

LCAP Year 2017–18 2018–19 2019–20

Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

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

LEA Name	Stony Creek Joint Unified School District		
Contact Name and Title	Laurel Hill-Ward Superintendent/Principal	Email and Phone	lhill-ward@glenncoe.org (530) 968-5361

2017-20 Plan Summary

THE STORY

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

Stony Creek Joint Unified School District (SCJUSD) is a rural, remote K-12 district that serves fewer than 100 students, from three distinct communities:

- the Grindstone Indian Rancheria, founded in 1907
- Elk Creek, a small town and former logging community
- Stonyford, a small community with a ranching history

SCJUSD has three physical school sites and a continuation school, with these students served at the high school;

- Elk Creek Elementary (TK, K-5th grades)
- Elk Creek Jr./Sr. High School (7-12th grades)
- Bidwell Point Continuation High School (11-12th grades)
- Indian Valley Elementary (6th grade) in Stonyford, 22 miles from the other two schools.

A building between Elk Creek Elementary and the high school is now the Elk Creek Public Library. The building formerly housed Bidwell Point Continuation High School, whose students have a lower credit requirement for graduation but attend with the other high school students. There are no EL students in the District, and there are also few inter district transfer students for a number of reasons, which include the distance from other communities and a general perception of lower academic standards in the District.

The Stony Creek Joint Unified School District schools collectively and individually face many challenges.

- Few job opportunities in the economically depressed area, which impacts some of the supports the communities can provide for the schools in fundraising and field trips.
- Steadily declining enrollment at all grade levels.
- The high school is no longer able to provide football and some other team sports, which were an important part of creating a sense of shared purpose and culture in the three small communities.
- Attrition of students to other larger schools within driving distance that are able to offer more classes and activities.

SCJUSD schools also have very low attendance rates, both because doctor's visits, etc. often require missing a full day of school for travel and because of a long standing tradition for many families of prioritizing personal activities over school attendance. The Native American community served by the District also participates in many dances celebrating

their culture in other Native American communities and reservations, which means that students are absent for these events. Consequently, another challenge for SCJUSD is low achievement due to nonattendance for many of the students and the subsequent impact on funding. The previous WASC review identified community engagement and student achievement as target areas for continued growth.

The District has strengths for its students, as well.

- Class sizes are very small, with highly qualified teachers.
- Strong relationships with the students. Teachers get to know the students exceptionally well, since most of them serve in multiple roles, including coaching and clubs.
- A caring academic counselor at the high school skillfully guides students towards graduation and provides many opportunities to attend vocational and college field trips.
- CTE medical and manufacturing pathways are available at the school, and the course schedule is designed for some students to take on line college classes.

While distances and the diversity of the communities affects relationships with both the students and parents, any adverse circumstances such as the illness of a student or other situation brings out a sense of shared responsibility and caring. All staff members know the students as individuals and model the values of working hard and contributing, not just for special activities but also for the day-to-day operation of the school sites.

Because the majority of our students (81 of 97 students) are unduplicated, most services for the unduplicated students are available to all. However, unduplicated students receive additional support from the campus supervisor/athletic director, academic counselor and extra support as needed from the intervention specialist and aide.

LCAP HIGHLIGHTS

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

This Local Control and Accountability Plan (LCAP) is written for a three year period but with a plan to carefully review and revise it each year as further information on funding, enrollment and other factors becomes available. Indicators from the California School Dashboard, which is available to parents of students and other public, provides data about the significant challenges facing SCJUSD, which include the academic performance of students in all grade levels. The Dashboard provides a baseline against which progress towards the district goals can be determined. Goals are based on the Dashboard data, but the size of the District limits some of the information reported on the Dashboard in order to maintain student confidentiality. In addition, local measures have been added to give a more detailed, clearer picture of student achievement in the district. These goals for the district center around attendance and academic achievement.

REVIEW OF PERFORMANCE

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

Because of the small number of students at each grade level, extracting information the California School Dashboard for SCJUSD is challenging for some areas. (The performance level (color) is not presented or included for accountability purposes when there are less than 30 students in any year used to calculate status and change.) However, the Dashboard reveals some significant information useful as baseline for goals going forward and some areas in need of improvement. Some of the declines in scores can be attributed the new CAASPP assessments and students' initial lack of familiarity with on-line testing.

GREATEST PROGRESS

Progress Evident from Review of the Dashboard Data:

- 3-Year Graduation Rate: All students with disabilities achieved graduation.
- Overall, suspension rates in SCJUSD declined.
- Native American students in SCJUSD lower grades maintained in English/Language Arts and significantly increased their scores in math.

- While in the "very low" red status in math, SCJUSD students overall maintained in math, with the elementary students increasing scores from "very low" to low.
- Economically disadvantaged elementary students overall increased their math scores significantly and moved from the red to the orange indicator.

The following link is provided to cut and paste to view the California Department of Education Five-by-Five Placement Reports for Stony Creek Joint Unified School District in Glenn County:
<http://www6.cde.ca.gov/californiamodel/grid?indicator=susp&year=2017s&cdcode=1162653&scode=&reporrtype=schools>

Stony Creek Joint Unified - Glenn County

Enrollment: 98 Socioeconomically Disadvantaged: 86% English Learners: 0% Foster Youth: N/A Grade Span: K-12 Reporting Year:

Charter School: No

- Equity Report
- Status and Change Report
- Detailed Reports
- Student Group Report

The Equity Report shows the performance levels for all students on the state indicators. It also shows the total number of student groups that received a performance level. Many of those student groups are in the two lowest performance levels (Red/Orange). The total number of student groups may vary due to the number of grade levels. Select any of the underlined indicators for more detailed information.

State Indicators	All Students Performance	Total Student Groups	Student Groups
Chronic Absenteeism	N/A	N/A	N/A
<u>Suspension Rate (K-12)</u>		3	2
<u>Graduation Rate (9-12)</u>		N/A	N/A
<u>College / Career</u> <u>Available Fall 2017. Select for Grade 11 assessment results.</u>		N/A	N/A
<u>English Language Arts (3-8)</u>		1	1
<u>Mathematics (3-8)</u>		1	1
Select any of the underlined local indicators to see the local data for those with a met rating.			
Local Indicators	Ratings		
Basics (Teachers, Instructional Materials, Facilities)	N/A		
Implementation of Academic Standards	N/A		
Parent Engagement	N/A		

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

GREATEST NEEDS

- The Dashboard ratings indicate that SCJUSD has a rating of red or orange in the following areas:
- Math for all students, except socioeconomically disadvantaged students who are in the orange range
 - English/Language Arts for all students
 - Suspension rates for American Indian students
- Actions to improve standing of students in area of Math for all students:
- Elementary teachers will continue using teaching methods learned at California State University, Chico and Glenn County Office of Education math project. Teachers will also attend workshops on math assessment during summer 2017.

- Jr./Sr. High teacher will continue to explore curriculum choices to increase student engagement.
- Teachers will continue to stress to parents and students the relationship between attendance and achievement in math and other content areas.

Actions to improve standing of students in area of English/Language Arts for all students:

- Teachers will continue to add culturally responsive curriculum for Native American students and students from lower socioeconomic backgrounds.
- Teachers will add more nonfiction choices to students' reading selections.
- A generic rubric will be created for a short research paper, which will be integrated into at least two other content classes at the jr./sr. high school.

Actions to decrease number of suspensions for American Indian students:

- Make effort to increase contact with Native American students and students' parents.
- Increase use of mailed information to parents who are not available by phone.
- Increase alternatives to suspension for students by offering more academic supports and lunch detentions

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

PERFORMANCE GAPS

Stony Creek Joint Unified School District does not have any indicators for which any student group was two or more performance levels below the "all student" performance. CalPADS data shows that of 97 enrolled students, 81 students are unduplicated, despite there being no EL students in the District, just one student identified as fostered, and 10 students identified as "homeless." 81 students of the 97 enrolled students participate in the free and reduced lunch program.

While efforts will be made to improve the performance of all students, in our very small school district, students at greatest risk for failure will receive special attention from the teaching and counseling staff. Efforts will be made to identify and connect students with resources beyond those available in a school setting.

INCREASED OR IMPROVED SERVICES

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

Stony Creek Joint Unified School District is above the 55% threshold for unduplicated pupils supplemental and concentration grant funds will be used in a districtwide manner. While this array of services and programs is available to all students, they potentially have particular benefit for the unduplicated pupils and are legitimate uses of the supplemental and concentration funds.

Continued Support of After School Program:

There is an after school program that uses the "Supporting Participation in Academics and Recreation for Kids" (SPARK) and is staffed by two aides. The program includes healthy snacks, homework support, physical activity through games, and a coding curriculum that also gives students time to use computers in an area where few students have access to technology and computers.

Continue Participation in "Get Focused, Stay Focused" Activities:

High school students begin participation in the 9th grade in the "Get Focused, Stay Focused" curriculum and on completion of the class (beginning in Fall 2017), will receive elective credits at Butte Community College. This curriculum is designed to not only expose students to a variety of careers and help them identify their vocational interests, but also to help them set goals in a structure called "My Ten-Year Plan" that is now a required component for students attending college. The Plan continues with them throughout high school and students will revisit, review and revise the Plan in grades 10-12 during their advisory period. The junior high school students will begin to use a curriculum that is articulated with the "Get Focused, Stay Focused" curriculum.

Increase Educational Options:

Information is provided to parents and families about summer reading programs or opportunities at the local Elk Creek library and the Stonyford libraries, the Willows Library and an on line reading program through California State University, Chico. Information about all other learning and/or enrichment opportunities brought to the attention of the school are disseminated to parents and families through flyers, "all calls" and postings at the school bulletin board in the district office.

BUDGET SUMMARY

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

DESCRIPTION

AMOUNT

Total General Fund Budget Expenditures for LCAP Year

\$2,142,006.01

Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year

\$1,017,696.00

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

\$131,170 Business Services and Office Staff Salary + Benefits
\$121,000 Principal/Superintendent Salary+ Benefits
\$80,363 Bus Drivers Salary + Benefits
\$56,546 Instructional Aides Salary + Benefits
\$20,809 After School Aides + Bus Driver
\$28,000 Materials + Supplies for Buses
\$110,000 PG&E, Water, Garbage, Service Contracts
\$85,000 Special Ed Costs
\$42,914.50 Prop 39 Expenditures
\$62,319 Career Pathways

\$1,588,726

Total Projected LCFF Revenues for LCAP Year

Annual Update

LCAP Year Reviewed: 2016-17

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

Goal 1

Conditions of Learning: Stony Creek Joint Unified School District with optimize conditions for student learning by hiring, developing and retaining highly competent effective teachers, who will provide instructional appropriate standards-aligned, intellectually challenging, culturally responsive and developmentally appropriate for all learners using appropriate instructional materials in well-maintained school facilities.

State and/or Local Priorities Addressed by this goal:

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED

1. 100% of Teachers will be credentialed in subject matter area and be appropriately assigned
2. All beginning teachers given support through induction process
3. Sufficient instructional materials will be available for all classes, evidenced in SCJUSD Board resolution.
4. Culturally responsive teaching materials will be available for major group.
5. Facilities evaluation tool will indicated all facilities in good repair.
6. All SCJUSD teachers will participate in standards-based professional development of their choosing and approved by District.

ACTUAL

- 1.1 One teacher continues to prepare for the Spanish CSET. Priority 7 Focus: A-G courses are available to all students, and electives are available to all students. Unduplicated students have access to all courses and special supports. If needed, they receive additional academic support through a credentialed teacher and aide who provide extra supports and interventions to unduplicated. Foster students' parents are linked with services through Glenn County Office of Education to better understand their foster child's benefits and rights.
- 1.2 The sole beginning teacher continued to receive support through induction and will complete Year 2 in May 2017 and be eligible to apply for a clear credential.
- 1.3 All students had sufficient instructional materials and texts.
- 1.4 Approximately 50 leveled readers with Native American themes were added and distributed through classrooms and/or to school library.
- 1.5 Facilities continue to be evaluated twice per year and are in good condition.
- 1.6 All teachers attended one or more activities for standards-based professional development, either on line, through the Glenn COE, or at CSU, Chico.

