------------------|---|

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|------------------|---|---|
| Continue to maintain courses that are approved through the UC a-g system. | 9-12 | <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | Five percent of Superintendent Salary and Benefits 1000-1999: Certificated Personnel Salaries Base 6023 3000-3999: Employee Benefits Base 1843 |

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| 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 | 9-12 | <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | 1000-1999: Certificated Personnel Salaries Base 10842 3000-3999: Employee Benefits Base 3318 |
| Establish baseline data to track the number of students taking at least one community college course and pass the course. | 9-12 | <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | 5000-5999: Services And Other Operating Expenditures Base 500 |
| 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 | 9-12 | <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | 5000-5999: Services And Other Operating Expenditures Base 500 |
| Provide 10th graders with access to PSAT exams during the school day with OVUSD to increase the PSAT access for low income students and students from typically underrepresented subgroups | 9-12 | <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | 5000-5999: Services And Other Operating Expenditures Base 500 |
| Maintain access for students at all grade levels participating in field trips, with particular emphasis at the high school level | LEA wide | <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils | 5000-5999: Services And Other Operating Expenditures Base 1000 |

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| | | <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | |
| 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 | 9-12 | <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | 5000-5999: Services And Other Operating Expenditures Base 500 |
| 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 | 9-12 | <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | 1 section of arts and 1 section of Horticulture 1000-1999: Certificated Personnel Salaries Base 27843 3000-3999: Employee Benefits Base 10576 |

LCAP Year 2: 2017-18

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| Expected Annual Measurable Outcomes: | 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 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 |
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| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|------------------|---|--|
| Continue to maintain courses that are approved through the UC a-g system. | 9-12 | <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners | 5% Superintendent's salary benefits 1000-1999: Certificated Personnel Salaries Base 6023 3000-3999: Employee Benefits Base 1843 |

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| | | <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | |
| 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 | 9-12 | <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | 1000-1999: Certificated Personnel Salaries Base 10842 3000-3999: Employee Benefits Base 3318 |
| Measure students who have at least 1 community college course and pass the course. | 9-12 | <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | 5000-5999: Services And Other Operating Expenditures Base 500 |
| 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 | 9-12 | <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | 5000-5999: Services And Other Operating Expenditures Base 500 |
| Provide 10th graders with access to PSAT exams during the school day with OVUSD to increase the PSAT access for low income students and students from typically underrepresented subgroups | 9-12 | <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent | 5000-5999: Services And Other Operating Expenditures Base 500 |

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| | | English proficient _ Other Subgroups: (Specify) | |
| Maintain access for students at all grade levels participating in field trips, with particular emphasis at the high school level | LEA wide | <input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) | 5000-5999: Services And Other Operating Expenditures Base 1000 |
| Maintain 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 | 9-12 | <input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) | 5000-5999: Services And Other Operating Expenditures Base 500 |
| 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 maintained | 9-12 | _ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) | 0001-0999: Unrestricted: Locally Defined Base 28726 3000-3999: Employee Benefits Base 10708 |

LCAP Year 3: 2018-19

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| <p>Expected Annual Measurable Outcomes:</p> | <p>Goal 2.1: Maintain the percent of graduates meeting UC/CSU a-g Priority Area 4</p> <p>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</p> <p>Goal 2.3: Establish the number of students in 9 – 12 grades enrolled in community college concurrent enrollment program Priority Area 4 & 8</p> <p>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</p> |
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| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|------------------|---|---|
| Continue to maintain courses that are approved through the UC a-g system. | 9-12 | <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p>Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p> | <p>5% Superintendent's salary benefits 1000-1999: Certificated Personnel Salaries Base 6023</p> <hr/> <p>3000-3999: Employee Benefits Base 1843</p> |
| 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 | 9-12 | <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p>Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p> | <p>1000-1999: Certificated Personnel Salaries Base 10842</p> <hr/> <p>3000-3999: Employee Benefits Base 3318</p> |
| Measure students who have at least 1 community college course and pass the course. | 9-12 | <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p>Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p> | <p>5000-5999: Services And Other Operating Expenditures Base 500</p> |

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| 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 | 9-12 | <input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify) | 5000-5999: Services And Other Operating Expenditures Base 500 |
| Provide 10th graders with access to PSAT exams during the school day with OVUSD to increase the PSAT access for low income students and students from typically underrepresented subgroups | 9-12 | <input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify) | 5000-5999: Services And Other Operating Expenditures Base 500 |
| Maintain access for students at all grade levels participating in field trips, with particular emphasis at the high school level | LEA wide | <input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify) | 5000-5999: Services And Other Operating Expenditures Base 1000 |
| Maintain 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 | 9-12 | <input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify) | 5000-5999: Services And Other Operating Expenditures Base 500 |
| 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 | 9-12 | All OR: Low Income pupils | 0001-0999: Unrestricted: Locally Defined Base 28726 3000-3999: Employee Benefits Base 10708 |

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| implemented and maintained | | English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify) | |
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Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

| | | |
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| GOAL 3: | Engage parents and community to support student success in school. | Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 COE only: 9 _ 10 _ Local : Specify |
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| Identified Need : | <ul style="list-style-type: none"> To have more parents participate in OV events, in classrooms and on school surveys To collect email addresses and engage parents and families to create a more informed community To increase student feedback, concerns and input on their school experiences |
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| Goal Applies to: | Schools: LEA wide |
| | Applicable Pupil Subgroups: All |

LCAP Year 1: 2016-17

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| Expected Annual Measurable Outcomes: | 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, sports activities, field trips and other school activities. Measured by teacher input, PTO 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 |
|--------------------------------------|---|

