Local Control Accountability Plan and Annual Update (LCAP) Template

LEA Name | Contact Name and Title | Email and Phone
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2017-20 Plan Summary

The Story
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 90 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 are unduplicated, most services for the unduplicated students are available to all. However, unduplicated students receive additional support from the teachers on an individual basis, 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 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 SCJUSD 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.

**Greatest Progress**

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.

Progress Evident from Review of the Dashboard Data:
- 3-Year Graduation Rate: All students with disabilities achieved graduation.
- Overall, suspension rates in SCJUSD declined.
- The Fall 2017 Math Assessment Report (https://caschooldashboard.org/#ReportDetail/11626530000000/3/7) indicate a significant increase of +22.7 points for All SCJUSD students and moved to yellow. Socioeconomically disadvantaged students also increased their math school significantly by +19.3 points. American Indian students posted the largest significant increase of +30.7 points, and Anglo students increased by +16.4 points.
- The SCJUSD Fall 2017 Suspension Rate Report (https://caschooldashboard.org/#ReportDetail/11626530000000/3/2) indicates a decline for all students’ suspension by -8.6%, with a significant decline of -7.8% for socioeconomically disadvantaged students, and a -6% significant decline for American Indian students. The greatest decline was for Anglo students, with a decline of -13.9%.
- The English Language Arts Assessment report (https://caschooldashboard.org/#ReportDetail/11626530000000/3/6) increased +18.6 points District wide, +11.7 points for socioeconomically disadvantaged students, +6.3 points for American Indian, and +62 points for Anglo students.

All scores must be viewed with the recognition that the very small number of students with SCJUSD potentially skew the scores, which depicts results that are not as positive as it seems, or conversely, that may depict less progress than occurred.

The following link is provided to view the California Department of Education Five-by-Five Placement Reports for Stony Creek Joint Unified School District in Glenn County:


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 made the following improvements:
- 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 if 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 with two or more performance levels below the "all student" performance. CalPADS data shows that of 86 enrolled students, with 82% unduplicated students, despite there being only two EL students who moved into the District at the midpoint of the school year, and 10 students identified as "homeless." 80 students of the 86 enrolled students participate in the free and reduced lunch program, with a plan to offer a no cost to families meal program in 2018-2019.

While efforts will be made to improve the performance of all students, in our very small school district, students at greatest risk for failure continue to receive special attention from the teaching and counseling staff. Also, efforts will be made to identify and connect students with resources beyond those available in a school setting. For example, the counselor provided to Native American students by Northern Valley Indian Health can also be accessed by other students through Medical, provided the counselor has space in his workload. The school also connects with the SMART team to provide counseling and other services to students in need of support because of emotional or behavioral difficulties. While limited in scope, the academic counselor provides services that focus on the needs of the unduplicated pupils. Access to academic tutoring by the Native American
students, many of whom are in the unduplicated pupil count, was added for the 2017-2018 school year and was used by both elementary and high school students.

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.

### Increased or Improved services

Stony Creek Joint Unified School District is above the 55% threshold for unduplicated pupils so supplemental and concentration grant funds will be used in a districtwide manner. While this array of services and programs is available to all students, the services for all students potentially have particular benefit for the unduplicated pupils. Because of the size of SCJUSD District, these 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 the SCJUSD District communities where few students have access to technology and computers. The program was successful for the 2017-2018 school and is planned for continuation in the 2018-2019 school year.

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" to create a program completion 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. The program is continuing, and all curriculum materials and travel for trainings will be paid through a research grant through 2020.

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. These opportunities have continued during the 2017-2018 school year. All students also have access to the Four Winds of Indian Education summer program that has a Native American cultural focus, and they may also access field trips to colleges and other activities through Four Winds.

### Budget Summary

Complete the table below. LEAs may include additional information or more detail, including graphics.
**DESCRIPTION**  
Total General Fund Budget Expenditures For LCAP Year  
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year

<table>
<thead>
<tr>
<th>DESCRIPTION</th>
<th>AMOUNT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total General Fund Budget Expenditures For LCAP Year</td>
<td>$1,827,030</td>
</tr>
<tr>
<td>Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the</td>
<td>$1,021,476.00</td>
</tr>
<tr>
<td>LCAP for LCAP Year</td>
<td></td>
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</tbody>
</table>

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

**DESCRIPTION**  
Total Projected LCFF Revenues for LCAP Year

<table>
<thead>
<tr>
<th>DESCRIPTION</th>
<th>AMOUNT</th>
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</thead>
<tbody>
<tr>
<td>Total Projected LCFF Revenues for LCAP Year</td>
<td>$1,637,354</td>
</tr>
</tbody>
</table>
Annual Update

LCAP Year Reviewed: 2017-18

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 will 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:

<table>
<thead>
<tr>
<th>State Priorities:</th>
<th>Priority 1: Basic (Conditions of Learning)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Priority 2: State Standards (Conditions of Learning)</td>
</tr>
<tr>
<td></td>
<td>Priority 7: Course Access (Conditions of Learning)</td>
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</tbody>
</table>

Local Priorities:

**Annual Measurable Outcomes**

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Priority 1: Local Indicator/Teacher credential</td>
<td>1.A 100% of Teachers will be credentialed in subject matter area and be appropriately assigned</td>
<td>A search was made for a high school teacher with P.E. and science credentials. Because no teacher was available, a P.E. teacher was hired who will prepare for the science CSET, to be taken during summer 2019. All other teachers are fully credentialed in their subject area.</td>
</tr>
<tr>
<td>Baseline</td>
<td>1.A 100% of Teachers are credentialed in subject matter area and be appropriately assigned</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Expected</th>
<th>Actual</th>
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<tbody>
<tr>
<td>Priority 1: Local Indicator/ Instructional materials</td>
<td>1.B Sufficient instructional materials will be available for all classes, evidenced in SCJUSD Board resolution</td>
<td>There is no insufficiency in the availability of instructional materials.</td>
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<tr>
<td>17-18</td>
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<tr>
<td>Expected</td>
<td>Actual</td>
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</tr>
<tr>
<td><strong>Baseline</strong>&lt;br&gt;1.B Sufficient instructional materials are available for all classes, evidenced in SCJUSD Board resolution.</td>
<td><strong>Metric/Indicator</strong>&lt;br&gt;PRIORITY 1: LOCAL INDICATOR/ FACILITIES IN GOOD REPAIR&lt;br&gt;<strong>17-18</strong>&lt;br&gt;1.C School facilities will be maintained in good repair, as evaluated by the Facilities Inspection Tool (FIT).&lt;br&gt;<strong>Baseline</strong>&lt;br&gt;1.C School facilities are maintained in good repair.</td>
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<tr>
<td><strong>Metric/Indicator</strong>&lt;br&gt;PRIORITY 2: LOCAL INDICATOR/IMPLEMENTATION OF STATE STANDARDS/LOCAL EVALUATION TOOL&lt;br&gt;<strong>17-18</strong>&lt;br&gt;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.&lt;br&gt;<strong>Baseline</strong>&lt;br&gt;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.</td>
<td><strong>Metric/Indicator</strong>&lt;br&gt;PRIORITY 7: LOCAL METRIC/A BROAD COURSE OF STUDY&lt;br&gt;<strong>17-18</strong>&lt;br&gt;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.&lt;br&gt;<strong>Baseline</strong>&lt;br&gt;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.</td>
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<tr>
<td>All district school facilities are in good repair, as evaluated but the Facilities Inspection Tool.</td>
<td>Additional culturally relevant print materials have been added at all school sites, and teachers have increased the use of activities and reading related to culturally diverse students, with a focus on Native Americans. For example, more picture books are used at the primary level that have Native American characters, and novels with Native American characters and heroes are read in grades 3-12. The public library, located on the school campus, has increased the number of fiction and nonfiction books available for check out.</td>
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<tr>
<td>All students have access to a broad course of study, and A-G courses are available to all high school students.</td>
<td><strong>Expected</strong></td>
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</tbody>
</table>
### Expected