ACTIONS / SERVICES

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

Action **1**

Actions/Services

PLANNED
 1. Hire appropriately credentialed staff. The District will ensure that all teachers are credentialed in their area of instruction with direct support from the Glenn County Office of Education and/or teachers self-study in content areas and passage of recognized measures of competency.

ACTUAL
 1. All teachers are credentialed; there are no intern teachers. One teacher continues to prepare for the Spanish CSET, with a plan to take the exam in 2018. Arrangements are also being explored to provide remote access or on-line access for students seeking to complete A-G Year 2 Spanish requirements.

Expenditures

BUDGETED
 Credentialed Staff 1000-1999: Certificated Personnel Salaries Base 688615

ESTIMATED ACTUAL
 Certificated Staff 1000-1999: Certificated Personnel Salaries Base 690,000

Action **2**

Actions/Services

PLANNED
 2. Beginning teachers participate in induction program (currently BTSA) and have mentor teacher assigned to them.

ACTUAL
 2. One beginning teacher lives in the remote area and is available and eligible for long term sub positions or a teaching position. The teacher completed Level II through the Riverside County Office of Education Center for Teacher Innovation. This beginning teacher was not hired for full or part time but serves as a frequent substitute teacher in this small, remote district. The mentor initially selected for her in the district was not available, so the superintendent/principal, who was previously a Beginning Teachers Support and Assessment (BTSA) trained mentor, acted in the role of mentor for the beginning teacher.

Expenditures

BUDGETED
 BTSA Support Costs 5000-5999: Services And Other Operating Expenditures Title II 4000

ESTIMATED ACTUAL
 No cost to the district; program cost paid by the individual.

Action **3**

Actions/Services

PLANNED
 3.1 The District will ensure that all students have access to standards' aligned instructional materials. Evaluation of piloted College Preparatory Math (CPM) was discontinued and adoption of Everyday Math will be augmented with a variety of teacher-selected resources, based on student needs. Common Core instructional materials in English-Language Arts will be reviewed and replaced, as needed. 2016-2017 will

ACTUAL
 3.1 CPM math was not an effective fit for the students, even after teacher training and a year long effort to implement the curriculum. Because of this, CPM materials were returned. A new English teacher was hired for the 2016-2017 school year and is in the process of evaluating a new English-Language Arts curriculum, with a decision to be made for the 2017-2018 school year for a new text adoption.

focus on evaluation and adoption of science curriculum, with adoption taking place in 2017-2018 for budget considerations.

BUDGETED
 Curriculum purchase 4000-4999: Books and Supplies Base 4000-4999: Books And Supplies Lottery 3500

3.2 Purchase sufficient instructional materials for all classes, as evidenced in SCJUSD Board resolution, including on-line materials.

Expenditures

A search is in process for a new text and/or on line curriculum for science. The high school History/Social Science teacher is in the process of reviewing possible on line history texts. The 4th/5th grade teacher has implemented Lumio, an on-line math practice curriculum with good success.

ESTIMATED ACTUAL
 Curriculum Purchase 4000-4999: Books And Supplies Lottery 3303.00

3.2 All students had individual texts available in all classes. The condition of many of the textbooks is extremely poor. Because of this, additional efforts are being made to identify high quality, State-adopted texts for jr. high and high school classes. A company has been contacted, and exploration of free and low cost resources through the Glenn COE is also in process. See above

Action **4**

Actions/Services

PLANNED

4. Culturally responsive teaching materials and/or lessons will be added to elementary school library and classroom books, with recommendations from cultural mentor or others with appropriate knowledge.

ACTUAL

4. Approximately 60 new and used books with accurate Native American cultural themes were purchased and placed in classrooms and the school library. The books were a wide variety with a focus on being highly engaging at a variety of reading levels.

These books include photographic books of Native American rodeo riders and sports figures and leveled readers with Native American characters as survivors and heroes in traditional settings. A request was made to the local rural library to obtain more books with Native American themes and visuals. (The public library is located on the school site and easily available to teachers and students.)

Posters with Native American heroes and key historical figures were purchased and displayed in the cafeteria, an area common to both elementary and high school students and many community members. The goal is to continue to identify high quality materials with a focus on the three main cultural identities and traditions in the area: Native American, Ranching and Farming, and Logging.

Expenditures

BUDGETED
 General 4000-4999: Books And Supplies Title VI 3900.00

ESTIMATED ACTUAL
 Donated 0

Action **5**

Actions/Services

PLANNED
 5. The District will ensure that all teachers have opportunities to continue growth through inservice, training, County Office of Education trainings and teacher-designed programs of continuing education for "buy back" days. Professional development opportunities will include a variety of relevant instructional needs, including working with children who have experienced trauma, culturally responsive teaching, Common Core, STEM, Career Pathways (CTE), Future Farmers of America and technology.

ACTUAL
 5. All teachers and classified staff attended the annual "Common to the Core" county-wide inservice during which the staff chose relevant sessions based on their needs. Teachers also attended a number of county inservices/trainings, depending on their content area, on line sessions or CSU, Chico trainings.

Expenditures

BUDGETED
 Professional Development 5800; Professional Consulting Services and Operating Expenditures Base 5000 4000-4999: Books And Supplies Title VI 3900

ESTIMATED ACTUAL
 Donated 500.00

Action **6**

Actions/Services

PLANNED
 6. All facilities will be inspected by maintenance lead person monthly. Records will be maintained of all sites needing repair and plans will be made for prioritized repairs. Outcomes: painting of Elk Creek Junior/Senior High School (ECHS) gym ceiling, replacement of facade boards over Elk Creek Elementary School (ECE), and repair of restroom plumbing at Indian Valley Elementary School (IVE).

ACTUAL
 6. Sites were inspected continuously for needed repairs, particularly those related to the safety of the students and staff. Formal inspections continue to be conducted on the twice yearly schedule, in June and December. All needed repairs were addressed, and the fire crew completed a campus beautification project over the summer. The gym ceiling was painted, with assistance by a CAL Fire work crew, hired with Fund 40 monies. The wooden boards on the front entryway facade at the elementary school were not replaced and will be rescheduled as a priority. Continue custodial and maintenance staffing as prior year.

Expenditures

BUDGETED
 Professional Development 5800; Professional Consulting Services & Operating Expenditures Base 5000 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 5000

ESTIMATED ACTUAL
 Maintenance and Operations 2000-2999: Classified Personnel Salaries Base 100,000.00

 Fund 40 5000-5999: Services And Other Operating Expenditures Other 4344.00

Action **7**

Actions/Services

PLANNED

ACTUAL

7. The District will ensure that all teachers and certificated staff have access to professional development opportunities, minimally participating in the GCOE "Common to the Core" county-wide staff development day. Professional development opportunities will cover a variety of instructional needs including Common Core, STEM/NGSS, Career Pathways, technology, and classified classes relevant to staff positions.

7. The high science teacher, an elementary science lead teacher and the superintendent attended a two day Next Generation Science Standards (NGSS) conference during fall semester 2016, where the pedagogical characteristics of effective science instruction was highlighted. All elementary teachers attended either county or other orientations regarding the NGSS. A science lead at the elementary level was identified; there is just one science teacher at the jr. high/high school level.

Expenditures

BUDGETED
 Maintenance and Operations budget 2000-2999; Classified personnel salaries base 146500 2000-2999: Classified Personnel Salaries Base 108269
 Common to the Core Day 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 500

ESTIMATED ACTUAL
 Professional Development--West Ed Other 0
 Other

Action

8

Actions/Services

PLANNED

ACTUAL

Expenditures

BUDGETED

ESTIMATED ACTUAL
 0

ANALYSIS

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

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

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

An adequate implementation of the goal was achieved; there were few changes to this goal as it was written. There continues to be a challenge in the area of providing a curriculum that meets requirements while fully engaging the students.

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

Conditions of Learning: Stony Creek Joint Unified School District adequately met conditions for student learning by hiring, developing and retaining highly competent effective teachers, who will provide instructional appropriate standards-aligned, intellectually challenging, culturally responsive and developmentally appropriate for all learners using appropriate instructional materials in well-maintained school facilities.

Absenteeism remained high in all grade levels, despite efforts in 2016-2017. Efforts to motivate attendance with a school store with through points earned through attendance have not clearly been successful. A "Fun Friday" for two period each month for students with adequate attendance at the high school level

have been only marginally successful. A goal for 2017-2018 is to schedule all events and activities designed to incentivize attendance before the beginning of the year and to publicize them widely, both for parents and students.

Efforts to inform parents of the importance of attendance, both for student achievement and for a level of school funding to allow for more enrichment have not been successful for several reasons. The "all call" system is not fully effective due to many parents having uneven phone access, the cost of mailing information is high and mail is not always the best way to contact parents in a time efficient manner, and flyers, etc. may or may not reach home and/or receive a response. An entrenched pattern of students being absent for extended periods also exists.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There are no concerning differences between the Budgeted Expenditures and Estimated Actual Expenditures. To more accurately reflect the services to the unduplicated students receiving special services through LCAP, there is a difference in expenditures for particular certificated and classified staff reflected above, as the costs for the Opportunity/continuation teacher, academic advisor and campus supervisor were moved to supplemental concentration expenditures.

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

Efforts will continue to increase attendance. A recent survey, despite being mailed home to every home of any student in the district, had a minimal response, with just two adult responses, but a survey will be given next year to try to determine how to communicate with parents and increase their involvement in the District schools. No substantial changes are being made to the LCAP Plan but efforts will continue as in the past.

No substantial changes were made to this goal. Additional information is provided to document minor adjustments.

Annual Update

LCAP Year Reviewed: 2016-17

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

Goal 2

GOAL 2: SCJUSD students will progress in knowledge and academic skills through a comprehensive continuum of courses, which they will demonstrate through a variety of measures, including standardized tests, college and career preparedness measures. SCJUSD will provide a safe & welcoming environment to increase student and parent involvement and attendance in order to facilitate student progress.

State and/or Local Priorities Addressed by this goal:

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED

1. Annually, a minimum of four School Site Council (SSC), combined for all SCJUSD sites/entities, to ensure increased opportunities for stakeholder input.
2. Annually, a minimum of three parent/community events, including "Back-to-School Night," Winter (Christmas) Program, and "open house/exhibition of student learning."
3. 10% increase in Student attendance with ultimate goal of 95% attendance (baseline: 2015-2016 attendance).
4. 10% reduction in student suspension rate (baseline: 2015-2016 suspensions).
5. Annual administration of student, parent & community survey.
6. Annual review of standardized assessment results and other measures of student learning.

ACTUAL

1. Four SSC meetings occurred.
2. Three parent/community events took place: Back-to-School Night, Winter Program, Exhibition of Student Learning.
3. Increased student attendance goal was not met; Spring 2017 attendance for SCJUSD was 88%
4. The 10% reduction in student suspension rate was met at Elk Creek Elementary and Indian Valley; it was not met at Elk Creek Jr./Sr. High School
5. A survey was administered to students during school hours; parent surveys were mailed and the response was extremely low.
6. Review of standardized scores of individual students indicated growth for students with above 90% attendance. Scores are low for students with attendance below 90%.

ACTIONS / SERVICES

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

Action **1**

Actions/Services

PLANNED
 1.1 Four SSC meetings will be scheduled at the beginning of the school year.
 1.2 SSC meetings will be publicized through the "all call," newsletter(s), notes home, the school webpage, and local bulletin boards.
 1.3 Meetings shall be one per quarter.

ACTUAL
 1.1 Four meetings were scheduled and held:
 • October 20, 2016
 • December 8, 2016
 • March 23, 2017
 • April 13, 2017
 1.2 Meetings were publicized, as described.
 1.3 Meetings were held quarterly. Meetings were publicized in the ways planned. Despite publicity, attendance by parents was limited.

 Note: The March and April meetings were held a month apart to accommodate both the Chairperson and superintendent/principal's schedules.