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|------------------------|---|---|
| Continue to hold focus groups and provide surveys with students to access their perspective of district needs and interests | Middle and High School | <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | 5000-5999: Services And Other Operating Expenditures Base 500 |
| Create social media and update district webpage to | LEA wide | <input checked="" type="checkbox"/> All | 5000-5999: Services And Other Operating Expenditures |

| | | | |
|---|-----------------|--|--|
| <p>promote and engage students and families</p> | | <p>OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p> | <p>Base 5000</p> |
| <p>All teachers will continue to maintain Google classroom website, and provide staff development for implementation of Google classroom.</p> | <p>LEA wide</p> | <p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p> | <p>5000-5999: Services And Other Operating Expenditures Base 500</p> |
| <p>Create Parent workshop series to include academics, character/behavior supports, attendance, and other topics identified by parents</p> | <p>LEA wide</p> | <p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p> | <p>5000-5999: Services And Other Operating Expenditures Base 1000</p> |

LCAP Year 2: 2017-18

| | |
|--------------------------------------|---|
| Expected Annual Measurable Outcomes: | Goal 3.1: Increase parent survey completion by 5 % Priority Area 3 Goal 3.2: Increase number of parents, including unduplicated pupils and parents of students with exceptional needs, engaged in school activities by seeing an increase in participation in PTO, sports activities, field trips and other school activities. Measured by teacher input, PTO 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 attendance by 1% Priority Area 5 Goal 3.5: Decrease on site suspensions as measured by data in Schoolwise Priority Area 6 |
|--------------------------------------|---|

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|------------------------|---|--|
| Continue to hold focus groups and provide surveys with students to access their perspective of district needs and interests | Middle and High School | <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | 5000-5999: Services And Other Operating Expenditures Base 500 |
| Continue using social media and district webpage to promote and engage students and families | LEA wide | <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | 5000-5999: Services And Other Operating Expenditures Base 5000 |
| All teachers will continue to maintain Google classroom website | LEA wide | <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | 5000-5999: Services And Other Operating Expenditures Base 500 |

| <p>Continue Parent workshop series to include academics, character/behavior supports, attendance, and other topics identified by parents</p> | <p>LEA wide</p> | <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | <p>5000-5999: Services And Other Operating Expenditures Base 1000</p> |
|--|---|--|---|
| <p>LCAP Year 3: 2018-19</p> | | | |
| <p>Expected Annual Measurable Outcomes:</p> | <p>Goal 3.1: Increase parent survey completion by 5 % Priority Area 3 Goal 3.2: Increase number of parents, including unduplicated pupils and parents of students with exceptional needs, engaged in school activities by seeing an increase in participation in PTO, sports activities, field trips and other school activities. Measured by teacher input, PTO 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 attendance by 1% Priority Area 5 Goal 3.5: Decrease on site suspensions as measured by data in Schoolwise Priority Are</p> | | |
| <p>Actions/Services</p> | <p>Scope of Service</p> | <p>Pupils to be served within identified scope of service</p> | <p>Budgeted Expenditures</p> |
| <p>Continue to hold focus groups and provide surveys with students to access their perspective of district needs and interests</p> | <p>Middle and High School</p> | <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | <p>5000-5999: Services And Other Operating Expenditures Base 500</p> |
| <p>Continue using social media and district webpage to promote and engage students and families</p> | <p>LEA wide</p> | <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:</p> | <p>5000-5999: Services And Other Operating Expenditures Base 5000</p> |

| | | (Specify) | |
|---|----------|--|--|
| All teachers will continue to maintain Google classroom website | LEA wide | <input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify) | 5000-5999: Services And Other Operating Expenditures Base 500 |
| Continue Parent workshop series to include academics, character/behavior supports, attendance, and other topics identified by parents | LEA wide | <input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify) | 5000-5999: Services And Other Operating Expenditures Base 1000 |

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

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|--------------------------------------|-----------------------------|------------------|--|--|
| GOAL 4: | | | | Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify |
| Identified Need : | | | | |
| Goal Applies to: | Schools: | | | |
| | Applicable Pupil Subgroups: | | | |
| LCAP Year 1: 2016-17 | | | | |
| Expected Annual Measurable Outcomes: | | | | |
| | Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
| LCAP Year 2: 2017-18 | | | | |
| Expected Annual Measurable Outcomes: | | | | |
| | Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
| LCAP Year 3: 2018-19 | | | | |
| Expected Annual Measurable Outcomes: | | | | |
| | Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

| | | | | |
|--------------------------------------|-----------------------------|--|-----------------------|--|
| GOAL 5: | | | | Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify |
| Identified Need : | | | | |
| Goal Applies to: | Schools: | | | |
| | Applicable Pupil Subgroups: | | | |
| LCAP Year 1: 2016-17 | | | | |
| Expected Annual Measurable Outcomes: | | | | |
| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures | |
| LCAP Year 2: 2017-18 | | | | |
| Expected Annual Measurable Outcomes: | | | | |
| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures | |
| LCAP Year 3: 2018-19 | | | | |
| Expected Annual Measurable Outcomes: | | | | |
| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures | |

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

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|--------------------------------------|-----------------------------|--|-----------------------|--|
| GOAL 6: | | | | Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify |
| Identified Need : | | | | |
| Goal Applies to: | Schools: | | | |
| | Applicable Pupil Subgroups: | | | |
| LCAP Year 1: 2016-17 | | | | |
| Expected Annual Measurable Outcomes: | | | | |
| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures | |
| LCAP Year 2: 2017-18 | | | | |
| Expected Annual Measurable Outcomes: | | | | |
| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures | |
| LCAP Year 3: 2018-19 | | | | |
| Expected Annual Measurable Outcomes: | | | | |
| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures | |

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

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|--------------------------------------|-----------------------------|--|-----------------------|--|
| GOAL 7: | | | | Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify |
| Identified Need : | | | | |
| Goal Applies to: | Schools: | | | |
| | Applicable Pupil Subgroups: | | | |
| LCAP Year 1: 2016-17 | | | | |
| Expected Annual Measurable Outcomes: | | | | |
| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures | |
| LCAP Year 2: 2017-18 | | | | |
| Expected Annual Measurable Outcomes: | | | | |
| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures | |
| LCAP Year 3: 2018-19 | | | | |
| Expected Annual Measurable Outcomes: | | | | |
| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures | |

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

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|--------------------------------------|-----------------------------|--|-----------------------|--|
| GOAL 8: | | | | Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify |
| Identified Need : | | | | |
| Goal Applies to: | Schools: | | | |
| | Applicable Pupil Subgroups: | | | |
| LCAP Year 1: 2016-17 | | | | |
| Expected Annual Measurable Outcomes: | | | | |
| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures | |
| LCAP Year 2: 2017-18 | | | | |
| Expected Annual Measurable Outcomes: | | | | |
| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures | |
| LCAP Year 3: 2018-19 | | | | |
| Expected Annual Measurable Outcomes: | | | | |
| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures | |

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

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| GOAL 9: | | | | Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify |
| Identified Need : | | | | |
| Goal Applies to: | Schools: | | | |
| | Applicable Pupil Subgroups: | | | |
| LCAP Year 1: 2016-17 | | | | |
| Expected Annual Measurable Outcomes: | | | | |
| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures | |
| LCAP Year 2: 2017-18 | | | | |
| Expected Annual Measurable Outcomes: | | | | |
| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures | |
| LCAP Year 3: 2018-19 | | | | |
| Expected Annual Measurable Outcomes: | | | | |
| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures | |

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

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| GOAL 10: | | | | Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify |
| Identified Need : | | | | |
| Goal Applies to: | Schools: | | | |
| | Applicable Pupil Subgroups: | | | |
| LCAP Year 1: 2016-17 | | | | |
| Expected Annual Measurable Outcomes: | | | | |
| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures | |
| LCAP Year 2: 2017-18 | | | | |
| Expected Annual Measurable Outcomes: | | | | |
| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures | |
| LCAP Year 3: 2018-19 | | | | |
| Expected Annual Measurable Outcomes: | | | | |
| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures | |

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

Annual Update

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

- 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 schoolsites 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?

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

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| Original GOAL 1 from prior year LCAP: | Increase student success in ELA and Mathematics | | Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 <input checked="" type="checkbox"/> 8 COE only: 9 _ 10 _ Local : Specify |
| Goal Applies to: | Schools: All Applicable Pupil Subgroups: | All, with a significant emphasis on English Language Learners | |
| Expected Annual Measurable Outcomes: | <p>Goal 1.1: Establish baseline CAASPP achievement for all applicable subgroups including Foster Youth, English Learners, and Low Income Students in grades 3-8, set targets by December 1, 2015 Priority Area 4</p> <p>Goal 1.2: Academic Performance Index (API) suspended until Fall 2016 Priority Area 4</p> <p>Goal 1.3: Establish baseline participation and process for enrollment in courses Priority Area 7</p> <p>Goal 1.4: Increase percent of students attending community college Priority Area 4</p> <p>Goal 1.5: Increase percent determine prepared for college by Early Admissions Program (EAP) by 2% and passing community college classes by 10% Priority area 4</p> <p>Goal 1.6: 85% or more of teachers/staff will participate in CCSS professional development; including EL, Foster Youth and Low Income Student strategies by June 30, 2016 Priority Area 2</p> <p>Goal 1.7: 100% of students will have access to adopted textbooks Priority Area 1</p> | Actual Annual Measurable Outcomes: | <p>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, however, OVUSD monitors students success on an individual basis. Priority Area 4</p> <p>Goal 1.2: API suspended</p> <p>Goal 1.3: District is gathering data on High School students taking Cerro Coso concurrent enrollment courses and high school courses are being re-evaluated and approved through the UC A-G system. This year, the district received a four year WASC accreditation. In addition, one-third of all high school students have taken Cerro Coso concurrent enrollment courses this year.</p> <p>Goal 1.4: OVHS students moving on to community college varies due to class size of rural school district. Of the eight graduates of the class of 2015, six went on to community college, and one to the military. In this year's graduating class, we anticipate a 100% enrollment into community college.</p> <p>Goal 1.5: All current high school students are enrolled in A-G courses and the baseline for the EAP is unavailable due to the size of the district and lack of data that is not reported. We have, on average, one-third of our students enrolled in Cerro Coso Community College per semester.</p> <p>Goal 1.6: All teachers have participated in CCSS professional development. This will continue through the summer and next year.</p> <p>Goal 1.7: All students have access to adopted textbooks. GO Math was adopted K - 8 and we are in the process of adopting ELA K-12 and 9-12 Math.</p> |

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| | <p>Areas of Adjustment: We have learned this year that students who are concurrently enrolled in Cerro Coso community college need to be monitored closely and assigned a mentor/tutor as needed.</p> |
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LCAP Year: 2015-2016

| Planned Actions/Services | | Actual Actions/Services | |
|--|--|--|--|
| Budgeted Expenditures | | Estimated Actual Annual Expenditures | |
| <p>Implement Go Math (K – 8). Create Professional development plan to support implementation by August 2015.</p> | <p>5800: Professional/Consulting Services And Operating Expenditures Title II 2500</p> | <p>GO Math was successfully implemented K - 8. We were able to set up webcast training with Houghton Mifflin, although it did take several months to implement the program fully.</p> <p>Areas of Adjustment: Team realized that we need to have more parent training/meetings to reach the common core goals. Next year we are planning family math nights.</p> | <p>5000-5999: Services And Other Operating Expenditures Title II 813.72</p> <p>5800: Professional/Consulting Services And Operating Expenditures Base 2667</p> |
| <p>Scope of Service LEA wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | | <p>Scope of Service LEA wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | |
| <p>Engage in math textbook adoption process for, 9 – 12 that will lead to use of new textbooks in 2016-17. Include a professional development plan that would start no later than May 2016.</p> | <p>5800: Professional/Consulting Services And Operating Expenditures Title II 2500</p> | <p>This process has barely started, however our math department is currently looking at materials and has attended several common core math trainings. It is our intention to adopt high school math curriculum implementation of math curriculum by fall of 2016. The math department of</p> | <p>5000-5999: Services And Other Operating Expenditures Title II 2000</p> |