**Metric/Indicator**
Priority 7: Local Metric/Programs/services developed and provided to unduplicated pupils

**17-18**
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 inservice and training in appropriate strategies and techniques to meet the needs of the unduplicated students.

**Baseline**
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 inservice and training in appropriate strategies and techniques to meet the needs of the unduplicated students.

### Actual

The school continues to offer small class sizes with a focus on unduplicated pupils, a structured K-5 intervention program, and an after school program that supports homework completion. In addition, a 3 days per week after school tutoring program for Native American students was added for the 2017-2018 school year, with funding from the Title VI grant. This serves the unduplicated pupils in the categories of economically disadvantaged, foster and homeless youth. A counselor continues to be available on campus 3 days per week, provided by Northern Valley Indian Health, with services available to both Native American and other students. The school maintains a 3 day per week academic counselor who works closely with students on high school requirements, credit recovery, military and college entry after high school and scholarship applications.

### Duplicate Actions

An education specialist continues to offer special education services to 100% of the students with exceptional needs, and is supported by a school psychologist and program specialist.

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### 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

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Expected</th>
<th>Actual</th>
<th>Budgeted</th>
<th>Estimated Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Priority 7: Local Metric/Programs/services developed and provided to unduplicated pupils</td>
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<tr>
<td><strong>17-18</strong></td>
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<tr>
<td>7.C Program and services will be developed to provide services to individuals with exceptional needs. All students, including unduplicated students, will have full access to special education services and 504 information through an education specialist at the site and a program specialist and school psychologist who will consult on students’ needs.</td>
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<tr>
<td><strong>Baseline</strong></td>
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<td></td>
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<tr>
<td>7.C Program and services are developed to provide services to 100% of students with exceptional needs. All students, including unduplicated students, have full access to special 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.</td>
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</table>
### Action 2

**Planned Actions/Services**

Beginning teachers participate in induction program (Center for Teacher Innovation Riverside COE), Butte County Office of Education Induction Program or Tehama County Department of Education Induction Program.

**Actual Actions/Services**

There were no beginning teachers in SCJUSD.

**Budgeted Expenditures**

5000-5999: Services And Other Operating Expenditures Title II 3,000

**Estimated Actual Expenditures**

5000-5999: Services And Other Operating Expenditures Title II 0

### Action 3

#### 3.1

**Planned Actions/Services**

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

**Actual Actions/Services**

**Budgeted Expenditures**

4000-4999: Books And Supplies Lottery 3,200

**Estimated Actual Expenditures**

4000-4999: Books And Supplies Lottery 2,161

### Action 4

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

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

**Action 5**

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>Donated materials.</td>
<td>Title VII/Title VI 4000-4999: Books And Supplies Title VI 2,000</td>
<td>4000-4999: Books And Supplies Other 1,200</td>
</tr>
</tbody>
</table>

**Action 6**

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>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 &quot;buy back&quot; 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</td>
<td></td>
<td>5000-5999: Services And Other Operating Expenditures Base 6,000.</td>
<td>5000-5999: Services And Other Operating Expenditures Base 3,657</td>
</tr>
</tbody>
</table>
### Action 7

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>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).</td>
<td>Maintenance and Operations budget 2000-2999: Classified personnel salaries base 146500 2000-2999: Classified Personnel Salaries Base 108,274</td>
<td>3000-3999: Employee Benefits Base 67,626</td>
<td>2000-2999: Classified Personnel Salaries Base 89,741</td>
</tr>
</tbody>
</table>

### Action 8

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>The District will ensure that all teachers and certificated staff have access to professional development opportunities, minimally participating in the GCOE &quot;Common to the Core&quot; 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.</td>
<td>5000-5999: Services And Other Operating Expenditures Base 6,000.</td>
<td>5000-5999: Services And Other Operating Expenditures Base 3,000</td>
<td></td>
</tr>
</tbody>
</table>
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 continues to be a challenge to the area of providing a curriculum that meets the requirements while fully engaging students. When possible, the teachers plan hands on activities that also meet the standards-based requirements through hands on projects and activity based learning.

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 teachers, who will provide instructionally 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 2017-2018. A school store was set up, but the teachers preferred to use the store items in their classroom stores rather than to implement the school store idea. The "Fun Friday" was not implemented at the high school due to staffing issues and the few students who qualified. Instead, the students who earned rewards through attendance and academic performance were given gift certificates and later taken out to lunch. This part of the "Fun Friday" should be run more consistently in the future in order to be effective. The SARB process has been helpful in some cases.

The "all call" system was in use this year, and text messages were used instead of voice calls because issues with reception and working phones prevented many parents from receiving the messages from the school. Attendance was celebrated at the elementary school in an awards ceremony at the end of the school year, and students with 95% and above attendance received personal medals.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There are no concerning differences between the Budgeted Expenditures and Estimated Actual Expenditures. A facilities person has been out for the entire year but was replaced by a temporary custodian.

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.

Attendance should continue to be a focus at all sites. The administration continues to attend the Native American parent advisory committee meetings, and the school site council meetings were scheduled but a quorum wasn't present at the meetings. This could possibly a goal for next year to offer more inducements to parents to attend in the form of drawings for prizes, etc. Teachers will continue to identify individual trainings relevant to their content areas through the "buy back" days.
Annual Update

LCAP Year Reviewed: 2017-18

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 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 Priorities:
- Priority 3: Parental Involvement (Engagement)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>Priority 3: Local Indicator/Parent Involvement/Local Evaluation Tool</td>
<td>17-18</td>
</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
</tbody>
</table>

Baseline
- Four School Site Council (SSC) meetings were held during the baseline year, 2016-2017.