Expenditures

BUDGETED
 2000-2999: Classified Personnel Salaries Other 148215
 Supplies for Meetings 4000-4999: Books And Supplies Supplemental and Concentration 200

ESTIMATED ACTUAL
 No funds budgeted nor expended.
 0

Action **2**

Actions/Services

PLANNED
 2.1 Back-to-School Night date in packet home for all students on the first day of school.
 2.2 Back-to-School Night will be publicized with an "all-call" and notes home.
 2.3 Information/research about attendance and school success shared by a variety of means ("all call," newsletter, announcements at school events, letters home, etc.)

ACTUAL
 2.1 The "Back-to-School Night" was held, and a hotdog and hamburger barbeque was served to parents and families.
 2.2. The Back-to-School Night was publicized in a "all-call" and with notes home for elementary students.
 2.3 The critical nature of school attendance was shared multiple ways, with "all calls," a winter newsletter, the establishment of a school store with attendance points purchases at the elementary school, "Fun Fridays" at the jr./sr. high school, classroom talks, and at parent advisory meetings.

Expenditures

BUDGETED

ESTIMATED ACTUAL
 No associated costs. 0

Action **3**

Actions/Services

PLANNED

ACTUAL

3.1 Field trip dates for attendance at or above 95% will be posted at each school site.
 3.2 Individual teachers may opt to send notes/contracts home to inform parents of requirements for attendance field trips, prizes, etc.

3.1 Jr./Sr. High and elementary school attendance has gone down. Attendance has continued to decline despite the efforts of administration and staff. The "Fun Friday" with two period per month of gym time with special activities and snacks does not appear to be increasing attendance. The re-establishment of the Student Attendance Review Board process also appears to be having a minimal impact on attendance.
 3.2 The 4/5th grade teacher informed parents of the attendance criterion for students to attend a Monterrey Bay field trip, and approximately 50% of the students were eligible, based on attendance and behavioral criteria. (cost \$1933.00)
 3.2 A field trip to experience an urban environment in San Francisco for the jr./sr. high school students with a "passing all classes and attendance at 95%" was planned with 9/25 students earning the trip.

Expenditures

BUDGETED
 Attendance Incentives 4000-4999: Books And Supplies Supplemental and Concentration 4000

 Attendance Incentives 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 2000

ESTIMATED ACTUAL
 Funds raised by 4th/5th grade class (\$1900), \$2000 budgeted for attendance incentives at high school, and \$1500 budgeted for incentives at ECE/IVE. 4000-4999: Books And Supplies Supplemental and Concentration \$3500.00

Action **4**

Actions/Services

PLANNED
 4.1 Teachers will receive further training on working with students of trauma.
 4.2 Teachers will notify parents by phone call or letter at any point in the semester if a student is failing a class.

ACTUAL
 4.1 A training was presented to all staff before school started on working with students who've experienced trauma. Staff appeared to gain
 4.2

Expenditures

BUDGETED
 Trauma Training-Educator Effectiveness 5000-5999: Services And Other Operating Expenditures Other 1000

ESTIMATED ACTUAL
 Educator Effectiveness funds 5000-5999: Services And Other Operating Expenditures Other \$1000.00

Action **5**

Actions/Services

PLANNED

ACTUAL

5.1 Parent and community survey administered.
5.2 Results will be reported to the Board and SSC.

BUDGETED

5.1 Survey administered to jr./sr. high school students during 3rd quarter. Survey was mailed to every student home in district. Survey will be re-administered in the 2017-2018 school year. (Survey questions were reviewed by phone with an OCR worker prior to administration of survey.)
5.2 Both student and parent responses to survey were tabulated and shared with the Board at the May meeting and at the first 2017-2018 meeting.

ESTIMATED ACTUAL
Mailed with report cards, so no unusual/additional costs associated with survey. 0

Expenditures

Action

6

Actions/Services

PLANNED

6.1 Administer and analyze resulting data to improve academic outcomes of SCJUSD pupils:
a. Undetermined SBAC/CAASPP proficiency rate, pending results of first year's testing data and/or state established goals
b. API baseline set by State; EAMO set once API baseline is available
c. At least 25% of graduates will complete UC/CSU A-G requirements
d. At least 20% of graduates will complete CTE course of study
e. EAMOs for AP classes will not be set until AP courses are offered at ECHS
f. 10th grade CAHSEE pass rate will be at least 50% annually
g. *Note: no services written for EIs because 0% are designated in SCJUSD

6.2 Establish reading benchmark testing and results evaluation grades K-8.

6.3 Teachers will collaborate at monthly meetings on minimum days.

6.4 Full implementation of Butte-Glenn College Career Pathway Trust Grant pathways-Medical/Health and Fabrication/Welding.

ACTUAL

6.1 Results for the following:
a. results reviewed from Dashboard; all areas "low" or "very low" with improvement in math for 3-6th grade lower SES students.
b. baseline of "very low" in both math and language arts on Five-by-Five data record
c. achieved
d. achieved
e. N/A; no APA classes presently offered
f. N/A
g. N/A; there are no students designated as requiring EL services

6.2 Did not occur; new teacher not adequately familiar with the technology

6.3 Elementary teachers meetings occur on most Thursdays, with schedule altered as needed. High school teachers meet on Tuesday mornings and/or in the staff room at lunch to discuss student progress and other school issues. Minimum days throughout the year have been used for WASC preparation for a scheduled visit in April 2018.

6.4. The Butte-Glenn College Career Pathway for Fabrication/Welding has been implemented and a 2016 graduate attended the program until medical issues required discontinuation. A 2017 graduate is planning to enter a nursing pathway at Butte College after graduating in June

Expenditures

	<p>2017. Two students attending the Butte-Glenn College Career Pathway for Fabrication/Welding from the 2015 class both dropped out of the program after several months. Priority 6 Focus: Higher suspension rate for Native American students at the jr./sr. high school noted and alternatives will be to increase efforts for parent meetings and linking students with counseling services through Northern Valley Indian Health. For suspendible offenses, more effort will be made to use in-house suspension. No expulsions occurred in the 2016-2017 year.</p>
<p>BUDGETED 5000-5999: Services And Other Operating Expenditures California Career Pathways Trust 6000 1000-1999: Certificated Personnel Salaries California Career Pathways Trust 9000 17-18 10k & 18-19 0</p>	<p>ESTIMATED ACTUAL 5000-5999: Services And Other Operating Expenditures California Career Pathways Trust 6000 1000-1999: Certificated Personnel Salaries California Career Pathways Trust 9000</p>

ANALYSIS

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

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

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

SCJUSD made an effort to provide a safe & welcoming environment in an effort increase student and parent involvement and attendance in order to facilitate student progress. Community perception of these efforts varies within the three communities served by SCJUSD.

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

SCJUSD students had opportunity to progress in knowledge and academic skills through a comprehensive continuum of courses, with progress assessed through a variety of measures, including standardized tests, college and career preparedness measures. However, low attendance for many students greatly reduced the effectiveness of this opportunity. Behavior issues continue to be problematic and efforts need to occur not only to create in-school, alternatives to suspension and parent involvement in addressing serious behavioral issues by students.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no significant differences between the budgeted expenditures and the actual expenditures related to the goals.

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

No substantial changes were made to this goal. Additional information is provided to document minor adjustments.

Future efforts to increase the number of parents completing a survey could provide useful information with which to improve student attendance. More parent meetings will be scheduled during the 2017-2018 school year to problem solve serious issues of student behavior.

The School Site Council (SCC) meeting schedule will be determined with the SSC Chairperson and superintendent/principal in June 2017 so that increased publicity and advance notice of SSC meetings can occur, with goal of greater parent involvement and input into the school.

No substantial changes were made to this goal.

Annual Update

LCAP Year Reviewed: 2016-17

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

Goal 3

GOAL 3: SCJUSD will insure that all Students achieve at their maximum potential.

State and/or Local Priorities Addressed by this goal:

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED

1. Continue and expand all students access to culturally relevant materials.
2. 100% of Seniors will continue to graduate who are college or trade school bound or ready for the workforce.
3. Students will raise their "D" or "F" at the semester by one letter grade during the next grade period.
4. Increase grades 7-12 students opportunities for career exploration as documented by high school course offerings and schedule.

ACTUAL

1. Approximately 50 books and a poster set on Native Americans were donated, and Four Winds of Indian Education provided ten reference books on Native Americans in order to increase all students' exposure to Native American culture and history.
2. 100% of the four seniors are on track for graduation in June 2017.
3. Participation in "Fun Fridays" criteria has been raised to a "C" with 1/3 of the students earning participation. However, lack of attendance continues to be a barrier to students being eligible to attend Fun Friday and other attendance, academic and behavioral incentive activities. Now consistent with other high schools in the area, Elk Creek Junior/Senior High School now has attendance requirements for full credit in all high school classes, as per SCJUSD Board decision.
4. Speakers in the Life Skills class provided 9th grade students with information on a broad variety of careers: teaching, secretarial and administrative assistance work, mechanic, attorney and teacher's aide. Students participated in two career pathways, medical and welding/manufacturing.

ACTIONS / SERVICES

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

Action **1**

<p>Actions/Services</p>	<p>PLANNED Continue improvement of website and encourage parents to access the website.</p>	<p>ACTUAL The website had additional information added to meet mandates and requirements but was not fully updated.</p>
<p>Expenditures</p>	<p>BUDGETED Website Services 5000-5999: Services And Other Operating Expenditures Base 1000 Library Aide 2000-2999: Classified Personnel Salaries Supplemental and Concentration 5325</p>	<p>ESTIMATED ACTUAL Website Services 5000-5999: Services And Other Operating Expenditures Base 1000 The Library Aide continues to visit the school library, located at the high school, on an as-needed basis, and has organized the elementary school library at ECE. The Elk Creek Branch of the Willows Library relocated to a District classroom, located between the elementary school and jr./sr. high school, increasing the accessibility of all SCJUSD students to the library. 2000-2999: Classified Personnel Salaries Supplemental and Concentration 5500</p>

Action **2**

<p>Actions/Services</p>	<p>PLANNED Expand use of social media through "all call" and Facebook.</p>	<p>ACTUAL A new "all call" and emergency system subscription was purchased that has features that allow for a more robust response in the case of an emergency event, as well as permitting news/text calls to parents through cell phones. A continuing concern is the number of parents who have only intermittent cell service, which was further reduced by a cell tower outage for a third of the school year. A FaceBook page is available, but there is not adequate personnel to update it regularly. In some cases, parents with the most extensive social network are phoned or contacted through FaceBook (used extensively in community) and asked to disseminate information to other parents through a loosely organized phone tree.</p>
<p>Expenditures</p>	<p>BUDGETED</p>	<p>ESTIMATED ACTUAL 5000-5999: Services And Other Operating Expenditures Base 3000</p>

Action **3**

<p>Actions/Services</p>	<p>PLANNED Expand use of attendance recognition through prizes and field trips.</p>	<p>ACTUAL A system of attendance rewards is in place at the high school but did not appear to change the rate of attendance for jr./sr.</p>
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Expenditures	<p>BUDGETED See Goal #2</p>	<p>high school students during the 2016-2017 school year. Attendance at March 2017 was 88% in the District.</p> <p>ESTIMATED ACTUAL</p>
Action 4		
Actions/Services	<p>PLANNED Continue Back-to-School event and expand practice of "student learning exhibitions" in lieu of the "Open House" evening event.</p>	<p>ACTUAL This change in the 2015-2016 school year was effective and was continued for the 2016-2017 school year. In 2015-2016, fewer than 10 parents attended the evening Open House at the elementary school; 40 parents attended the afternoon "student learning exhibition" in 2016. Flyers were sent home for the April 2017 event because the cell tower wasn't working and most parents could not be contacted by phone or text. However, over 20 parents attended in 2017.</p>
Expenditures	<p>BUDGETED Materials and Supplies 4000-4999: Books And Supplies Supplemental and Concentration 2000</p>	<p>ESTIMATED ACTUAL No Cost</p>
Action 5		
Actions/Services	<p>PLANNED Promote School Site Council participation.</p>	<p>ACTUAL</p>
Action 6		
Actions/Services	<p>PLANNED Continue review and annual update of the School Safety Plan.</p>	<p>ACTUAL The School Safety Plan was reformatted into Document Tracking Services in 2016, and relatively few changes needed to be made in the 2016-2017 year. The one significant change was a move from Emergency Management to Edulink, a more flexible system that includes features to call regarding absences, etc., in addition to emergency communication with first responders and parents.</p>
Expenditures	<p>BUDGETED Principal/Superintendent 1000-1999: Certificated Personnel Salaries Base 5100</p>	<p>ESTIMATED ACTUAL Principal/Superintendent 1000-1999: Certificated Personnel Salaries Base 5100</p>
Action 7		
Actions/Services	<p>PLANNED Review and update SCJUSD Technology Plan.</p>	<p>ACTUAL Continue on annual basis.</p>