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| | | OVHS has narrowed the textbooks down to two and one will be chosen this summer. | | | | | |
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| Implement Common Core State Standards through professional development | 5800: Professional/Consulting Services And Operating Expenditures Base 2000 | <p>The staff has attended several trainings, both in house, county and statewide. In addition, the staff were provided with a common core flip chart as a reference guide and has been implemented in some classrooms. Teachers are putting the common core standards on the board for students and parents to see in the classroom.</p> <p>Areas of Adjustment: Continue common core professional development as needed and encourage teachers to use reference flip charts.</p> | 5000-5999: Services And Other Operating Expenditures Title II 1000 | | | | |
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| <p>Establish Bench Mark testing 3 times per year</p> | <p>4000-4999: Books And Supplies Base 1000</p> | <p>We implemented CAASPP benchmark testing once this year, however, we found that the tests were cumbersome and results were not as informative as we feel is necessary.</p> <p>Areas of Adjustment: We are currently looking at several other benchmark testing options and are planning on implementing between two and three benchmark test next year. We are currently are utilizing the CAASPP Interim Assessments and/or SBAC Rehearsal for both ELA and Math.</p> | <p>4000-4999: Books And Supplies Base 1000</p> |
| <p>Scope of Service LEA wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> | | <p>Scope of Service LEA Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> | |
| <p>Establish outreach and enrollment process for concurrent Cerro Coso courses</p> | <p>5000-5999: Services And Other Operating Expenditures Base 1000</p> <p>1000-1999: Certificated Personnel Salaries Base 5110</p> <p>3000-3999: Employee Benefits Base 1882</p> | <p>The district has held several student and parent meetings concerning concurrent enrollment in Cerro Coso community college. One-third of our students are taking college courses each semester. This program seems to be running very successfully.</p> <p>Areas of Adjustment: We have learned this year that students who are concurrently enrolled in Cerro Coso community college need to be monitored closely and assigned a mentor/tutor as needed.</p> | <p>1000-1999: Certificated Personnel Salaries Base 5110</p> <p>3000-3999: Employee Benefits Base 715</p> <p>4000-4999: Books And Supplies Base 500</p> |

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| <p>Continue to implement 1:1 technology for students</p> | <p>4000-4999: Books And Supplies Base 5000</p> | <p>This goal has been met. All students have at least one device, if not two, and can request an HP tablet if needed. No areas of improvement noted.</p> | <p>4000-4999: Books And Supplies Base 1972</p> | | | | |
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| <p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p> | <p>The district has purchased k-8 ELA common core aligned curriculum and is planning on purchasing high school Math curriculum and textbooks this summer. The district is moving forward with purchasing and implementing benchmark and Interim assessments utilizing SBAC Rehearsal.</p> | | | | | | |

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

| | | | |
|---------------------------------------|--|--|---|
| Original GOAL 2 from prior year LCAP: | Prepare Students to be college and career ready | Related State and/or Local Priorities: 1 2 3 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 <input checked="" type="checkbox"/> 8 COE only: 9 _ 10 _ Local : Specify | |
| Goal Applies to: | Schools: LEA wide with a particular focus on high school Applicable Pupil Subgroups: All | | |
| Expected Annual Measurable Outcomes: | <p>Goal 2.1: Increase the percent of graduates meeting UC/CSU a-g Priority Area 4</p> <p>Goal 2.2: Create baseline % of students enrolled in secondary schools either college/career pathway, Regional Occupation Program (ROP) and other Career Technical Education (CTE) course Priority Area 4 & 7</p> <p>Goal 2.3: Track the percent of students 9 – 12 enrolled in community college courses Priority Area 4 & 8</p> <p>Goal 2.4: Establish baseline percent of 11th graders on SBAC test scores to increase percent of students who demonstrate college and career readiness Priority Area 4</p> | Actual Annual Measurable Outcomes: | <p>Goal 2.1: All current courses meet A - G requirements and high school courses or being re-evaluated and approved through the UC A-G system as required. This year, the district received a four-year WASC accreditation. Students are performing well with all high school students on track to graduate on time and with all their number of units met as required by law. In the school years of 2014-2016, all students are completing A-G approved core academic courses.</p> <p>Goal 2.2: OVHS students moving on to community college varies due to class size of rural school district. Of the eight graduates of the class of 2015, six went on to community college, and one to the military. Last year we had eight graduating students and only one student did not meet UC requirements. this years graduating class, we anticipate a 100% enrollment into community college. In addition, the governing board has approved new and more rigorous graduation requirements that are geared toward the University track.</p> <p>Goal 2.3: The district has created a spreadsheet to track 9-12 students who are enrolled in Cerro Coso community college. Tracking is based on grade level, course taken, and GPA.</p> <p>Goal 2.4: District will utilize last years SBAC test results in order to create a baseline to track college and career readiness. 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.</p> <p>Areas of Adjustment: In a rural school district like Owens Valley High School, it is difficult to create a baseline, due to the fluctuation of student enrollment. Administration will investigate the possibility of offering additional advanced coursework that</p> |