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Priority 3: Local Indicator/Parent Involvement/Local Evaluation Tool</td>
<td>Notes home, mailed letters, and an all-call system is used to publicize all School Site Council meetings. Three meetings were held in the 2017-2018 school year, but a quorum was not achieved at any of the meetings. A fourth meeting was scheduled and canceled by the SSC chair.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Priority 3: Local Indicator/Parent Involvement/Local Evaluation Tool</td>
<td>Three events were publicized and held, which included the Winter Program, and awards ceremony for K-5 students, and an exhibition student learning. In</td>
</tr>
<tr>
<td><strong>Baseline</strong></td>
<td><strong>Actual</strong></td>
</tr>
<tr>
<td>-----------------</td>
<td>-------------</td>
</tr>
<tr>
<td><strong>Metric/Indicator</strong></td>
<td><strong>Expected</strong></td>
</tr>
<tr>
<td>Priority 3: Local Indicator/Parent Involvement/Local Evaluation Tool</td>
<td><strong>Actual</strong></td>
</tr>
<tr>
<td><strong>17-18</strong></td>
<td>The District does not currently have a representative to the special education Community Advisory Committee (CAC). The education specialist and the school psychologist reach out to parents through phone calls, e-mails and home visits to ensure that parents know their rights and to encourage their participation in their children's education through meetings and activities like the CAC.</td>
</tr>
<tr>
<td><strong>Baseline</strong></td>
<td>An ADA of 90 was not achieved at Elk Creek Jr./Sr. High School. The elementary school was more successful for attendance this year. All students with inadequate attendance are referred to the School Attendance Review Board (SARB).</td>
</tr>
<tr>
<td><strong>Metric/Indicator</strong></td>
<td><strong>Expected</strong></td>
</tr>
<tr>
<td>Priority 5: State Indicator/Student Engagement/Chronic absenteeism rates</td>
<td><strong>Actual</strong></td>
</tr>
<tr>
<td><strong>17-18</strong></td>
<td>The graduation rate of 80% was achieved for the 2017-2018 school year. (Note: Very small numbers of students skews data even if 1 or 2 students do not matriculate.)</td>
</tr>
<tr>
<td><strong>Baseline</strong></td>
<td>Baseline: 57% Graduation rate in District (2015). (Note: Very small numbers of students skews data even if 1 or 2 students do not matriculate.)</td>
</tr>
</tbody>
</table>

### Notes
- **17-18**
- **Baseline**
- **Metric/Indicator**
- **Priority**
- **Expected**
- **Actual**
- **Note**
<table>
<thead>
<tr>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Metric/Indicator</strong> Prior 5: Local Metric/Middle school dropout rate</td>
<td>The District achieved a promotion rate of 100% for the 2017-2018 school year. (Note: Very small numbers of students skews data even if 1 or 2 students do not meet promotion requirements.)</td>
</tr>
<tr>
<td><strong>17-18</strong> 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.)</td>
<td></td>
</tr>
<tr>
<td><strong>Baseline</strong> 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.)</td>
<td></td>
</tr>
<tr>
<td><strong>Metric/Indicator</strong> Prior 5: Local Metric/Student Engagement/High school dropout rate</td>
<td>80% of the high school seniors remained in school and graduated in the 2017-2018 school year. (Note: Very small numbers of students skews data even if 1 or 2 students leave school prior to graduation.)</td>
</tr>
<tr>
<td><strong>17-18</strong> 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.)</td>
<td></td>
</tr>
<tr>
<td><strong>Baseline</strong> 43% of high school students left school or dropped out&quot; (baseline 2015). (Note: Very small numbers of students skews data even if 1 or 2 students leave school prior to graduation.)</td>
<td></td>
</tr>
<tr>
<td><strong>Metric/Indicator</strong> Prior 5: Local Metric/Student Engagement/School attendance rates</td>
<td>This was not achieved and the goal will be continued in the 2018-2019 school year.</td>
</tr>
<tr>
<td><strong>17-18</strong> 5.A 10% increase in Student attendance with ultimate goal of 95% attendance (baseline: 2015-2016 attendance).</td>
<td></td>
</tr>
<tr>
<td><strong>Baseline</strong> April 2017 88% attendance in District.</td>
<td></td>
</tr>
<tr>
<td><strong>Metric/Indicator</strong> Priority 6: State Indicator/Student Suspension Indicator</td>
<td>Suspensions at both the elementary and jr./sr. high school has decreased during the 2017-2018 school year.</td>
</tr>
<tr>
<td><strong>17-18</strong> Maintain or reduce 2016 baseline of 0.5% suspensions at elementary level. Reduce 10% jr./sr. high school suspension to 8% or less.</td>
<td></td>
</tr>
<tr>
<td><strong>Baseline</strong> Baseline 2016: 0.5% elementary suspensions Baseline 2016: 10% jr./sr. high school suspensions.</td>
<td></td>
</tr>
</tbody>
</table>
**Expected**

**Metric/Indicator**
Priority 6: Local Metric/Expulsion rate

17-18
Maintain 2016-2017 baseline of 0% expulsions.

**Baseline**
Baseline: 0% expulsions 2016-2017.

**Actual**
No expulsions occurred during the 2017-2018 school year, although the school year ended with a pending expulsion hearing that may or may not result in expulsion.

**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

**Planned Actions/Services**

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.

**Actual Actions/Services**

**Budgeted Expenditures**
0

**Estimated Actual Expenditures**
0

### Action 2

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**
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.)

2.1 4000-4999: Books And Supplies Base 300
2.2 4000-4999: Books And Supplies Base 300
2.3 4000-4999: Books And Supplies Base 300

Action 3

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.

High school students received $20 gift certificates for first semester honor roll and chose a pizza lunch the second semester. Elementary students received personalized, donated medals for attendance, attitude and academic performance at an award ceremony.

3.1 4000-4999: Books And Supplies Base 600
3.2 4000-4999: Books And Supplies Base 600

Action 4

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.

No trauma training was scheduled; costs for training should be adjusted to reflect the higher cost of training.
Teachers carried out plan to contact parents weekly if student was failing a class.

4.1 5000-5999: Services And Other Operating Expenditures Base 1,000
4.2 5000-5999: Services And Other Operating Expenditures Base 0
Action 5

Planned Actions/Services
5.1 Parent and community survey administered.
5.2 Results reported to the Board and SSC.

Actual Actions/Services
Survey administered to students in class.

Budgeted Expenditures
Estimated Actual Expenditures
0

Action 6

Planned Actions/Services
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

Actual Actions/Services
a. In progress.
b. In progress.
c. 50% of the graduates completed the A-G requirements.
d. 80% of the graduates completed the CTE course of student.
e. There are no EAMOs because there are no AP courses at ECHS.
f. The CAHSEE is no longer required and is no longer given at ECHS.
g. Two Els moved into the district and were served in the regular classroom by a CLAD certified teacher. Support from a bilingual academic advisor was available on an as needed basis.

Budgeted Expenditures
1000-1999: Certificated Personnel Salaries Base 10,000
3000-3999: Employee Benefits Base 2,000

Estimated Actual Expenditures
1000-1999: Certificated Personnel Salaries 10,000
3000-3999: Employee Benefits Base 2,000
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.