Expenditures

BUDGETED	ESTIMATED ACTUAL
Principal/Superintendent 1000-1999: Certificated Personnel Salaries Base 5100	Principal/Superintendent 1000-1999: Certificated Personnel Salaries Base 5100
Computers 4000-4999: Books And Supplies Supplemental and Concentration 10000	Twenty Chromebooks were purchased for the elementary school, greatly increasing student access to technology and allowing CAASPP testing to occur in classrooms instead of the high school library. These were purchased with a \$5000 grant from the Barona Mission Indian Band. \$20,000 was budgeted in 2015-2016 for the installation of twenty Chromebases in the high school library, creating a new computer lab that accommodates whole classes. Older computers were either discarded or updated and placed in classrooms. No addition funds are designated for computers in 2017-2018; . 4000-4999: Books And Supplies Base 5000
Upgrade Access 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 10000	All SCJUSD schools now have high speed, fiberoptic internet access. Indian Valley Elementary, located in Stanford, has improved internet access and speed due to increased bandwidth because of fiberoptic access at all other sites.
Computers and Upgrades not repeated in 17/18 or 18/19	SCJUSD will cycle into a replacement schedule for devices beginning in 2018-2019 to insure the continuation of current devices. Should a grant become available, funds will be used to increase student access to a variety of devices to ensure competent use across devices and platforms.

ANALYSIS

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

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

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

Overall Progress on Goal 3:
 While efforts were made to increase the cultural relevance of the curriculum, encourage attendance, and improve both the SCJUSD website, success was not achieved in all aspects of this goal.

1. The website was improved by adding parent and student access to mandated and other uploaded materials, like the safety and wellness plans. However, the design of the website continues to constrain teachers from creating individual teacher pages.
2. The "all call" system was replaced with an improved product, but a cell tower failure in the area meant that the new system functioned only marginally.
3. Attendance continued to be low even with the implementation of attendance incentives.
4. The three parent events were well attended, even with limited ability to contact parents through the "all call" system.
5. Parent attendance at the SSC continues to be very low; increased effort will be made next year.
6. The school safety plan was updated and made available on the home page.
7. Progress was made on the quality and access of technology for students; the technology needs will be reviewed yearly.

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

Overall effectiveness of helping students reach goal of maximum potential with evidence from California Dashboard:

- 3-8 Students performing in lowest level in Math but no decline in performance but 116.9 points below Level 3. Socioeconomically disadvantaged students performing in orange range. No rating of Native American students because of sample size.
- 3-8 students performing in lowest level in Language Arts with 14.4 point decline and 110.9 points below Level 3. Overall, performance is in red range of "very low."
- Suspension rate is in high yellow range overall, with socioeconomically disadvantaged students in orange range (high) and Native American in red (very high) range.

Current Dashboard ratings indicate that overall, students are maintaining math performance but have significant need for improvement in Language Arts. The suspension rate is high, particularly for Native American students. Goals for next and subsequent years must be tailored to address both academics and suspension rates.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no significant differences between the budgeted expenditures and the estimated actual expenditures.

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

No substantial changes were made to this goal. Additional information is provided to document minor adjustments.

GOAL 3: The Dashboard and LCFF evaluation rubrics yield some information about academic performance and suspension rates, but information is limited because the student population is so small that data is limited to protect student confidentiality. More sensitive and frequent formative assessments are needed to more closely track students' academic progress and make adjustments if needed. These needed changes will be included in adjustments to LCAP goals with inclusion of specific assessments. Not reflected in the Dashboard are the issues of chronic absenteeism (except for the known correlation of attendance and achievement attendance), which continues to be a contributing factor to low academic performance rates. Activities like Fun Friday and School Store will continue but with greater publicity, and students who are chronically absent will continue to be referred to the Glenn County SARB process.

No substantial changes were made to this goal. Additional information is provided to document minor adjustments.

Stakeholder Engagement

LCAP Year

 2017–18 2018–19 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

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

2016-2017

- August 12, 2016: Entire staff presentation by a consultant on students of trauma
- Tuesday mornings, 7:30am: Jr./Sr. Teachers Meetings
- Thursday afternoons, 3:15pm: Elementary Teachers meetings
- 2nd Wednesday of each month: School Board Meetings w/agendas posted 72 hours prior; meeting location alternated between Elk Creek and Stonyford
- Grindstone Rancheria Parents: 10:00 am, 2nd Tuesdays of each month at the Grindstone Community Center Chair: Rachel McBride, Executive Director of Four Winds of Indian Education
- School Board meetings: 6:00pm 2nd Wednesday of each month (except July), location alternated between Elk Creek Jr./Sr. High School (ECHS) Library in Elk Creek and Indian Valley Elementary School in Stonyford. Agendas posted at the District Office ECHS at least 72 hours prior to meeting location alternated between Elk Creek and Stonyford
- School Site Council meetings with parents, students, community members and teachers represented 11/23/16, 12/08/16, 3/23/17, 4/13/17: The meetings were sparsely attend, with a quorum unavailable at all but the March and April meetings. Progress was made, however, by-laws were adopted, and parent feedback included a desire for more service projects and opportunities for hands-on learning, which the elementary teachers agreed to incorporate. The Single Plan for Student Achievement at the April meeting was approved by the Board at the June meeting. Efforts will continue next year to gather stakeholder input.
- Student Council: Monthly, with Jeff Flynn, Student Council Advisor
- FFA Leadership: Monthly, with Ralph Minto, FFA Advisor
- CTE Advisory Committee: Ralph Minto, CTE Welding and Manufacturing Pathway
- CSEA bargaining group TBA after 2016-2017 school year
- AFT bargaining group; no meeting requested during school year
- Community Elk Creek Library Committee meeting TBA; information about summer reading programs for Willows, Elk Creek and Stonyford Public Libraries disseminated to students through flyers sent home and in post offices.
- Children's Interagency Coordinating Council meeting not attended by SCJUSD staff due to multiple commitments at site

All input was valuable. The request for more excused Dance days was not possible due to mandated requirements for 182 day year; the teachers were not willing to begin or end the school year significantly earlier or later to accommodate more days off during the school calendar. An alternate calendar was created with a block schedule to permit an additional elective, but it was not voted in by the teachers after research noted the lack of improvement of a block schedule on student attendance and achievement. Teachers agreed to increase the number of service and hands on projects for students in the K-6 classrooms that will reflect the extended hours they attend because of the jr./sr. high school bus schedule.

IMPACT ON LCAP AND ANNUAL UPDATE

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

2016-2017

The SCJUSD Plan was developed through both formal and informal meetings with all stakeholders but turnout and/or responses were low. The following input was gathered from stakeholders:

- Teachers were engaged in discussion at regularly scheduled teacher meetings and their comments were welcomed for inclusion in the discussion and creation of the 2016-2017 LCAP document. Teachers noted the need for increased support for student behaviors and requested ideas for how to contact parents more easily.
- Students have requested more electives for the school year and greater support in low cost materials for welding projects.
- The Grindstone Native American Parent Tribal Council (GPAC) requested more days off for Dance and more incentives for student attendance.
- SSC meetings were held but few parents attended. At an SSC meeting that did not have a quorum, discussion occurred and parents noted their desire for more hands on activities and service projects, which have been added through increased emphasis on the school garden, adding coding activities for students, and requesting that all elementary teachers increase their used of project-based learning.
- The SCJUSD School Board was informed of the purpose of the LCAP and trustees were asked for input and also reviewed the drafts and made additional input before approving it. The process of actively seeking input by stakeholders continued at Board of Trustee meetings as well as at more informal data gathering such as at local activities and athletic events.
- Budget presentations were given at the Board meetings, and all procedures for SCJUSD budget approval were transparent for the public for the Stakeholders.

The goal for the Plan was for transparency and to meet the LCAP legal requirements of being readily understandable by all stakeholders.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

New
 Modified
 Unchanged

Goal 1

Conditions of Learning: Stony Creek Joint Unified School District with optimize conditions for student learning by hiring, developing and retaining highly competent effective teachers, who will provide instructional appropriate standards-aligned, intellectually challenging, culturally responsive and developmentally appropriate for all learners using appropriate instructional materials and be taught in an school facility maintained in good repair.

State and/or Local Priorities Addressed by this goal:

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

Identified Need

1. 100% of Teachers will be credentialed in subject matter area and be appropriately assigned.
2. Beginning teachers supported through induction.
3. Sufficient instructional materials will be available for all classes, evidenced in SCJUSD Board resolution.
4. Culturally responsive teaching materials will be available.
5. All facilities in good repair.
6. All SCJUSD teachers participate in standards-based professional development.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 1: Local Indicator/Teacher credential	1.A 100% of Teachers are credentialed in subject matter area and be appropriately assigned.	1.A 100% of Teachers will be credentialed in subject matter area and be appropriately assigned.	1.A 100% of Teachers will be credentialed in subject matter area and be appropriately assigned.	1.A 100% of Teachers will be credentialed in subject matter area and be appropriately assigned.
Priority 1: Local Indicator/ Instructional materials	1.B Sufficient instructional materials are available for all classes, evidenced in SCJUSD Board resolution.	1.B Sufficient instructional materials will be available for all classes, evidenced in SCJUSD Board resolution.	1.B Sufficient instructional materials will be available for all classes, evidenced in SCJUSD Board resolution.	1.B Sufficient instructional materials will be available for all classes, evidenced in SCJUSD Board resolution.
Priority 1: Local Indicator/ Facilities in good repair	1.C School facilities are maintained in good repair.	1.C School facilities will be maintained in good repair, as	1.C School facilities will be maintained in good repair as	1.C School facilities will be maintained in good repair as