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| | are classroom based, not computer based. |
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LCAP Year: 2015-2016

| Planned Actions/Services | | Actual Actions/Services | |
|---|---|--|---|
| | Budgeted Expenditures | | Estimated Actual Annual Expenditures |
| Establish baseline of graduates meeting UC/CSU a-g requirements | 1000-1999: Certificated Personnel Salaries Base 6023 3000-3999: Employee Benefits Base 1843 | All current courses meet A - G requirements and new high school courses are being re-evaluated and approved through the UC A-G system as required. This year, the data from last year will be used to create a baseline for graduates meeting UC/CSU A-G requirements. | 0001-0999: Unrestricted: Locally Defined Base 7963 3000-3999: Employee Benefits Base 1812 |
| Scope of Service: LEA wide <hr/> X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) | | Scope of Service: LEA wide <hr/> X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) | |
| 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 | 1000-1999: Certificated Personnel Salaries Base 10842 3000-3999: Employee Benefits Base 3318 | This year, all high school students were divided into three separate homerooms. Each week, as monitored by the vice-principal, each teacher met with their assigned homeroom students to monitor classroom progress. This has dramatically improved student achievement by the fact that each quarter over 50% of our high school students were on honor roll. Area of Adjustment: School needs to continue to monitor and improve student engagement. Administrator needs to be informed weekly of any students who are at a 2.0 gpa or below. | 0001-0999: Unrestricted: Locally Defined Base 10425 3000-3999: Employee Benefits Base 3624 |

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| <p>Scope of Service LEA wide</p> | | <p>Scope of Service LEA Wide</p> | |
| <p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p> | | <p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p> | |
| <p>Provide 11th graders with access to SAT exams during the school day with OVUSD to increase the SAT access for low income students and students from typically underrepresented subgroups</p> | <p>5000-5999: Services And Other Operating Expenditures Base 500</p> | <p>All 11th graders had access to take the SAT and all 9-11th grades took the PSAT. Areas of Adjustment: The district will provide the opportunity to take the SAT as requested. School will provide teacher mentored SAT prep time during non school hours.</p> | <p>5000-5999: Services And Other Operating Expenditures Base 500</p> |
| <p>Scope of Service LEA wide</p> | | <p>Scope of Service LEA Wide</p> | |
| <p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p> | | <p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p> | |
| <p>Provide 10th graders with access to PSAT exams during the school day with OVUSD to increase the PSAT access for low income students and students from typically underrepresented subgroups</p> | <p>5000-5999: Services And Other Operating Expenditures Base 500</p> | <p>Students in grades 9 -11 took the PSAT and students showed overall college readiness. Areas of Adjustment: The district will provide the opportunity to take the PSAT as requested.</p> | <p>5000-5999: Services And Other Operating Expenditures Base 500</p> |

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| <p>Maintain access for students at all grade levels participating in field trips, with particular emphasis at the high school level</p> | <p>5000-5999: Services And Other Operating Expenditures Base 1000</p> | <p>All students district wide had access to various field trips throughout the year. K-8 participated in the following field trips; (K/1/2) Mt. Whitney Fish Hatchery, Chalfant Big trees, Independence Firehouse, Independence Library, Bishop Community Concerts (3/4) Independence Courthouse, Independence Creek, Independence Firehouse, Independence Creek Campground and Trail, Independence Legion Hall, Death Valley National Park, Bishop Community Concerts. (5/6) Cerro Coso Community College, Independence Court House, Death Valley National Park, Bishop Community Concerts. (7/8) Ancient Bristlecone Pine Forest, Cerro Coso College Orientation, Owens River Watershed Project, LADWP Fundraiser Lunch, Catalina Island Marine Institute, Bishop Community Concert. (9/10) Honor Roll Ski Trip, China Lake Naval Base, Ventura, college and Coastline, Cerro Coso, Agricultural Apple Farm. (11/12) Government Day walking trip through Independence, China Lake Naval Base, Science, History and College trip to San</p> | <p>5000-5999: Services And Other Operating Expenditures Base 1000</p> | | | | |

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| | | <p>Francisco, Agricultural Apple Farm. (Whole H.S.) Inyo County Sesquicentennial Celebration (Multiple grades) Two (2) Cerro Coso Distance Learning Concert, Ethan Bortnick Bishop Concert, Knotts Scary Farm Senior Trip, Bishop Creek Photography.</p> | |
| <p>Scope of Service LEA wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> | | <p>Scope of Service LEA Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> | |
| <p>Provide career pathway and/or internship programs access for secondary students</p> | <p>5000-5999: Services And Other Operating Expenditures Base 500</p> | <p>District chose to modify these pathways to the following; (1) Concurrent enrollment with Cerro Coso with the option to receive an AA degree by the time of high school graduation. (2) A-G courses with an emphasis in Performing/Visual Arts. (3) A-G courses with an emphasis in Agriculture and Fine Arts.</p> <p>Areas of Adjustment: District needs to improve the methods currently used to define a clear pathway utilizing these three options. District needs to provide support for the three staff members in charge of these pathways.</p> | |
| <p>Scope of Service LEA wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> | | <p>Scope of Service LEA Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> | |

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| <ul style="list-style-type: none"> <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | | <ul style="list-style-type: none"> <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | |
| <p>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>1000-1999: Certificated Personnel Salaries Base 27843</p> <p>3000-3999: Employee Benefits Base 10576</p> | <p>All current courses meet A - G requirements and new high school courses are being evaluated and approved through the UC A-G system.</p> <p>Areas of Adjustment: District needs to improve the methods currently used to define a clear pathway utilizing these three options. District needs to provide support for the three staff members in charge of these pathways.</p> | |
| <p>Scope of Service</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | | <p>Scope of Service</p> <p style="text-align: center;">LEA Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | |
| <p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p> | <p>The district realized the need to provide SAT and ACT prep and testing opportunities for high school students as well as restructure the tracks the high school students can take. These tracks are:</p> <ol style="list-style-type: none"> 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>The district also felt it necessary to update the high school graduation requirements to meet the needs of a more rigorous program.</p> | | |