*Note: no services written for Els because 0% are designated in SCJUSD.

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.

Multiple efforts are made to improve attendance in a school and community culture that has not demonstrated a strong commitment to school attendance. The efforts have ranged from teachers "talking up" attendance and using classroom rewards, a school store where points earned for attendance can be redeemed, free alarm clocks for students in need of them, to the use of the School Attendance Review Board for referrals to an attendance officer for intervention.

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

There has been improvement in attendance at the K-5 elementary school, but continued improvement in attendance is needed at the junior/senior high school. The high school attendance program lacked consistency this year and is recommended to be more positively focused and frequent next year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The expenditures on field trips and attendance incentives was less than anticipated. A training on students of trauma occurred the prior year and was not scheduled for the 2017-2018 school year. This was due in part to the high cost of trainings. A lower cost training available through an agency rather than bringing in a trainer will be considered for the future.
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.

Goal 2
1. SSC continues to be poorly attended and greater effort should be made to recruit and sustain a more viable parent input group. The Grindstone Parent Advisory Committee gives input, but representation across all school community members is needed.
2. "Back to School" is better attended when presented as a community barbecue, so this should be a goal in 2018-2019, rather than a meeting night that focuses only on teachers opening their classrooms for parent visits.
3. An 4th/5th grade field trip with a target attendance requirement has been an effective motivation for student attendance in that class, and an exploration of a similar process Could be adopted for the 2018-2019 school year. Field trips continued as typical, but transportation was initially very problematic with inadequate numbers of bus drivers. The recruitment of an additional driver should continue.
4. Teachers did not receive additional training in the 2017-2018 school year on working with students in trauma, due to the very high cost of providing training for the limited number of teachers. An exploration of trainings in the area could be undertaken so that the teachers could continue the training in partnership with other districts. Teachers have adopted the practice of contacting parents when students are failing, but there are still challenges in contacting parents by phone, e-mail or text.
5. The COE Friday Night Live coordinator surveyed students, but a parent survey was not undertaken this year due to the very low response as compared to effort and expense last year. (Surveys to each student home in the District occurred, but only one survey was returned in 2016-2017.)
6. Positive progress was achieved in all areas.
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:

<table>
<thead>
<tr>
<th>State Priorities:</th>
<th>Priority 4: Pupil Achievement (Pupil Outcomes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Local Priorities:</td>
<td></td>
</tr>
</tbody>
</table>

Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Priority 4: State Indicator/Academic Indicator/Grades 3-8 ELA SBAC results 17-18</td>
<td>Access for all students was</td>
<td></td>
</tr>
<tr>
<td>4.A.1 4.A.2 4.A.3</td>
<td>Continue and expand all students access to highly engaging, culturally relevant English/Language Arts materials. All English/ELA teachers participate in COE trainings/inservices on teaching ELA. Improve Native American student performance through increased support.</td>
<td></td>
</tr>
</tbody>
</table>
### Expected

**Baseline**
ENGLISH/LANGUAGE ARTS (SBAC 2016)

All Students:
- Met = 10%
- Nearly met = 19%
- Not met = 71%

Native American Students:
- Met = 0%
- Nearly met = 18%
- Not met = 82%

### Metric/Indicator

| Priority 4: State Indicator/Academic Indicator/Grades 3-8 mathematics SBAC results |
| 17-18 |
| **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.) |

### Baseline
MATHEMATICS (SBAC 2016)

All Students:
- Met = 0%
- Nearly met = 14%
- Not met = 86%

Native American Students:
- Met = 0%
- Nearly met = 8%
- Not met = 92%

### Metric/Indicator

| Priority 4: State Indicator/College and Career Indicator/EAP-11th Grade SBAC results |

The English teacher added readings with Native American themes, and the Art teacher integrates projects with the ELA curriculum that include beading and other art and crafts activities related to Native American culture. An after school tutor is available 3 days per week to assist any Native American students who need additional support, and...
17-18

4.C.1 Continue and expand 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/inservices on teaching ELA.
4.C.3 Improve Native American high school students performance through increased support.

Baseline
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%

MATHEMATICS (SBAC 2016)
All Students:
Met = 0%
Nearly met = 14%
Not met = 86%
Native American Students:
Met = 0%
Nearly met = 8%
Not met = 92%

Metric/Indicator
Priority 4: State Indicator/College and Career Indicator/Career pathway completion

17-18
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.

Baseline
2016-2017 Baseline
100% Completion Medical Pathway
100%(9/9 students) Completion Welding/Manufacturing Pathway
### Metric/Indicator
**Priority 4: State Indicator/College and Career Indicator/Dual enrollment completion rate**

**17-18**
100% of students enrolled in Success 101, medical terminology and/or welding/manufacturing will complete the class(es) with a passing grade.

**Baseline**
2016-2017 Baseline
Success 101 (dual enrollment) 75% passing
Medical Assistant (articulated) 100% passing
Welding/Manufacturing (no students enrolled in 2016-2017)

### Metric/Indicator
**Priority 4: College and Career Ready/A-G course completion**

**17-18**
4.D.1 100% of Seniors will graduate and go on to college or trade school or into the workforce.

**Baseline**
2016-2017 Baseline
70% (14/20 students) students completed all A-G classes

### 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

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continue improvement of website and encourage parents to access the website.</td>
<td></td>
<td>5000-5999: Services And Other Operating Expenditures Base $5,000</td>
<td>5000-5999: Services And Other Operating Expenditures Base $5000</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3000-3999: Employee Benefits Base $200</td>
<td>3000-3999: Employee Benefits Base $200</td>
</tr>
<tr>
<td>Action</td>
<td>Planned Actions/Services</td>
<td>Actual Actions/Services</td>
<td>Budgeted Expenditures</td>
</tr>
<tr>
<td>--------</td>
<td>--------------------------</td>
<td>-------------------------</td>
<td>-----------------------</td>
</tr>
<tr>
<td>Action 2</td>
<td>Expand use of social media through &quot;all call&quot; and Facebook.</td>
<td></td>
<td>5000-5999: Services And Other Operating Expenditures Base $5,000</td>
</tr>
<tr>
<td>Action 3</td>
<td>Expand use of attendance recognition through prizes and field trips.</td>
<td>Completed.</td>
<td>4000-4999: Books And Supplies Supplemental and Concentration 2,000</td>
</tr>
<tr>
<td>Action 4</td>
<td>Continue Back-to-School event and expand practice of &quot;student learning exhibitions&quot; in lieu of the &quot;Open House&quot; evening event.</td>
<td>Completed.</td>
<td></td>
</tr>
<tr>
<td>Action 5</td>
<td>Promote School Site Council participation.</td>
<td>Completed, but promotion of SSC did not result in increased attendance.</td>
<td></td>
</tr>
<tr>
<td>Action 6</td>
<td>Continue review and annual update of the School Safety Plan.</td>
<td>Completed.</td>
<td></td>
</tr>
</tbody>
</table>
Action 7