		evaluated by the Facilities Inspection Tool (FIT).	evaluated by the Facilities Inspection Tool (FIT).	evaluated by the Facilities Inspection Tool (FIT).
Priority 2: Local Indicator/Implementation of State Standards/Local Evaluation Tool	2.A Academic content and performance standards adopted but the State Board implemented. Culturally responsive materials used to teach students from diverse backgrounds with particular attention to the majority Native American students attending in the District as regularly reviewed in elementary teachers meetings. Literature and nonfiction books about Native Americans have been purchased and number has increased to 100 books.	2.A Academic content and performance standards adopted but the State Board will be implemented. Culturally responsive materials will be available to teach students from diverse backgrounds with particular attention to the majority Native American students attending in the District.	2.A Academic content and performance standards adopted but the State Board will be implemented. Culturally responsive materials will be available to teach students from diverse backgrounds with particular attention to the majority Native American students attending in the District.	2.A Academic content and performance standards adopted but the State Board will be implemented. Culturally responsive materials will be available to teach students from diverse backgrounds with particular attention to the majority Native American students attending in the District.
Priority 7: Local Metric/A broad course of study	7.A 100% of students are exposed to a broad course of study as described in Section 51210. The State Frameworks and curriculum recommendations are used to provide a high quality program of all K-12 students in the District.	7.A Students will be exposed to a broad course of study as described in Section 51210. The State Frameworks and curriculum recommendations will be used to provide a high quality program of all K-12 students in the District.	7.A Students will be exposed to a broad course of study as described in Section 51210. The State Frameworks and curriculum recommendations will be used to provide a high quality program of all K-12 students in the District.	7.A Students will be exposed to a broad course of study as described in Section 51210. The State Frameworks and curriculum recommendations will be used to provide a high quality program of all K-12 students in the District.
Priority 7: Local Metric/Programs/services developed and provided to unduplicated pupils	7.B Programs and services are developed and provided to 100% of unduplicated pupils. The unduplicated students receive additional supports through 1:1 instruction, availability of referrals to appropriate professionals and services from the COE, and teacher inservicing and training in appropriate strategies and techniques to meet the needs of the unduplicated students.	7.B Programs and services will be developed and provided to unduplicated pupils. The unduplicated students will receive additional supports through 1:1 instruction, availability of referrals to appropriate professionals and services from the COE, and teacher inservicing and training in appropriate strategies and techniques to meet the needs of the unduplicated students.	7.B Programs and services will be developed and provided to unduplicated pupils. The unduplicated students will receive additional supports through 1:1 instruction, availability of referrals to appropriate professionals and services from the COE, and teacher inservicing and training in appropriate strategies and techniques to meet the needs of the unduplicated students.	7.B Programs and services will be developed and provided to unduplicated pupils. The unduplicated students will receive additional supports through 1:1 instruction, availability of referrals to appropriate professionals and services from the COE, and teacher inservicing and training in appropriate strategies and techniques to meet the needs of the unduplicated students.
Priority 7: Local Metric/Programs/services developed and provided to individuals with exceptional needs	7.C Programs and services are developed to provide services to 100% of students with exceptional needs. All students, including unduplicated students, have full access to special	7.C Programs and services developed to provide services to individuals with exceptional needs. All students, including unduplicated students, will have full access to special education	7.C Programs and services developed to provide services to individuals with exceptional needs. All students, including unduplicated students, will have full access to special education	7.C Programs and services developed to provide services to individuals with exceptional needs. All students, including unduplicated students, will have full access to special education

education services and 504 information through an education specialist at the site and a program specialist and school psychologist who consult on students' needs through regular staffing, IEP meetings and SSTs.

services and 504 information through an education specialist at the site and a program specialist and school psychologist who will consult on students' needs.

services and 504 information through an education specialist at the site and a program specialist and school psychologist who will consult on students' needs.

services and 504 information through an education specialist at the site and a program specialist and school psychologist who will consult on students' needs.

PLANNED ACTIONS / SERVICES

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

Action 1

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> <u>Native Americans</u>
<u>Location(s)</u>	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Hire appropriately credentialed staff. The District will ensure that all teachers are credentialed in their area of instruction with direct support from the Glenn County Office of Education and/or teachers self-study in content

2018-19

New Modified Unchanged

Hire appropriately credentialed staff. The District will ensure that all teachers are credentialed in their area of instruction with direct support from the Glenn County Office of Education and/or teachers self-study in content

2019-20

New Modified Unchanged

Hire appropriately credentialed staff. The District will ensure that all teachers are credentialed in their area of instruction with direct support from the Glenn County Office of Education and/or teachers self-study in content

areas and passage of recognized measures of competency.

areas and passage of recognized measures of competency.

areas and passage of recognized measures of competency.

BUDGETED EXPENDITURES

2017-18

Amount	560,063
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Teachers Salaries 1000-1999; Certificated Personnel
Amount	220,033
Source	Base
Budget Reference	3000-3999: Employee Benefits

2018-19

Amount	568,316
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Teachers Salaries 1000-1999; Certificated Personnel
Amount	232,086
Source	Base
Budget Reference	3000-3999: Employee Benefits

2019-20

Amount	575,418
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries
Amount	244,192
Source	Base
Budget Reference	3000-3999: Employee Benefits

Action **2**

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

[Students to be Served](#) All Students with Disabilities

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

OR

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

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

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Beginning teachers participate in induction program (Center for Teacher Innovation Riverside COE) and have mentor teacher assigned to them. (Change from Tehama County Department of Education BTSA Program).

2018-19

New Modified Unchanged

Beginning teachers participate in induction program (Center for Teacher Innovation Riverside COE) and have mentor teacher assigned to them. (No expectation of teachers requiring induction during 2018-2019 school year.)

2019-20

New Modified Unchanged

Beginning teachers participate in induction program (Center for Teacher Innovation Riverside COE) and have mentor teacher assigned to them.

BUDGETED EXPENDITURES

2017-18

Amount: 3,000
 Source: Title II
 Budget Reference: 5000-5999: Services And Other Operating Expenditures

2018-19

Amount: 3,000
 Source: Title II
 Budget Reference: 5000-5999: Services And Other Operating Expenditures

2019-20

Amount: 3,000
 Source: Title II
 Budget Reference: 5000-5999: Services And Other Operating Expenditures

Action **3**

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

Students to be Served

All Students with Disabilities

Location(s)

All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

3.1 The District will ensure that all students have access to standards' aligned instructional materials.

2018-19

New Modified Unchanged

3.1 The District will ensure that all students have access to standards' aligned instructional materials.

2019-20

New Modified Unchanged

3.1 The District will ensure that all students have access to standards' aligned instructional materials.

BUDGETED EXPENDITURES

2017-18

Amount 3,200
 Source Lottery
 Budget Reference 4000-4999: Books And Supplies

2018-19

Amount 3,400
 Source Lottery
 Budget Reference 4000-4999: Books And Supplies

2019-20

Amount 3,600
 Source Lottery
 Budget Reference 4000-4999: Books And Supplies

Action **4**

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

[Students to be Served](#) All Students with Disabilities

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

OR

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

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

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

3.2 Purchase sufficient instructional materials for all classes, as evidenced in SCJUSD Board resolution.

2018-19

New Modified Unchanged

3.2 Purchase sufficient instructional materials for all classes, as evidenced in SCJUSD Board resolution, with a newly adopted science curriculum aligned to the NGSS and a 9-12 English/Language Arts curriculum.

2019-20

New Modified Unchanged

3.2 Purchase sufficient instructional materials for all classes, as evidenced in SCJUSD Board resolution, with a newly adopted science curriculum aligned to the NGSS and a 9-12 English/Language Arts curriculum.

BUDGETED EXPENDITURES

2017-18

Amount 10,000
 Source Base
 Budget Reference 4000-4999: Books And Supplies

2018-19

Amount 10,000
 Source Base
 Budget Reference 4000-4999: Books And Supplies

2019-20

Amount 10,000
 Source Base
 Budget Reference 4000-4999: Books And Supplies

Action **5**

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

Students to be Served All Students with Disabilities Native Americans

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

4. Culturally responsive teaching materials and/or lessons will be added to elementary school library and classroom books, with recommendations from cultural mentor or others with appropriate knowledge.

2018-19

New Modified Unchanged

4. Culturally responsive teaching materials and/or lessons will be added to elementary school library and classroom books, with recommendations from cultural mentor or others with appropriate knowledge.

2019-20

New Modified Unchanged

4. Culturally responsive teaching materials and/or lessons will be added to elementary school library and classroom books, with recommendations from cultural mentor or others with appropriate knowledge.

BUDGETED EXPENDITURES

2017-18

Amount 2,000

Source Title VI

Budget Reference 4000-4999: Books And Supplies Title VII/Title VI

2018-19

Amount 2,000

Source Title VI

Budget Reference 4000-4999: Books And Supplies Title VII/Title VI

2019-20

Amount 2,000

Source Title VI

Budget Reference 4000-4999: Books And Supplies Title VII

Action **6**

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

[Students to be Served](#) All Students with Disabilities Native Americans

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

OR

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

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

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

5. The District will ensure that all teachers have opportunities to continue growth through inservice, training, County Office of Education trainings and teacher-designed programs of continuing education for "buy back" days. Professional development opportunities will include a variety of relevant instructional needs, including working with children who have experienced trauma, culturally responsive teaching, Common Core, STEM, Career Pathways (CTE), Future Farmers of America and technology.

2018-19

New Modified Unchanged

5. The District will ensure that all teachers have opportunities to continue growth through inservice, training, County Office of Education trainings and teacher-designed programs of continuing education for "buy back" days. Professional development opportunities will include a variety of relevant instructional needs, including working with children who have experienced trauma, culturally responsive teaching, NGSS, Common Core, STEM, Career Pathways (CTE), Future Farmers of America and technology.

2019-20

New Modified Unchanged

5. The District will ensure that all teachers have opportunities to continue growth through inservice, training, County Office of Education trainings and teacher-designed programs of continuing education for "buy back" days. Professional development opportunities will include a variety of relevant instructional needs, including working with children who have experienced trauma, culturally responsive teaching, NGSS, Common Core, STEM, Career Pathways (CTE), Future Farmers of America and technology.

BUDGETED EXPENDITURES

2017-18

Amount: 6,000.
 Source: Base
 Budget Reference: 5000-5999: Services And Other Operating Expenditures

2018-19

Amount: 6,000.
 Source: Base
 Budget Reference: 5000-5999: Services And Other Operating Expenditures

2019-20

Amount: 6,000.
 Source: Base
 Budget Reference: 5000-5999: Services And Other Operating Expenditures

Action **7**

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

[Students to be Served](#) All Students with Disabilities

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

OR

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

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

[Scope of Services](#)

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

[Location\(s\)](#)

All Schools
 Specific Schools:
 Specific Grade spans:

ACTIONS/SERVICES

2017-18

New
 Modified
 Unchanged

5. All facilities will be inspected by maintenance lead monthly, and records kept of all sites needing repair and plan for prompt repair. Outcomes will painting of Elk Creek Junior/Senior High School (ECHS) gym ceiling, replacement of boards over Elk Creek Elementary School (ECE), and repair of restroom plumbing at Indian Valley Elementary School (IVE).

2018-19

New
 Modified
 Unchanged

5. All facilities will be inspected by maintenance lead monthly, and records kept of all sites needing repair and plan for prompt repair.

2019-20

New
 Modified
 Unchanged

5. All facilities will be inspected by maintenance lead monthly, and records kept of all sites needing repair and plan for prompt repair.

BUDGETED EXPENDITURES

2017-18

Amount	108,274
Source	Base
Budget Reference	2000-2999: Classified Personnel Salaries Maintenance and Operations budget 2000-2999; Classified personnel salaries base 146500
Amount	67,626
Source	Base
Budget Reference	3000-3999: Employee Benefits

2018-19

Amount	108,274
Source	Base
Budget Reference	2000-2999: Classified Personnel Salaries Maintenance and Operations budget 2000-2999; Classified personnel salaries base 146500
Amount	68,500
Source	Base
Budget Reference	3000-3999: Employee Benefits

2019-20

Amount	108,274
Source	Base
Budget Reference	2000-2999: Classified Personnel Salaries Maintenance and Operations budget 2000-2999; Classified personnel salaries base 146500
Amount	69,500
Source	Base
Budget Reference	3000-3999: Employee Benefits

Action **8**

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

Students to be Served All Students with Disabilities

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

The District will ensure that all teachers and certificated staff have access to professional development opportunities, minimally participating in the GCOE "Common to the Core" county-wide staff development day. Professional development opportunities will cover a variety of instructional needs including Common Core, STEM, Career Pathways, technology, and classified classes relevant to staff positions.

2018-19

New Modified Unchanged

The District will ensure that all teachers and certificated staff have access to professional development opportunities, minimally participating in the GCOE "Common to the Core" county-wide staff development day. Professional development opportunities will cover a variety of instructional needs including Common Core, STEM, Career Pathways, technology, and classified classes relevant to staff positions.

2019-20

New Modified Unchanged

The District will ensure that all teachers and certificated staff have access to professional development opportunities, minimally participating in the GCOE "Common to the Core" county-wide staff development day. Professional development opportunities will cover a variety of instructional needs including Common Core, STEM, Career Pathways, technology, and classified classes relevant to staff positions.