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

| | | |
|---------------------------------------|---|---|
| Original GOAL 3 from prior year LCAP: | Engage parents and community to support student success in school. | Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 COE only: 9 _ 10 _ Local : Specify |
| Goal Applies to: | Schools: LEA wide Applicable Pupil Subgroups: All | |
| Expected Annual Measurable Outcomes: | <p>Goal 3.1: Establish a baseline parent survey completion percent Priority Area 3</p> <p>Goal 3.2: Increase number of parents engaged Priority Area 3</p> <p>Goal 3.3: Increased parent/community engagement as measure by Facebook likes, parent email system, and Google classroom web site reported use Priority Area 3</p> <p>Goal 3.4: Decrease in Chronic Absenteeism/Increase in school attendance rates by at least .5% Priority Area 5</p> <p>Goal 3.5: Establish a baseline for citations/suspensions/expulsions Priority Area 6</p> | <p>Actual Annual Measurable Outcomes:</p> <p>Goal 3.1: Baseline parent survey completion is 4%</p> <p>Goal 3.2: This year, even though parent survey response was low, parent engagement has improved in every elementary class by having a room parent and there was parent conferences in October with 100% parent participation. PTO has seen an increase in parent participation in their monthly meetings. In addition, community activities such as the OV Car Show/Harvest Festival was very successful in turnout and community support.</p> <p>Goal 3.3: District is establishing a parent email system but has not yet met the other goals in this area. District has started a monthly parent newsletter and has been utilizing the "All Call" phone system on a more consistent basis and has updated and created a new school website that is more user friendly and has been well received by the community.</p> <p>Goal 3.4: In school year 2014/2015 the OVUSD had an attendance rate of 92.58%. In the current year of 2015/2016, the attendance rate as of 4/18/2016 is 93.73, a 1.15% increase. This year the district has implemented a school absenteeism letter that went out to all parents as well as sent home first and second letters for chronic absenteeism and has established a School Attendance Review Team (SART) and is planning to refer students to the School Attendance Review Board (SARB) in the future.</p> <p>Goal 3.5: This year, as of May 20, 2016, the district has five suspensions and one expulsions.</p> <p>Areas of Adjustment: Even though surveys were mailed out and a reminder to complete surveys was in the Principal's Message in the monthly news letter, the district needs to improve in getting returned completed surveys. District still needs to create</p> |

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| | | | <p>a Facebook page and Google classroom needs to be better implemented by the teachers. More training is needed in order to implement Google classroom. District needs to work on parent and community engagement for next year. School needs to be more vigilant and consistent in sending out SARB letters and holding parent attendance conferences and referring students to the county SARB team.</p> |
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LCAP Year: 2015-2016

| Planned Actions/Services | | Actual Actions/Services | | | | | |
|--|--|---|--|--|-------------------------|----------|--|
| Budgeted Expenditures | | Estimated Actual Annual Expenditures | | | | | |
| Continue to hold focus groups and provide surveys with students to access their perspective of district needs and interests | 5000-5999: Services And Other Operating Expenditures Base 500 | This year the district gave surveys pertaining to goals and needs to students and staff. In addition, the high school holds weekly "High School Meetings." All students in grades 9-12 were given a School Accountability Survey. | 4000-4999: Books And Supplies Base 500 | | | | |
| <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;">Scope of Service</td> <td>Middle and High School</td> </tr> </table> <hr style="border-top: 1px dashed black;"/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | Scope of Service | Middle and High School | | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;">Scope of Service</td> <td>LEA Wide</td> </tr> </table> <hr style="border-top: 1px dashed black;"/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | Scope of Service | LEA Wide | |
| Scope of Service | Middle and High School | | | | | | |
| Scope of Service | LEA Wide | | | | | | |
| Continue using social media and district webpage to promote and engage students and families | 5000-5999: Services And Other Operating Expenditures Base 5000 | District created a new webpage that is simple to use and easily accessible to students and community members and this webpage is updated weekly. Areas of Adjustment: School still needs to create a Facebook page. | 5000-5999: Services And Other Operating Expenditures Base 7381 | | | | |
| <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;">Scope of Service</td> <td>LEA wide</td> </tr> </table> | Scope of Service | LEA wide | | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;">Scope of Service</td> <td>LEA Wide</td> </tr> </table> | Scope of Service | LEA Wide | |
| Scope of Service | LEA wide | | | | | | |
| Scope of Service | LEA Wide | | | | | | |

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|---|---|--|--|
| <p><u>X</u> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p> | | <p><u>X</u> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p> | |
| <p>All teachers will maintain Google Classroom.</p> | <p>5000-5999: Services And Other Operating Expenditures Base 500</p> | <p>Three teachers have implemented a Google Classroom. The book "50 Ways to use Google Classroom" was handed out and there was a lot of interest in the use of technology integrated into the classroom.</p> <p>Areas of Adjustment: More training and support for teachers to create and maintain their Google Classroom as needed. Timelines for set up and completion need to be added.</p> | <p>5000-5999: Services And Other Operating Expenditures Base 500</p> |
| <p>Scope of Service LEA wide</p> | | <p>Scope of Service LEA Wide</p> | |
| <p><u>X</u> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p> | | <p><u>X</u> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p> | |
| <p>Establish Parent workshop series to include academics, character/behavior supports, attendance, and other topics identified by parents</p> | <p>5000-5999: Services And Other Operating Expenditures Base 1000</p> | <p>District has held several parent meetings concerning concurrent enrollment at Cerro Coso and K - 8 teachers held parent conferences. Elementary has held several parent fun nights which included art, drama, and various academic projects.</p> <p>Areas of Adjustment: District needs to</p> | <p>5000-5999: Services And Other Operating Expenditures Base 500</p> |