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review and update SCJUSD Technology Plan.</td>
<td>Not completed.</td>
<td></td>
<td>0</td>
</tr>
</tbody>
</table>

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:
1. A new and better arrangement was made with the District's website provider, who agreed to lower the per year maintenance cost from $900 to $700 per year and to redesign the website.
2. The "all call" is in place for the school community, including Board members, and the interface is simpler to use than the old system and allows for more specific targeting of student groups. A Facebook page is not regularly maintained due to lack of personnel.
3. Transportation lacked personnel this year, but a collaborative effort and the hiring of a new transportation lead at the end of the school year allowed the traditional end-of-the-year field trips at the elementary school to take place. Teachers at the elementary school increased the focus on attendance through use of prizes and an awards ceremony with medals at the end of the year.
4. The "Exhibition of Student Learning" was successfully combined with an awards ceremony and took the place of the previous use of "Open House," which was poorly attended.
5. Low attendance and lack of a quorum continue to occur for School Site Council meetings. Increased efforts should occur in 2018-2019 to recruit and publicize SSC; funds for refreshments were added to the 2018-2019 budget for this purpose.
6. The school safety plan was updated to include a color coded description of lock downs.
7. The technology plan is no longer required and was not updated as an issue of efficiency. However, the District has made great strides in both internet access/speed and device accessibility, in technology. All 2-6 grade students have access to individual devices, and high school teachers have access to a full computer lab, with the addition of Chromebooks to three of the classrooms in the 2017-2018 school year.

The teachers at both the elementary and high school previewed curriculum materials this year with the intent of exploring both social science and science curriculum for adoption. Arrangements were made with publishers for demonstration materials to be tested in the 2018-2019 year so that decisions could be based on actual experience with the materials rather than just an overview of the materials. The high school teachers are exploring materials that combine physical texts augmented with publisher-based materials, with the goal of both increasing student engagement in the curriculum and providing academic support outside of school hours with virtual texts. While the capability for on line materials for all students is not yet available in the area, the administrator contacted internet providers who will also provide low cost devices to students when internet access is established in the area.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The effectiveness is considerable, as depicted at the California Department of Education Dashboard. While students in SCJUSD continue to need growth in academics, there are "significant improvement" and "improvement" ratings in both Math and Language Arts. The improvements are best described at "in progress" and the 2018-2019 school year will provide further opportunity for academic growth.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no significant differences between the budgeted expenditures and the estimated actual expenditures. Minor adjustments were made for the 2018-2019 school year.

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. This is due to the continued improvement in measures of academic growth, particularly at the elementary level, as shown on the CDE Dashboard. While the very small number of students requires a "deep dive" into the data to see the positive changes, there is ample evidence of academic growth for students, particularly at the elementary level. In addition, and in support of Goal 3, the elementary students have begun participation in the University of Oregon's math DIBELS measures (the reading DIBELS assessment tool was already in place), which will allow sensitive measures of student progress and help teachers target academic interventions even more specifically.
Stakeholder Engagement

LCAP Year: 2018-19

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.

2017-2018

The intent was to develop the SCJUSD Plan was developed through the SSCand informal meetings with all stakeholders but turnout was 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 2017-2018 LCAP document. Much of their feedback was incorporated into the WASC self-study document.

- Students have requested more electives for the school year and greater support in low cost materials for welding projects. On-line options for courses were increased through both Butte College and CSU, Chico.
- The Grindstone Native American Parent Tribal Council (GPAC) requested more days off for Dance and more incentives for student attendance. The Handbook has a provision for students to make up work and receive credit for school activities.
- 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. This occurred in all requested areas, and ECE was successful in demonstrating increased use of hands on through math scores and performance at the science fair.

- The SCJUSD School Board was informed of the purpose of the LCAP and trustees were asked for input and given the opportunity for additional input before approving it.

- 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.

(Select from New Goal, Modified Goal, or Unchanged Goal)

| Modified Goal |

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:

<table>
<thead>
<tr>
<th>State Priorities:</th>
<th>Priority 1: Basic (Conditions of Learning)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Priority 2: State Standards (Conditions of Learning)</td>
</tr>
<tr>
<td></td>
<td>Priority 7: Course Access (Conditions of Learning)</td>
</tr>
</tbody>
</table>

| Local Priorities: |

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.
<table>
<thead>
<tr>
<th>Priority 1: Local Indicator/Teacher credential</th>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Priority 1: Local Indicator/ Instructional materials</td>
<td>1.A 100% of Teachers are credentialed in subject matter area and be appropriately assigned.</td>
<td>1.A 100% of Teachers will be credentialed in subject matter area and be appropriately assigned.</td>
<td>1.A 100% of Teachers will be credentialed in subject matter area and be appropriately assigned.</td>
<td>1.A 100% of Teachers will be credentialed in subject matter area and be appropriately assigned.</td>
<td></td>
</tr>
<tr>
<td>Priority 1: Local Indicator/ Facilities in good repair</td>
<td>1.B Sufficient instructional materials are available for all classes, evidenced in SCJUSD Board resolution.</td>
<td>1.B Sufficient instructional materials will be available for all classes, evidenced in SCJUSD Board resolution.</td>
<td>1.B Sufficient instructional materials will be available for all classes, evidenced in SCJUSD Board resolution.</td>
<td>1.B Sufficient instructional materials will be available for all classes, evidenced in SCJUSD Board resolution.</td>
<td></td>
</tr>
<tr>
<td>Priority 2: Local Indicator/Implementation of State Standards/Local Evaluation Tool</td>
<td>1.C School facilities are maintained in good repair.</td>
<td>1.C School facilities will be maintained in good repair, as evaluated by the Facilities Inspection Tool (FIT).</td>
<td>1.C School facilities will be maintained in good repair, as evaluated by the Facilities Inspection Tool (FIT).</td>
<td>1.C School facilities will be maintained in good repair, as evaluated by the Facilities Inspection Tool (FIT).</td>
<td></td>
</tr>
<tr>
<td></td>
<td>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</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>Metrics/Indicators</td>
<td>Baseline</td>
<td>2017-18</td>
<td>2018-19</td>
<td>2019-20</td>
<td></td>
</tr>
<tr>
<td>--------------------</td>
<td>----------</td>
<td>---------</td>
<td>---------</td>
<td>---------</td>
<td></td>
</tr>
<tr>
<td>Priority 7: Local Metric/A broad course of study</td>
<td>have been purchased and number has increased to 100 books.</td>
<td>7.A Students will be 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.</td>
<td>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.</td>
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<td></td>
</tr>
<tr>
<td>Priority 7: Local Metric/Programs/services developed and provided to unduplicated pupils</td>
<td>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 inservice and training in appropriate strategies and techniques to meet the needs of the unduplicated students.</td>
<td>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 inservice and training in appropriate strategies and techniques to meet the needs of the unduplicated students.</td>
<td>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 inservice and training in appropriate strategies and techniques to meet the needs of the unduplicated students.</td>
<td>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 inservice and training in appropriate strategies and techniques to meet the needs of the unduplicated students.</td>
<td></td>
</tr>
<tr>
<td>Priority 7: Local Metric/Programs/services developed and provided to K-12 students.</td>
<td>7.C Programs and services are developed to provide services to</td>
<td>7.C Programs and services developed to provide services to</td>
<td>7.C Programs and services developed to provide services to</td>
<td>7.C Programs and services developed to provide services to</td>
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</tr>
</tbody>
</table>
### Metrics/Indicators