BUDGETED EXPENDITURES

2017-18

Amount	6,000.
Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures

2018-19

Amount	6,000.
Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures

2019-20

Amount	6,000.
Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

New
 Modified
 Unchanged

Goal 2

GOAL 2: SCJUSD schools will provide a culturally responsive learning environment in which all students feel valued and recognized in order to foster a climate of engagement, involvement and connectedness that will be demonstrated in strong attendance and engagement. SCJUSD schools will encourage parents and other stakeholders to be actively engaged in SCJUSD decision-making processes.

State and/or Local Priorities Addressed by this goal:

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

Identified Need

Students need to be supported by their Parents while at school activities in a welcoming environment that fosters regular attendance.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 3: Local Indicator/Parent Involvement/Local Evaluation Tool	1. Four School Site Council (SSC) meetings were held during the baseline year, 2016-2017.	3.A Annually, maintain a minimum of four School Site Council (SSC), combined for all SCJUSD sites/entities, to ensure increased opportunities for stakeholder input.	3.A Annually, maintain a minimum of four School Site Council (SSC), combined for all SCJUSD sites/entities, to ensure increased opportunities for stakeholder input.	3.A Annually, maintain a minimum of four School Site Council (SSC), combined for all SCJUSD sites/entities, to ensure increased opportunities for stakeholder input.
Priority 3: Local Indicator/Parent Involvement/Local Evaluation Tool	Held a minimum of three parent/community events.	3.B Annually, maintain a minimum of three parent/community events, including "Back-to-School Night," Winter (Christmas) Program, and "open house/exhibition of student learning" with teacher contact to all parents, including a	3.B Annually, a minimum of three parent/community events, including "Back-to-School Night," Winter (Christmas) Program, and "open house/exhibition of student learning" with teacher contact to all parents, including a	3.B Annually, a minimum of three parent/community events, including "Back-to-School Night," Winter (Christmas) Program, and "open house/exhibition of student learning" with teacher contact to all parents, including a

		focus on parents of unduplicated students.	focus on parents of unduplicated students.	focus on parents of unduplicated students.
Priority 3: Local Indicator/Parent Involvement/Local Evaluation Tool	Effort are currently made to contact 100% of parents through the "all call" system, but due to many numbers not working, only 50% of parents were reached in this manner during the 2016-2017 year.	3.C Effort will be made to contact 100% of parents about school events through the Handbook calendar, flyers sent home, postings about Board and SSC meetings, and an "all call" system will be used to make an effort to contact all parents. The Education Specialist, Program Specialist and School Psychologist will reach out to parents of students with exceptional needs to inform them of services.	3.C Effort will be made to contact 100% of parents about school events through the Handbook calendar, flyers sent home, postings about Board and SSC meetings, and an "all call" system will be used to make an effort to contact all parents. The Education Specialist, Program Specialist and School Psychologist will reach out to parents of students with exceptional needs to inform them of services.	3.C Effort will be made to contact 100% of parents about school events through the Handbook calendar, flyers sent home, postings about Board and SSC meetings, and an "all call" system will be used to make an effort to contact all parents. The Education Specialist, Program Specialist and School Psychologist will reach out to parents of students with exceptional needs to inform them of services.
Priority 5: State Indicator/Student Engagement/Chronic absenteeism rates	Current average daily attendance (ADA) rate is 88; goal is to improve this.	Increase ADA to 90 through monthly attendance incentive activities at Elk Creek Jr./Sr. High School and a school store at Elk Creek Elementary/Indian Valley Schools with points to spend based on attendance; work with Student Attendance Review Board (S.A.R.B.).	Increase ADA to 92 through monthly attendance incentive activities at Elk Creek Jr./Sr. High School and a school store at Elk Creek Elementary/Indian Valley Schools with points to spend based on attendance; work with the S.A.R.B.	Increase ADA to 95 through monthly attendance incentive activities at Elk Creek Jr./Sr. High School and a school store at Elk Creek Elementary/Indian Valley Schools with points to spend based on attendance; work with the S.A.R.B.
Priority 5: State Indicator/Student Engagement/High School Graduation Rate Indicator	Baseline: 57% Graduation rate in District (2015). (Note: Very small numbers of students skews data even if 1 or 2 students do not matriculate.)	Increase graduation rate to 80% or greater in 2017-2018. (Note: Very small numbers of students skews data even if 1 or 2 students do not matriculate.)	Increase graduation rate to 90% or greater in 2017-2018. (Note: Very small numbers of students skews data even if 1 or 2 students do not matriculate.)	Increase graduation rate to 95% or greater in 2017-2018. (Note: Very small numbers of students skews data even if 1 or 2 students do not matriculate.)
Priority 5: Local Metric/Middle school dropout rate	Baseline 2016-2017: 50% of the 8th grade class met promotion requirements. (Note: Very small numbers of students skews data even if 1 or 2 students do not meet promotion requirements.)	Increase rate of promotion from 8th grade to high school in District to 70% or greater. (Note: Very small numbers of students skews data even if 1 or 2 students do not meet promotion requirements.)	Increase rate of promotion from 8th grade to high school in District to 85% or greater. (Note: Very small numbers of students skews data even if 1 or 2 students do not meet promotion requirements.)	Increase rate of promotion from 8th grade to high school in District to 95% or greater. (Note: Very small numbers of students skews data even if 1 or 2 students do not meet promotion requirements.)
Priority 5: Local Metric/Student Engagement/High school dropout rate	43% of high school students left school or dropped out" (baseline 2015). (Note: Very small numbers of students skews data even if 1 or 2 students leave school prior to graduation.)	Decrease number of high school students leaving school prior to graduation to 30% or fewer. (Note: Very small numbers of students skews data even if 1 or 2 students leave school prior to graduation.)	Decrease number of high school students leaving school prior to graduation to 20% or fewer. (Note: Very small numbers of students skews data even if 1 or 2 students leave school prior to graduation.)	Decrease number of high school students leaving school prior to graduation to 5% or fewer. (Note: Very small numbers of students skews data even if 1 or 2 students leave school prior to graduation.)

Priority 5: Local Metric/Student Engagement/School attendance rates	April 2017 88% attendance in District.	5.A 10% increase in Student attendance with ultimate goal of 95% attendance (baseline: 2015-2016 attendance).	5.A 10% increase in Student attendance with ultimate goal of 95% attendance (baseline: 2015-2016 attendance).	5.A 10% increase in Student attendance with ultimate goal of 95% attendance (baseline: 2015-2016 attendance).
Priority 6: State Indicator/Student Suspension Indicator	Baseline 2016: 0.5% elementary suspensions Baseline 2016: 10% jr./sr. high school suspensions.	Maintain or reduce 2016 baseline of 0.5% suspensions at elementary level. Reduce 10% jr./sr. high school suspension to 8% or less.	Maintain or reduce 2016 baseline of 0.5% suspensions at elementary level. Reduce 10% jr./sr. high school suspension to 5% or less.	Maintain or reduce 2016 baseline of 0.5% suspensions at elementary level. Reduce 10% jr./sr. high school suspension to 2% or less.
Priority 6: Local Metric/Expulsion rate	Baseline: 0% expulsions 2016-2017.	Maintain 2016-2017 baseline of 0% expulsions.	Maintain 2016-2017 baseline of 0% expulsions.	Maintain 2016-2017 baseline of 0% expulsions.

PLANNED ACTIONS / SERVICES

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

Action 1

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

Students to be Served All Students with Disabilities Native American pupils

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

1.1 Four SSC meetings will be scheduled at the beginning of the year.
 1.2 SSC meetings will be publicized through the "all call," newsletter(s), notes home, the school webpage, and local bulletin boards.
 1.3 Meetings shall be one per quarter.

1.1 Four SSC meetings will be scheduled at the beginning of the year.
 1.2 SSC meetings will be publicized through the "all call," newsletter(s), notes home, the school webpage, and local bulletin boards.
 1.3 Meetings shall be one per quarter.

1.1 Four SSC meetings will be scheduled at the beginning of the year.
 1.2 SSC meetings will be publicized through the "all call," newsletter(s), notes home, the school webpage, and local bulletin boards.
 1.3 Meetings shall be one per quarter.

BUDGETED EXPENDITURES

2017-18

Amount

2018-19

Amount

2019-20

Amount

Action 2

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

Students to be Served All Students with Disabilities

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2.1 Back-to-School Night date in packet home for all students on the first day of school.
 2.2 Back-to-School Night will be publicized with an "all-call" and notes home.
 2.3 Information/research about attendance and school success shared by a variety of means ("all call,"newsletter, announcements at school events, letters home, etc.)

2018-19

New Modified Unchanged

2.1 Back-to-School Night date in packet home for all students on the first day of school.
 2.2 Back-to-School Night will be publicized with an "all-call" and notes home.
 2.3 Information/research about attendance and school success shared by a variety of means ("all call,"newsletter, announcements at school events, letters home, etc.)

2019-20

New Modified Unchanged

2.1 Back-to-School Night date in packet home for all students on the first day of school.
 2.2 Back-to-School Night will be publicized with an "all-call" and notes home.
 2.3 Information/research about attendance and school success shared by a variety of means ("all call,"newsletter, announcements at school events, letters home, etc.)

BUDGETED EXPENDITURES

2017-18

Amount 300
 Source Base
 Budget Reference 4000-4999: Books And Supplies

2018-19

Amount 300
 Source Base
 Budget Reference 4000-4999: Books And Supplies

2019-20

Amount 300
 Source Base
 Budget Reference 4000-4999: Books And Supplies

Action **3**

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

Students to be Served

All Students with Disabilities

Location(s)

All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

3.1 Field trip dates for attendance at or above 90% will be posted at each school site.
3.2 Individual teachers may opt to send notes/contracts home to inform parents of requirements for attendance field trips, prizes, etc.

2018-19

New Modified Unchanged

3.1 Field trip dates for attendance at or above 92% will be posted at each school site.
3.2 Individual teachers may opt to send notes/contracts home to inform parents of requirements for attendance field trips, prizes, etc.

2019-20

New Modified Unchanged

3.1 Field trip dates for attendance at or above 95% will be posted at each school site.
3.2 Individual teachers may opt to send notes/contracts home to inform parents of requirements for attendance field trips, prizes, etc.

BUDGETED EXPENDITURES

2017-18

Amount: 4,000
Source: Base
Budget Reference: 5000-5999: Services And Other Operating Expenditures

2018-19

Amount: 4,000
Source: Base
Budget Reference: 5000-5999: Services And Other Operating Expenditures

2019-20

Amount: 4,000
Source: Base
Budget Reference: 5000-5999: Services And Other Operating Expenditures

Action **4**

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

[Students to be Served](#) All Students with Disabilities

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

OR

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

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

[Scope of Services](#)

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

[Location\(s\)](#)

All Schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

4.1 Teachers will receive further training on working with students of trauma.
4.2 Teachers will notify parents by phone call or letter at any point in the semester if a student is failing a class.

2018-19

New Modified Unchanged

4.1 Teachers will receive further training on working with students of trauma and/or other area identified as area of greatest need.
4.2 Teachers will notify parents by phone call or letter at any point in the semester if a student is failing a class.

2019-20

New Modified Unchanged

4.1 Teachers will receive further training on working with students of trauma and/or other area identified as area of greatest need.
4.2 Teachers will notify parents by phone call or letter at any point in the semester if a student is failing a class.

BUDGETED EXPENDITURES

2017-18

Amount	1,000
Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures

2018-19

Amount	1,000
Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures

2019-20

Amount	1,000
Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures

Action **5**

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

[Students to be Served](#)

All Students with Disabilities

[Location\(s\)](#)

All Schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

5.1 Parent and community survey administered.
5.2 Results reported to the Board and SSC.

2018-19

New Modified Unchanged

5.1 Parent and community survey administered.
5.2 Results reported to the Board and SSC.

2019-20

New Modified Unchanged

5.1 Parent and community survey administered.
5.2 Results reported to the Board and SSC.

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Action **6**

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

Students to be Served All Students with Disabilities

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

6.1 Administer and analyze resulting data to improve academic outcomes of SCJUSD pupils:
 a. Undetermined SBAC/CAASPP proficiency rate, pending results of first year's testing data and/or state established goals
 b. API baseline set by State; EAMO set once API baseline is available
 c. At least 25% of graduates will complete UC/CSU A-G requirements
 d. At least 20% of graduates will complete CTE course of study
 e. EAMOs for AP classes will not be set until AP courses are offered at ECHS
 f. 10th grade CAHSEE pass rate will be at least 50% annually
 g. *Note: no services written for EIs because 0% are designated in SCJUSD
 6.2 Establish reading benchmark testing and results evaluation grades K-8.
 6.3 Teachers will collaborate at monthly meetings on minimum days.
 6.4 Full implementation of Butte-Glenn College Career Pathway Trust Grant pathways-Medical/Health and Fabrication/Welding.