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| | | create formal parent education nights such as parenting classes, CAASPP testing and CCSS informational meetings, and Math Family Nights. | | | | | | | | | |
| <table border="1"> <tr> <td>Scope of Service</td> <td>LEA wide</td> </tr> <tr> <td colspan="2"> <hr/> X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) </td> </tr> </table> | Scope of Service | LEA wide | <hr/> X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) | | | <table border="1"> <tr> <td>Scope of Service</td> <td>LEA Wide</td> </tr> <tr> <td colspan="2"> <hr/> X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) </td> </tr> </table> | Scope of Service | LEA Wide | <hr/> X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) | | |
| Scope of Service | LEA wide | | | | | | | | | | |
| <hr/> X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) | | | | | | | | | | | |
| Scope of Service | LEA Wide | | | | | | | | | | |
| <hr/> X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) | | | | | | | | | | | |
| <table border="1"> <tr> <td>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</td> <td>The district needs to develop more professional development opportunities for Google Classroom, Docs and Apps. The district also needs to develop more of a social media presence, such as Facebook and have the PTO maintain these sites.</td> </tr> </table> | What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? | The district needs to develop more professional development opportunities for Google Classroom, Docs and Apps. The district also needs to develop more of a social media presence, such as Facebook and have the PTO maintain these sites. | | | | | | | | | |
| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? | The district needs to develop more professional development opportunities for Google Classroom, Docs and Apps. The district also needs to develop more of a social media presence, such as Facebook and have the PTO maintain these sites. | | | | | | | | | | |

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

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|--|--------------------------------|-------------------------|--|
| Original GOAL 4 from prior year LCAP: | | | Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify |
| Goal Applies to: | Schools: | | |
| | Applicable Pupil Subgroups: | | |
| Expected Annual Measurable Outcomes: | | | Actual Annual Measurable Outcomes: |
| LCAP Year: 2015-2016 | | | |
| Planned Actions/Services | | Actual Actions/Services | |
| | Budgeted Expenditures | | Estimated Actual Annual Expenditures |
| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? | | | |

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| Original GOAL 5 from prior year LCAP: | | | Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify | |
| Goal Applies to: | Schools: | ----- | | |
| | Applicable Pupil Subgroups: | | | |
| Expected Annual Measurable Outcomes: | | | Actual Annual Measurable Outcomes: | |
| LCAP Year: 2015-2016 | | | | |
| Planned Actions/Services | | | Actual Actions/Services | |
| Budgeted Expenditures | | Estimated Actual Annual Expenditures | | |
| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? | | | | |

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| Original GOAL 6 from prior year LCAP: | | | Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify | |
| Goal Applies to: | Schools: | ----- | | |
| | Applicable Pupil Subgroups: | | | |
| Expected Annual Measurable Outcomes: | | | Actual Annual Measurable Outcomes: | |
| LCAP Year: 2015-2016 | | | | |
| Planned Actions/Services | | | Actual Actions/Services | |
| Budgeted Expenditures | | Estimated Actual Annual Expenditures | | |
| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? | | | | |

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| Original GOAL 7 from prior year LCAP: | | | Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify | |
| Goal Applies to: | Schools: | | | |
| | Applicable Pupil Subgroups: | | | |
| Expected Annual Measurable Outcomes: | | | Actual Annual Measurable Outcomes: | |
| LCAP Year: 2015-2016 | | | | |
| Planned Actions/Services | | Actual Actions/Services | | |
| | Budgeted Expenditures | | Estimated Actual Annual Expenditures | |
| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? | | | | |

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| Original GOAL 8 from prior year LCAP: | | | Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify | |
| Goal Applies to: | Schools: | ----- | | |
| | Applicable Pupil Subgroups: | | | |
| Expected Annual Measurable Outcomes: | | | Actual Annual Measurable Outcomes: | |
| LCAP Year: 2015-2016 | | | | |
| Planned Actions/Services | | | Actual Actions/Services | |
| Budgeted Expenditures | | Estimated Actual Annual Expenditures | | |
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|--|-----------------------------|-------------------------|--|
| Original GOAL 9 from prior year LCAP: | | | Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify |
| Goal Applies to: | Schools: | | |
| | Applicable Pupil Subgroups: | | |
| Expected Annual Measurable Outcomes: | | | Actual Annual Measurable Outcomes: |
| LCAP Year: 2015-2016 | | | |
| Planned Actions/Services | | Actual Actions/Services | |
| | Budgeted Expenditures | | Estimated Actual Annual Expenditures |
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|--|-----------------------------|--------------------------------------|--|--|
| Original GOAL 10 from prior year LCAP: | | | Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify | |
| Goal Applies to: | Schools: | ----- | | |
| | Applicable Pupil Subgroups: | | | |
| Expected Annual Measurable Outcomes: | | | Actual Annual Measurable Outcomes: | |
| LCAP Year: 2015-2016 | | | | |
| Planned Actions/Services | | | Actual Actions/Services | |
| Budgeted Expenditures | | Estimated Actual Annual Expenditures | | |
| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? | | | | |