<table>
<thead>
<tr>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
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</thead>
<tbody>
<tr>
<td>provided to individuals with exceptional needs. All students, including unduplicated students, have full access to special 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.</td>
<td>individuals with exceptional needs. All students, including unduplicated students, will have full access to special education services and 504 information through an education specialist at the site and a program specialist and school psychologist who will consult on students' needs.</td>
<td>individuals with exceptional needs. All students, including unduplicated students, will have full access to special education services and 504 information through an education specialist at the site and a program specialist and school psychologist who will consult on students' needs.</td>
<td>individuals with exceptional needs. All students, including unduplicated students, will have full access to special education services and 504 information through an education specialist at the site and a program specialist and school psychologist who will consult on students' needs.</td>
</tr>
</tbody>
</table>

### 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:**
(Select from All, Students with Disabilities, or Specific Student Groups)

| All | Specific Student Groups: Native Americans |

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

| All Schools |

OR

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

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)

| [Add Students to be Served selection here] |

**Scope of Services:**
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

| [Add Scope of Services selection here] |

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

| [Add Location(s) selection here] |
Actions/Services

Select from New, Modified, or Unchanged for 2017-18

<table>
<thead>
<tr>
<th>Action</th>
</tr>
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<tbody>
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<td>Unchanged</td>
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</table>

Select from New, Modified, or Unchanged for 2018-19

<table>
<thead>
<tr>
<th>Action</th>
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</thead>
<tbody>
<tr>
<td>Unchanged</td>
</tr>
</tbody>
</table>

Select from New, Modified, or Unchanged for 2019-20

<table>
<thead>
<tr>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unchanged</td>
</tr>
</tbody>
</table>

2017-18 Actions/Services

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.

2018-19 Actions/Services

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.

2019-20 Actions/Services

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.

Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
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<td>Base</td>
<td>Base</td>
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<tr>
<td></td>
<td>Teachers Salaries 1000-1999; Certificated Personnel</td>
<td>Teachers Salaries 1000-1999; Certificated Personnel</td>
<td>Teachers Salaries 1000-1999; Certificated Personnel</td>
</tr>
<tr>
<td>Amount</td>
<td>220,033</td>
<td>232,086</td>
<td>244,192</td>
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<tr>
<td>Source</td>
<td>Base</td>
<td>Base</td>
<td>Base</td>
</tr>
</tbody>
</table>

Action 2

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
### Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

- [Add Students to be Served selection here]

### Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

- [Add Scope of Services selection here]

### Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

- [Add Location(s) selection here]

### Actions/Services
Select from New, Modified, or Unchanged for 2017-18

- **Modified Action**

Select from New, Modified, or Unchanged for 2018-19

- **Unchanged Action**

Select from New, Modified, or Unchanged for 2019-20

- **Unchanged Action**

#### 2017-18 Actions/Services

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 Actions/Services

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 Actions/Services

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

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Title II</td>
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<td>Title II</td>
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<tr>
<td>Budget Reference</td>
<td>5000-5999: Services And Other Operating Expenditures</td>
<td>5000-5999: Services And Other Operating Expenditures</td>
<td>5000-5999: Services And Other Operating Expenditures</td>
</tr>
</tbody>
</table>

### Action 3
### For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td>All</td>
<td>All Schools</td>
</tr>
</tbody>
</table>

**OR**

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

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Scope of Services:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from English Learners, Foster Youth, and/or Low Income)</td>
<td>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td>[Add Students to be Served selection here]</td>
<td>[Add Scope of Services selection here]</td>
<td>[Add Location(s) selection here]</td>
</tr>
</tbody>
</table>

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

- Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

- Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

- Unchanged Action

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
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<tbody>
<tr>
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<td>3,400</td>
<td>3,600</td>
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<td>Source</td>
<td>Lottery</td>
<td>Lottery</td>
<td>Lottery</td>
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<td>Reference</td>
<td>4000-4999: Books And Supplies</td>
<td>4000-4999: Books And Supplies</td>
<td>4000-4999: Books And Supplies</td>
</tr>
</tbody>
</table>

### Action 4

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

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
</tbody>
</table>
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**Actions/Services**
Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

**2017-18 Actions/Services**

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

Modified Action

**2018-19 Actions/Services**

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 Actions/Services**

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**

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
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</tr>
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<tr>
<td>Amount</td>
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<td>6,000</td>
<td>6,000</td>
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**Action 5**
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td>Specific Student Groups: Native Americans</td>
<td>All Schools</td>
</tr>
</tbody>
</table>

OR

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

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Scope of Services:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from English Learners, Foster Youth, and/or Low Income)</td>
<td>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
</tbody>
</table>

[Add Students to be Served selection here]  [Add Scope of Services selection here]  [Add Location(s) selection here]

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

- Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

- Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

- Unchanged Action

#### 2017-18 Actions/Services

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 Actions/Services

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 Actions/Services

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

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
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<tr>
<td></td>
<td>Title VII/Title VI</td>
<td>Title VII/Title VI</td>
<td>Title VII</td>
</tr>
</tbody>
</table>

### Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)
- All
- Specific Student Groups: Native Americans

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
- All Schools

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)
- [Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))
- [Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
- [Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18
- Unchanged Action

Select from New, Modified, or Unchanged for 2018-19
- Unchanged Action

Select from New, Modified, or Unchanged for 2019-20
- Unchanged Action

2017-18 Actions/Services

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 Actions/Services

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 Actions/Services

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
<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
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<tbody>
<tr>
<td>2017-18</td>
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<td>5000-5999: Services And Other Operating Expenditures</td>
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<td>5000-5999: Services And Other Operating Expenditures</td>
</tr>
<tr>
<td>2019-20</td>
<td>3,000</td>
<td>Base</td>
<td>5000-5999: Services And Other Operating Expenditures</td>
</tr>
</tbody>
</table>

**Action 7**

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

**Students to be Served:**
(SELECT FROM ALL, STUDENTS WITH DISABILITIES, OR SPECIFIC STUDENT GROUPS)

<table>
<thead>
<tr>
<th>All</th>
</tr>
</thead>
</table>

**Location(s):**
(SELECT FROM ALL SCHOOLS, SPECIFIC SCHOOLS, AND/OR SPECIFIC GRADE SPANS)

<table>
<thead>
<tr>
<th>All Schools</th>
</tr>
</thead>
</table>

**OR**

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

**Students to be Served:**
(SELECT FROM ENGLISH LEARNERS, FOSTER YOUTH, AND/OR LOW INCOME)

[Add Students to be Served selection here]