2018-19

New Modified Unchanged

6.1 Administer and analyze resulting data to improve academic outcomes of SCJUSD pupils:
 a. Undetermined SBAC/CAASPP proficiency rate, pending results of first year's testing data and/or state established goals
 b. API baseline set by State; EAMO set once API baseline is available
 c. At least 25% of graduates will complete UC/CSU A-G requirements
 d. At least 20% of graduates will complete CTE course of study
 e. EAMOs for AP classes will not be set until AP courses are offered at ECHS
 f. 10th grade CAHSEE pass rate will be at least 50% annually
 g. *Note: no services written for EIs because 0% are designated in SCJUSD
 6.2 Establish reading benchmark testing and results evaluation grades K-8.
 6.3 Teachers will collaborate at monthly meetings on minimum days.
 6.4 Full implementation of Butte-Glenn College Career Pathway Trust Grant pathways-Medical/Health and Fabrication/Welding.

2019-20

New Modified Unchanged

6.1 Administer and analyze resulting data to improve academic outcomes of SCJUSD pupils:
 a. Undetermined SBAC/CAASPP proficiency rate, pending results of first year's testing data and/or state established goals
 b. API baseline set by State; EAMO set once API baseline is available
 c. At least 25% of graduates will complete UC/CSU A-G requirements
 d. At least 20% of graduates will complete CTE course of study
 e. EAMOs for AP classes will not be set until AP courses are offered at ECHS
 f. 10th grade CAHSEE pass rate will be at least 50% annually
 g. *Note: no services written for EIs because 0% are designated in SCJUSD
 6.2 Establish reading benchmark testing and results evaluation grades K-8.
 6.3 Teachers will collaborate at monthly meetings on minimum days.
 6.4 Full implementation of Butte-Glenn College Career Pathway Trust Grant pathways-Medical/Health and Fabrication/Welding.

BUDGETED EXPENDITURES

2017-18

Amount	10,000
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries
Amount	2,000

2018-19

Amount	10,000
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries
Amount	2,200

2019-20

Amount	10,000
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries
Amount	2,400

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

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

New
 Modified
 Unchanged

Goal 3

GOAL 3: SCJUSD will insure that all Students achieve at their maximum potential. SCJUSD students will progress in knowledge and academic skills through a comprehensive continuum of courses, which they will demonstrate through a variety of measures, including standardized tests, and college and career preparedness measures.

State and/or Local Priorities Addressed by this goal:

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

Identified Need

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 4: State Indicator/Academic Indicator/Grades 3-8 ELA SBAC results	ENGLISH/LANGUAGE ARTS (SBAC 2016) All Students: <ul style="list-style-type: none"> Met = 10 % Nearly met = 19% Not met = 71% Native American Students: <ul style="list-style-type: none"> Met = 0 % Nearly met = 18% Not met = 82% 	4.A.1 Continue and expand all students access to highly engaging, culturally relevant English/Language Arts materials. 4.A.2 All English/ELA teachers participate in COE trainings/in-services on teaching ELA. 4.A.3 Improve Native American student performance through increased support.	4.A.1 Continue and expand all students access to highly engaging, culturally relevant English/Language Arts materials. 4.A.2 All English/ELA teachers participate in COE trainings/in-services on teaching ELA. 4.A.3 Improve Native American student performance through increased support.	4.A.1 Continue and expand all students access to highly engaging, culturally relevant English/Language Arts materials. 4.A.2 All English/ELA teachers participate in COE trainings/in-services on teaching ELA. 4.A.3 Improve Native American student performance through increased support.
Priority 4: State Indicator/Academic Indicator/Grades 3-8 mathematics SBAC results	MATHEMATICS (SBAC 2016) All Students: <ul style="list-style-type: none"> Met = 0 % Nearly met = 14% Not met = 86% Native American Students: <ul style="list-style-type: none"> Met = 0 % Nearly met = 8% 	4.B.2.1 Engage students in math curriculum through increased use of hands-on, contextual teaching. 4.B.2.2 Offer increased support to all students (1:1 assistance, parent phone calls & conferences, etc.)	4.B.2.1 Engage students in math curriculum through increased use of hands-on, contextual teaching. 4.B.2.2 Offer increased support to all students (1:1 assistance, parent phone calls & conferences, etc.)	4.B.2.1 Engage students in math curriculum through increased use of hands-on, contextual teaching. 4.B.2.2 Offer increased support to all students (1:1 assistance, parent phone calls & conferences, etc.)

	Not met = 92%			
Priority 4: State Indicator/College and Career Indicator/EAP-11th Grade SBAC results	<p>ENGLISH/LANGUAGE ARTS (SBAC 2016) All Students (high school): Met = 10 % Nearly met = 19% Not met = 71% Native American Students: Met = 0 % Nearly met = 18% Not met = 82%</p> <p>MATHEMATICS (SBAC 2016) All Students: Met = 0 % Nearly met = 14% Not met = 86% Native American Students: Met = 0 % Nearly met = 8% Not met = 92%</p>	<p>4.C.1 Continue and expand al high school students access to highly engaging, culturally relevant English/Language Arts & math materials. 4.C.2 All English/ELA & Math high school teachers participate in COE trainings/inserives on teaching ELA. 4.C.3 Improve Native American high school students performance through increased support.</p>	<p>4.C.1 Continue and expand al high school students access to highly engaging, culturally relevant English/Language Arts & math materials. 4.C.2 All English/ELA & Math high school teachers participate in COE trainings/inserives on teaching ELA. 4.C.3 Improve Native American high school students performance through increased support.</p>	<p>4.C.1 Continue and expand al high school students access to highly engaging, culturally relevant English/Language Arts & math materials. 4.C.2 All English/ELA & Math high school teachers participate in COE trainings/inserives on teaching ELA. 4.C.3 Improve Native American high school students performance through increased support.</p>
Priority 4: State Indicator/College and Career Indicator/Career pathway completion	2016-2017 Baseline 100% Completion Medical Pathway 100%(9/9 students) Completion Welding/Manufacturing Pathway	All high school students will enroll in either the welding/manufacturing pathway or the medical pathway. 100% of the students will complete the pathway in which they're enrolled.	All high school students will enroll in either the welding/manufacturing pathway or the medical pathway. 100% of the students will complete the pathway in which they're enrolled.	All high school students will enroll in either the welding/manufacturing pathway or the medical pathway. 100% of the students will complete the pathway in which they're enrolled.
Priority 4: State Indicator/College and Career Indicator/Dual enrollment completion rate	2016-2017 Baseline Success 101 (dual enrollment) 75% passing Medical Assistant (articulated) 100% passing Welding/Manufacturing (no students enrolled in 2016-2017)	100% of students enrolled in Success 101, medical terminology and/or welding/manufacturing will complete the class(es) with a passing grade.	100% of students enrolled in Success 101, medical terminology and/or welding/manufacturing will complete the class(es) with a passing grade.	100% of students enrolled in Success 101, medical terminology and/or welding/manufacturing will complete the class(es) with a passing grade.
Priority 4: College and Career Ready/A-G course completion	2016-2017 Baseline 70% (14/20students) students completed all A-G classes	4.D.1 100% of Seniors will graduate and go on to college or trade school or into the workforce.	4.D.1 100% of Seniors will graduate and go on to college or trade school or into the workforce.	4.D.1 100% of Seniors will graduate and go on to college or trade school or into the workforce.

PLANNED ACTIONS / SERVICES

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

Action **1**

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

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input checked="" type="checkbox"/> <u>Native American pupils</u>
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Continue improvement of website and encourage parents to access the website.

2018-19

New Modified Unchanged

Continue improvement of website and encourage parents to access the website.

2019-20

New Modified Unchanged

Continue improvement of website and encourage parents to access the website.

BUDGETED EXPENDITURES

2017-18

Amount	\$5,000
Source	Base

2018-19

Amount	\$5,000
Source	Base

2019-20

Amount	\$5,000
Source	Base

Budget Reference	5000-5999: Services And Other Operating Expenditures	Budget Reference	5000-5999: Services And Other Operating Expenditures	Budget Reference	5000-5999: Services And Other Operating Expenditures
Amount	\$2,000	Amount	\$2,000	Amount	\$2,000
Source	Base	Source	Base	Source	Base
Budget Reference	2000-2999: Classified Personnel Salaries	Budget Reference	2000-2999: Classified Personnel Salaries	Budget Reference	2000-2999: Classified Personnel Salaries
Amount	200	Amount	250	Amount	300
Source	Base	Source	Base	Source	Base
Budget Reference	3000-3999: Employee Benefits	Budget Reference	3000-3999: Employee Benefits	Budget Reference	3000-3999: Employee Benefits

Action **2**

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

Students to be Served All Students with Disabilities

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

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Expand use of social media through "all call" and Facebook.

Expand use of social media through "all call" and Facebook and other media used in area.

Expand use of social media through "all call" and Facebook and other media used in area.

BUDGETED EXPENDITURES

2017-18

Amount

Source

Budget Reference

2018-19

Amount

Source

Budget Reference

2019-20

Amount

Source

Budget Reference

Action **3**

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

Students to be Served	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/>
Location(s)	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

Expand use of attendance recognition through prizes and field trips.

Expand use of attendance recognition through prizes and field trips.

Expand use of attendance recognition through prizes and field trips.

BUDGETED EXPENDITURES

2017-18

Amount 2,000

Source Supplemental and Concentration

Budget Reference 4000-4999: Books And Supplies

2018-19

Amount 2,000

Source Supplemental and Concentration

Budget Reference 4000-4999: Books And Supplies

2019-20

Amount 2,000

Source Supplemental and Concentration

Budget Reference 4000-4999: Books And Supplies

Action **4**

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

Students to be Served All Students with Disabilities

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Continue Back-to-School event and expand practice of "student learning exhibitions" in lieu of the "Open House" evening event.

2018-19

New Modified Unchanged

Continue Back-to-School event and expand practice of "student learning exhibitions" in lieu of the "Open House" evening event.

2019-20

New Modified Unchanged

Continue Back-to-School event and expand practice of "student learning exhibitions" in lieu of the "Open House" evening event.

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Action **5**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/>
<u>Location(s)</u>	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

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

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

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input type="checkbox"/> New	<input checked="" type="checkbox"/> Modified	<input type="checkbox"/> Unchanged	<input type="checkbox"/> New	<input type="checkbox"/> Modified	<input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New	<input type="checkbox"/> Modified	<input checked="" type="checkbox"/> Unchanged
Promote School Site Council participation.			Promote School Site Council participation.			Promote School Site Council participation.		

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Action **6**

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

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

OR

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

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

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Continue review and annual update of the School Safety Plan.

2018-19

New Modified Unchanged

Continue review and annual update of the School Safety Plan and School Wellness Plan.

2019-20

New Modified Unchanged

Continue review and annual update of the School Safety Plan and School Wellness Plan.

BUDGETED EXPENDITURES

2017-18

Action **7**

2018-19

2019-20

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

[Students to be Served](#) All Students with Disabilities

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

OR

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

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

[Scope of Services](#)

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

[Location\(s\)](#)

All Schools Specific Schools: Specific Grade spans:

[ACTIONS/SERVICES](#)

2017-18

New Modified Unchanged

Review and update SCJUSD Technology Plan.

2018-19

New Modified Unchanged

Review and update SCJUSD Technology Plan.