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

A. In the box below, 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 pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district’s goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

| | |
|---|---------|
| Total amount of Supplemental and Concentration grant funds calculated: | \$49531 |
| <p>The District estimates that the level of unduplicated students for the LCAP year 1516 will be the same as in the previous year which is 53%. Since Owens Valley Unified School District is a small rural district, the committee felt that a district wide service plan would be more appropriate, even with less than 55% unduplicated students. This is important so the District data does not single out students, which would happen if it did not implement a district wide services approach. Funds will be spent in a district wide manner to provide consistency of services between school sites that serve students who often change schools from year to year or during the year.</p> <p>The District will be expending funds on annual assessment at the beginning of the school year. to determine the level of English proficiency of all ELL students at each site to assure consistent coverage of student services. Data collection and assessment software will be utilized and will be used to identify areas of increased focus on an individual student basis so that focused instruction may be delivered to achieve improved student outcomes. 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 in or more subject areas.</p> | |

B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

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

| | |
|--|---|
| 5.51 | % |
| <p>The District estimates that the level of unduplicated students for the LCAP year 1516 will be the same as in the previous year which is 53%. Funds will be spent in a district wide manner to provide consistency of services between school sites that serve students who often change schools from year to year or during the year.</p> | |

Section 4: Expenditure Summary

| Total Expenditures by Funding Source | | | | | | |
|--|---|---|-----------|-----------|-----------|------------------------------|
| Funding Source | 2015-2016 Annual Update Budgeted | 2015-2016 Annual Update Actual | 2016-17 | 2017-18 | 2018-19 | 2016-17- 2018-19 Total |
| All Funding Sources | 90,937.00 | 50,482.72 | 98,202.00 | 92,432.00 | 92,432.00 | 283,066.00 |
| | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| After School Education and Safety (ASES) | 0.00 | 0.00 | 0.00 | 0.00 | 2,500.00 | 2,500.00 |
| Base | 85,937.00 | 46,669.00 | 98,202.00 | 88,932.00 | 86,432.00 | 273,566.00 |
| Common Core Standards Implementation Funds | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Special Education | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Title II | 5,000.00 | 3,813.72 | 0.00 | 3,500.00 | 3,500.00 | 7,000.00 |

| Total Expenditures by Object Type | | | | | | |
|---|---|---|-----------|-----------|-----------|------------------------------|
| Object Type | 2015-2016 Annual Update Budgeted | 2015-2016 Annual Update Actual | 2016-17 | 2017-18 | 2018-19 | 2016-17- 2018-19 Total |
| All Expenditure Types | 90,937.00 | 50,482.72 | 98,202.00 | 92,432.00 | 92,432.00 | 283,066.00 |
| | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 0001-0999: Unrestricted: Locally Defined | 0.00 | 18,388.00 | 0.00 | 28,726.00 | 28,726.00 | 57,452.00 |
| 1000-1999: Certificated Personnel Salaries | 49,818.00 | 5,110.00 | 49,818.00 | 21,975.00 | 21,975.00 | 93,768.00 |
| 3000-3999: Employee Benefits | 17,619.00 | 6,151.00 | 17,599.00 | 17,731.00 | 17,731.00 | 53,061.00 |
| 4000-4999: Books And Supplies | 6,000.00 | 3,972.00 | 7,000.00 | 5,000.00 | 5,000.00 | 17,000.00 |
| 5000-5999: Services And Other Operating Expenditures | 10,500.00 | 14,194.72 | 23,785.00 | 13,500.00 | 14,500.00 | 51,785.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | 7,000.00 | 2,667.00 | 0.00 | 5,500.00 | 4,500.00 | 10,000.00 |

| Total Expenditures by Object Type and Funding Source | | | | | | | |
|--|---------------------|---|---|-----------|-----------|-----------|------------------------------|
| Object Type | Funding Source | 2015-2016 Annual Update Budgeted | 2015-2016 Annual Update Actual | 2016-17 | 2017-18 | 2018-19 | 2016-17- 2018-19 Total |
| All Expenditure Types | All Funding Sources | 90,937.00 | 50,482.72 | 98,202.00 | 92,432.00 | 92,432.00 | 283,066.00 |
| | | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 0001-0999: Unrestricted: Locally Defined | Base | 0.00 | 18,388.00 | 0.00 | 28,726.00 | 28,726.00 | 57,452.00 |
| 1000-1999: Certificated Personnel Salaries | Base | 49,818.00 | 5,110.00 | 49,818.00 | 21,975.00 | 21,975.00 | 93,768.00 |
| 3000-3999: Employee Benefits | Base | 17,619.00 | 6,151.00 | 17,599.00 | 17,731.00 | 17,731.00 | 53,061.00 |
| 4000-4999: Books And Supplies | Base | 6,000.00 | 3,972.00 | 7,000.00 | 5,000.00 | 5,000.00 | 17,000.00 |

| Total Expenditures by Object Type and Funding Source | | | | | | | |
|--|--|---|---|-----------|-----------|-----------|------------------------------|
| Object Type | Funding Source | 2015-2016 Annual Update Budgeted | 2015-2016 Annual Update Actual | 2016-17 | 2017-18 | 2018-19 | 2016-17- 2018-19 Total |
| 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 | Special Education | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 5000-5999: Services And Other Operating Expenditures | Base | 10,500.00 | 10,381.00 | 23,785.00 | 13,500.00 | 11,000.00 | 48,285.00 |
| 5000-5999: Services And Other Operating Expenditures | Title II | 0.00 | 3,813.72 | 0.00 | 0.00 | 3,500.00 | 3,500.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | After School Education and Safety (ASES) | 0.00 | 0.00 | 0.00 | 0.00 | 2,500.00 | 2,500.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | Base | 2,000.00 | 2,667.00 | 0.00 | 2,000.00 | 2,000.00 | 4,000.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | Title II | 5,000.00 | 0.00 | 0.00 | 3,500.00 | 0.00 | 3,500.00 |

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, 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).