**Scope of Services:**
(SELECT FROM LEA-WIDE, SCHOOLWIDE, OR LIMITED TO UNDUPLEXED STUDENT GROUP(S))

[Add Scope of Services selection here]

**Location(s):**
(SELECT FROM ALL SCHOOLS, SPECIFIC SCHOOLS, AND/OR SPECIFIC GRADE SPANS)

[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action Unchanged Action

<table>
<thead>
<tr>
<th>2017-18 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>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 be painting of Elk Creek Junior/Senior High School (ECHS) gym ceiling, replacement of boards over Elk Creek Elementary School</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2018-19 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. All facilities will be inspected by maintenance lead monthly, and records kept of all sites needing repair and plan for prompt repair.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. All facilities will be inspected by maintenance lead monthly, and records kept of all sites needing repair and plan for prompt repair.</td>
</tr>
</tbody>
</table>
(ECE), and repair of restroom plumbing at Indian Valley Elementary School (IVE).

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>67,626</td>
<td>Base</td>
<td>3000-3999: Employee Benefits</td>
</tr>
<tr>
<td></td>
<td>68,500</td>
<td>Base</td>
<td>3000-3999: Employee Benefits</td>
</tr>
<tr>
<td></td>
<td>69,500</td>
<td>Base</td>
<td>3000-3999: Employee Benefits</td>
</tr>
</tbody>
</table>
## 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.

(Select from New Goal, Modified Goal, or Unchanged Goal)

| Modified Goal |

---

### 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 Priorities:**
- Priority 3: Parental Involvement (Engagement)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)

**Local Priorities:**

### 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

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Priority 3: Local Indicator/Parent Involvement/Local Evaluation Tool</td>
<td>1. Four School Site Council (SSC) meetings were held during the baseline year, 2016-2017.</td>
<td>3.A Annually, maintain a minimum of four School Site Council (SSC), combined for all SCJUSD sites/entities, to ensure increased</td>
<td>3.A Annually, maintain a minimum of four School Site Council (SSC), combined for all SCJUSD sites/entities, to ensure increased</td>
<td>3.A Annually, maintain a minimum of four School Site Council (SSC), combined for all SCJUSD sites/entities, to ensure increased</td>
</tr>
<tr>
<td>Priority 3: Local Indicator/Parent Involvement/Local Evaluation Tool</td>
<td>Hold a minimum of three parent/community events.</td>
<td>3.B Annually, maintain a minimum of three parent/community events, including &quot;Back-to-School Night,&quot; Winter (Christmas) Program, and &quot;open house/exhibition of student learning&quot; with teacher contact to all parents, including a focus on parents of unduplicated students.</td>
<td>3.B Annually, a minimum of three parent/community events, including &quot;Back-to-School Night,&quot; Winter (Christmas) Program, and &quot;open house/exhibition of student learning&quot; with teacher contact to all parents, including a focus on parents of unduplicated students.</td>
<td>3.B Annually, a minimum of three parent/community events, including &quot;Back-to-School Night,&quot; Winter (Christmas) Program, and &quot;open house/exhibition of student learning&quot; with teacher contact to all parents, including a focus on parents of unduplicated students.</td>
</tr>
<tr>
<td>Priority 3: Local Indicator/Parent Involvement/Local Evaluation Tool</td>
<td>Effort are currently made to contact 100% of parents through the &quot;all call&quot; system, but due to many numbers not working, only 50% of parents were reached in this manner during the 2016-2017 year.</td>
<td>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 &quot;all call&quot; 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.</td>
<td>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 &quot;all call&quot; 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.</td>
<td>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 &quot;all call&quot; 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.</td>
</tr>
<tr>
<td>------------------------------------------------</td>
<td>----------------</td>
<td>-------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Current average daily attendance (ADA) rate is 88; goal is to improve this.</td>
<td>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.).</td>
<td>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.</td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>Priority 5: State Indicator/Student Engagement/High School Graduation Rate Indicator</td>
<td>Baseline: 57% Graduation rate in District (2015). (Note: Very small numbers of students skews data even if 1 or 2 students do not matriculate.)</td>
<td>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.)</td>
<td>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.)</td>
<td>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.)</td>
</tr>
<tr>
<td>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.)</td>
<td>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.)</td>
<td>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.)</td>
<td>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.)</td>
<td>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.)</td>
</tr>
<tr>
<td>Priority 5: Local Metric/Middle school dropout rate</td>
<td>43% of high school students left school or dropped out&quot; (baseline 2015). (Note: Very small numbers of students</td>
<td>Decrease number of high school students leaving school prior to graduation to 30% or fewer. (Note: Very</td>
<td>Decrease number of high school students leaving school prior to graduation to 20% or fewer. (Note: Very</td>
<td>Decrease number of high school students leaving school prior to graduation to 5% or fewer. (Note: Very</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### 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:

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td>All</td>
<td>All Schools</td>
</tr>
<tr>
<td>Specific Student Groups: Native American pupils</td>
<td>OR</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Priority 5: Local Metric/Student Engagement/School attendance rates</td>
<td>April 2017 88% attendance in District.</td>
<td>5.A 10% increase in Student attendance with ultimate goal of 95% attendance (baseline: 2015-2016 attendance).</td>
<td>5.A 10% increase in Student attendance with ultimate goal of 95% attendance (baseline: 2015-2016 attendance).</td>
<td>5.A 10% increase in Student attendance with ultimate goal of 95% attendance (baseline: 2015-2016 attendance).</td>
</tr>
<tr>
<td>Priority 6: State Indicator/Student Suspension Indicator</td>
<td>Baseline 2016: 0.5% elementary suspensions Baseline 2016: 10% jr./sr. high school suspensions.</td>
<td>Maintain or reduce 2016 baseline of 0.5% suspensions at elementary level. Reduce 10% jr./sr. high school suspension to 8% or less.</td>
<td>Maintain or reduce 2016 baseline of 0.5% suspensions at elementary level. Reduce 10% jr./sr. high school suspension to 5% or less.</td>
<td>Maintain or reduce 2016 baseline of 0.5% suspensions at elementary level. Reduce 10% jr./sr. high school suspension to 2% or less.</td>
</tr>
</tbody>
</table>
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Scope of Services:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from English Learners, Foster Youth, and/or Low Income)</td>
<td>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
</tbody>
</table>

[Add Students to be Served selection here] [Add Scope of Services selection here] [Add Location(s) selection here]

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

- **Unchanged Action**

Select from New, Modified, or Unchanged for 2018-19

- **Unchanged Action**

Select from New, Modified, or Unchanged for 2019-20

- **Unchanged Action**

### 2017-18 Actions/Services

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.

### 2018-19 Actions/Services

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.