2019-20

New Modified Unchanged

Review and update SCJUSD Technology Plan.

[BUDGETED EXPENDITURES](#)

2017-18

2018-19

2019-20

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year 2017–18 2018–19 2019–20

Estimated Supplemental and Concentration Grant Funds: \$206,011

Percentage to Increase or Improve Services: 16.00%

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

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

Stony Creek Joint Unified School District used the supplemental and concentration funds of \$206, 011 to focus on the needs of the unduplicated student count and another underrepresented subgroup, Native American students. These funds are and will continue to be used in the following categories:

- Support staff who focus on unduplicated students and are available to all students because of the size of the district.
- Academic Counselor
- Campus Supervisor
- Part-time Opportunity Teacher
- Aides for instructional support
- Education Specialist
- Education Specialist Paraprofessional
- Incentives for student attendance
- teaching materials that are culturally relevant and if available, teacher training in culturally responsive teaching

While the emphasis will be on serving the identified unduplicated students, because of our exceptionally small District and reduced student numbers, much of the funding will be used on a school wide or district wide manner.

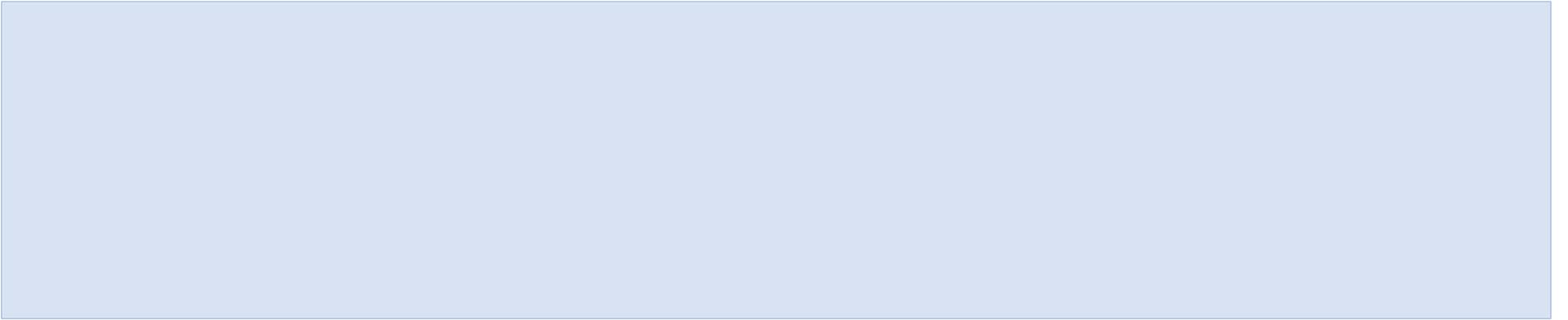
- The Academic Counselor targets specific students for increased attention to unduplicated students through additional 1:1 assistance in identifying their post-secondary goals; organizing and accompanying students to off campus learning experiences to colleges and vocational settings; organizing visits from military recruiters; assessing students academic and vocational aptitudes and interests; teacher training on the inclusion of goal setting activities for students (i.e. "My Ten-Year Plan" and "Get Focused, Stay Focused"); scheduling guest speakers on vocational topics; participation in county-wide and Chico and Butte college career days, and other occupations. (\$68,000)
- The Campus Supervisor monitors attendance of unduplicated students and all other students. Contact, daily if helpful, is made with students to offer encouragement to be at school, parents are contacted regarding absences and referrals to the Student Attendance Review Board occur, if needed. Students are offered supportive, informal counseling and support for personal barriers to school attendance in a problem-solving environment that include helping the student plan on how to be in school, use of an alarm clock, etc. (\$56,546)
- Classroom aides work with unduplicated and other students at greater risk of falling behind through small group and 1:1 instruction in all content areas.

- The Education Specialist serves students receiving special education services for 80% percent of her time, with the remainder of her time paid through district funds, scheduled for the unduplicated students, who are given additional academic support. (\$4,000)
- Part-time Opportunity Teacher (\$41,350)
- The Education Specialist Paraprofessional, under the direction of the Education Specialist, provides support in the same manner to students on Individualized Education Programs (IEPs) and the unduplicated students.
- A portion of the budget is designated for attendance incentives (\$3,000). The attendance incentives range from a school store for the elementary students, with items accessed by attendance points, through "Fun Fridays" for the junior high and high school students. The last two periods are set aside at the end of each month for special activities for students with "Cs" or greater in each class and 1 or fewer absences in the month.
- Over 100 books with Native American characters and themes, both historical and contemporary, fiction and nonfiction, have been donated to the school for use in classrooms with a focus on elementary classrooms. Teachers are increasing the number of activities related to local culture.

The Principal/Superintendent is involved throughout the year with the planning of incentives and staff and students are asked for input on motivating incentives. While there are few identified foster youth receiving services in the District, we have many students living out of home through arrangements between Native American families. Because of this, goals for serving foster youth and the funds related to this unduplicated count will benefit many students. With our very small size, foster youth and out-of-home youth receive exceptionally personalized services from staff. For example, in the 2016-2017 school year, foster students received assistance from staff to connect with foster service opportunities through Human Resource Agency and Glenn County Office of Education foster youth services. The students will continue to receive individualized, personalized services in subsequent years. Personal contact is made for other students in out of home placements to ensure that their adult caregivers are aware of agencies and specific people within service agencies. Charitable organizations requesting information about families who may need additional supports are discretely given contact information for items like Christmas baskets. This attention and support is available to all students and foster youth in the District who are living out-of-home.

All additional school funding for unduplicated students is used to ensure that students are successful and have the best possible life outcomes. While the funds may impact the general student population as well, the students from low income families and who have not had experience with urban areas benefit from activities like a field trip to an urban area. For example, several students had never seen escalators, and one needed 1:1 assistance to successfully board and exit an escalator. SCJUSD does not have any identified English learners, primarily because of its location in a remote, rural area without entry level manufacturing and agricultural work. However, SCJUSD is comprised of approximately 50% Native American students. While this percentage does not meet the 55% of a local educational agency's enrollment that triggers a concentration grant, the Native American pupils receive additional support from several sources. Although no designated LCFF funding serves these particular cultural grouping, goals have been written to use a percentage of funds on culturally relevant materials, and a continuum of learning experiences for Native American pupils and all others will in the 2017-2018 school year. These activities and goals are in keeping with the intent of the LCAP, which is charged with serving any large group of students within a particular school district.

Some of the LCAP goals and use of funds is to heighten awareness of all parents, staff, pupils and the community of the impact of regular school attendance on educational and life outcomes and to encourage pupils to work hard and earn incentives from their effort. Low attendance rates and the remote location of SCJUSD dictate the need to expend some of the available funding on getting students out of the local area by taking trips to visit jobs, colleges and universities, and to expand students' awareness of the world outside of our remote valley. The proportionality comes into play by allowing more funds to be focused on these added services beyond the regular school expenses. More specific expenditure information is included in broad categories. Also, more specific and comprehensive budget information is available in the SCJUSD 2016-2017 budget which will be adopted.



Revised Local Control and Accountability Plan and Annual Update Template Instructions

Addendum

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

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

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

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

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

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

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

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

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

Plan Summary

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

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

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

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

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

Budget Summary

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

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

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

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

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP. Minor typographical errors may be corrected.

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

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

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Education Code identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. Education Code requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, Education Code Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

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

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

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

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

Location(s)

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

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

Actions/Services

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

New/Modified/Unchanged:

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

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

Charter schools may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the Goals, Actions, and

Services section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

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

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

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

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

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

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

Priority 2: Implementation of State Standards addresses:

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

Priority 3: Parental Involvement addresses:

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

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

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

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

- A. School attendance rates;
- B. Chronic absenteeism rates;

- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

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

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

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

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

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

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

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

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

Local Priorities address:

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

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

(a) “Chronic absenteeism rate” shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

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

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

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

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

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

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

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

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

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

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *Education Code* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *Education Code* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *Education Code* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

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

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	1,026,624.00	842,347.00	1,017,696.00	1,039,326.00	1,059,984.00	3,117,006.00
	0.00	500.00	0.00	0.00	0.00	0.00
Base	808,084.00	809,200.00	1,007,496.00	1,028,926.00	1,049,384.00	3,085,806.00
California Career Pathways Trust	15,000.00	15,000.00	0.00	0.00	0.00	0.00
Lottery	3,500.00	3,303.00	3,200.00	3,400.00	3,600.00	10,200.00
Other	149,215.00	5,344.00	0.00	0.00	0.00	0.00
Supplemental and Concentration	39,025.00	9,000.00	2,000.00	2,000.00	2,000.00	6,000.00
Title II	4,000.00	0.00	3,000.00	3,000.00	3,000.00	9,000.00
Title VI	7,800.00	0.00	2,000.00	2,000.00	2,000.00	6,000.00

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

Total Expenditures by Object Type						
Object Type	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	1,026,624.00	842,347.00	1,017,696.00	1,039,326.00	1,059,984.00	3,117,006.00
	0.00	500.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	707,815.00	709,200.00	570,063.00	578,316.00	585,418.00	1,733,797.00
2000-2999: Classified Personnel Salaries	261,809.00	105,500.00	110,274.00	110,274.00	110,274.00	330,822.00
3000-3999: Employee Benefits	0.00	0.00	289,859.00	303,036.00	316,392.00	909,287.00
4000-4999: Books And Supplies	27,500.00	11,803.00	17,500.00	17,700.00	17,900.00	53,100.00
5000-5999: Services And Other Operating Expenditures	24,500.00	15,344.00	30,000.00	30,000.00	30,000.00	90,000.00
5800: Professional/Consulting Services And Operating Expenditures	5,000.00	0.00	0.00	0.00	0.00	0.00

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

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	1,026,624.00	842,347.00	1,017,696.00	1,039,326.00	1,059,984.00	3,117,006.00
		0.00	500.00	0.00	0.00	0.00	0.00
	Other	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Base	698,815.00	700,200.00	570,063.00	578,316.00	585,418.00	1,733,797.00
1000-1999: Certificated Personnel Salaries	California Career Pathways Trust	9,000.00	9,000.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Base	108,269.00	100,000.00	110,274.00	110,274.00	110,274.00	330,822.00
2000-2999: Classified Personnel Salaries	Other	148,215.00	0.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Supplemental and Concentration	5,325.00	5,500.00	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits	Base	0.00	0.00	289,859.00	303,036.00	316,392.00	909,287.00
4000-4999: Books And Supplies	Base	0.00	5,000.00	10,300.00	10,300.00	10,300.00	30,900.00
4000-4999: Books And Supplies	Lottery	3,500.00	3,303.00	3,200.00	3,400.00	3,600.00	10,200.00
4000-4999: Books And Supplies	Supplemental and Concentration	16,200.00	3,500.00	2,000.00	2,000.00	2,000.00	6,000.00
4000-4999: Books And Supplies	Title VI	7,800.00	0.00	2,000.00	2,000.00	2,000.00	6,000.00
5000-5999: Services And Other Operating Expenditures	Base	1,000.00	4,000.00	27,000.00	27,000.00	27,000.00	81,000.00
5000-5999: Services And Other Operating Expenditures	California Career Pathways Trust	6,000.00	6,000.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Other	1,000.00	5,344.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration	12,500.00	0.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Title II	4,000.00	0.00	3,000.00	3,000.00	3,000.00	9,000.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
5800: Professional/Consulting Services And Operating Expenditures	Supplemental and Concentration	5,000.00	0.00	0.00	0.00	0.00	0.00

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

Total Expenditures by Goal

Goal	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	986,196.00	1,007,576.00	1,027,984.00	3,021,756.00
Goal 2	17,300.00	17,500.00	17,700.00	52,500.00
Goal 3	14,200.00	14,250.00	14,300.00	42,750.00
Goal 4	0.00	0.00	0.00	0.00
Goal 5	0.00	0.00	0.00	0.00
Goal 6	0.00	0.00	0.00	0.00
Goal 7	0.00	0.00	0.00	0.00

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