### 2019-20 Actions/Services

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

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>0</td>
</tr>
<tr>
<td>2018-19</td>
<td>0</td>
</tr>
<tr>
<td>2019-20</td>
<td>0</td>
</tr>
</tbody>
</table>

### Action 2

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

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
</tbody>
</table>

- **All**

All Schools

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

### Actions/Services

<table>
<thead>
<tr>
<th>2017-18 Actions/Services</th>
<th>2018-19 Actions/Services</th>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 Back-to-School Night date in packet home for all students on the first day of school.</td>
<td>2.1 Back-to-School Night date in packet home for all students on the first day of school.</td>
<td>2.1 Back-to-School Night date in packet home for all students on the first day of school.</td>
</tr>
<tr>
<td>2.2 Back-to-School Night will be publicized with an &quot;all-call&quot; and notes home.</td>
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<td>2.2 Back-to-School Night will be publicized with an &quot;all-call&quot; and notes home.</td>
</tr>
<tr>
<td>2.3 Information/research about attendance and school success shared by a variety of means (&quot;all call,&quot; newsletter, announcements at school events, letters home, etc.)</td>
<td>2.3 Information/research about attendance and school success shared by a variety of means (&quot;all call,&quot; newsletter, announcements at school events, letters home, etc.)</td>
<td>2.3 Information/research about attendance and school success shared by a variety of means (&quot;all call,&quot; newsletter, announcements at school events, letters home, etc.)</td>
</tr>
</tbody>
</table>

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
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</tr>
<tr>
<td>Source</td>
<td>Base</td>
<td>Base</td>
<td>Base</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>4000-4999: Books And Supplies</td>
<td>4000-4999: Books And Supplies</td>
<td>4000-4999: Books And Supplies</td>
</tr>
</tbody>
</table>

### Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
### Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

- All

### Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

- All Schools

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

#### Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

- [Add Students to be Served selection here]

#### Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

- [Add Scope of Services selection here]

#### Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

- [Add Location(s) selection here]

### Actions/Services

- Select from New, Modified, or Unchanged for 2017-18
  - Modified Action

- Select from New, Modified, or Unchanged for 2018-19
  - Modified Action

- Select from New, Modified, or Unchanged for 2019-20
  - Modified Action

#### 2017-18 Actions/Services
- 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 Actions/Services
- 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 Actions/Services
- 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

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>4,000</td>
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<td>4,000</td>
</tr>
<tr>
<td>Source</td>
<td>Base</td>
<td>Base</td>
<td>Base</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>5000-5999: Services And Other Operating Expenditures</td>
<td>5000-5999: Services And Other Operating Expenditures</td>
<td>5000-5999: Services And Other Operating Expenditures</td>
</tr>
</tbody>
</table>
### Action 4

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

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td>All</td>
<td>All Schools</td>
</tr>
</tbody>
</table>

**OR**

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

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Scope of Services:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from English Learners, Foster Youth, and/or Low Income)</td>
<td>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td>[Add Students to be Served selection here]</td>
<td>[Add Scope of Services selection here]</td>
<td>[Add Location(s) selection here]</td>
</tr>
</tbody>
</table>

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

**2017-18 Actions/Services**

- **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.

Select from New, Modified, or Unchanged for 2018-19

**2018-19 Actions/Services**

- **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.

Select from New, Modified, or Unchanged for 2019-20

**2019-20 Actions/Services**

- **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
<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>1,000</td>
<td>Base</td>
<td>5000-5999: Services And Other Operating Expenditures</td>
</tr>
<tr>
<td>2018-19</td>
<td>1,000</td>
<td>Base</td>
<td>5000-5999: Services And Other Operating Expenditures</td>
</tr>
<tr>
<td>2019-20</td>
<td>1,000</td>
<td>Base</td>
<td>5000-5999: Services And Other Operating Expenditures</td>
</tr>
</tbody>
</table>

**Action 5**

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

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

| All |

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

| All Schools |

Or

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

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)

| [Add Students to be Served selection here] |

**Scope of Services:**
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

| [Add Scope of Services selection here] |

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

| [Add Location(s) selection here] |

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

| Modified Action |

Select from New, Modified, or Unchanged for 2018-19

| Unchanged Action |

Select from New, Modified, or Unchanged for 2019-20

| Unchanged Action |

**2017-18 Actions/Services**

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

**2018-19 Actions/Services**

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

**2019-20 Actions/Services**

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

**Budgeted Expenditures**
### Action 6

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

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td>All</td>
<td>All Schools</td>
</tr>
</tbody>
</table>

**OR**

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

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Scope of Services:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from English Learners, Foster Youth, and/or Low Income)</td>
<td>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td>[Add Students to be Served selection here]</td>
<td>[Add Scope of Services selection here]</td>
<td>[Add Location(s) selection here]</td>
</tr>
</tbody>
</table>

#### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

<table>
<thead>
<tr>
<th>2017-18 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unchanged Action</td>
</tr>
</tbody>
</table>

Select from New, Modified, or Unchanged for 2018-19

<table>
<thead>
<tr>
<th>2018-19 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unchanged Action</td>
</tr>
</tbody>
</table>

Select from New, Modified, or Unchanged for 2019-20

<table>
<thead>
<tr>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unchanged Action</td>
</tr>
</tbody>
</table>

### 2017-18 Actions/Services

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

### 2018-19 Actions/Services

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

### 2019-20 Actions/Services

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 Els 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 pathway-Fabrication/Welding.

Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>10,000</td>
<td>10,000</td>
<td>10,000</td>
</tr>
<tr>
<td>Source</td>
<td>Base</td>
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</tr>
<tr>
<td>Source</td>
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<td>Base</td>
<td>Base</td>
</tr>
</tbody>
</table>
## 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.

(Select from New Goal, Modified Goal, or Unchanged Goal)

<table>
<thead>
<tr>
<th>Modified Goal</th>
</tr>
</thead>
</table>

### 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 Priorities:
- Priority 4: Pupil Achievement (Pupil Outcomes)

#### Local Priorities:

### Identified Need:

### Expected Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Priority 4: State Indicator/Academic Indicator/Grades 3-8 ELA SBAC results</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGLISH/LANGUAGE ARTS (SBAC 2016)</td>
<td></td>
<td>4.A.1 Continue and expand all students access to highly engaging, culturally relevant English/Language Arts materials.</td>
<td>4.A.1 Continue and expand all students access to highly engaging, culturally relevant English/Language Arts materials.</td>
<td>4.A.1 Continue and expand all students access to highly engaging, culturally relevant English/Language Arts materials.</td>
</tr>
<tr>
<td>All Students:</td>
<td></td>
<td>4.A.2 All English/ELA teachers participate in COE trainings/inservices on teaching ELA.</td>
<td>4.A.2 All English/ELA teachers participate in COE trainings/inservices on teaching ELA.</td>
<td>4.A.2 All English/ELA teachers participate in COE trainings/inservices on teaching ELA.</td>
</tr>
<tr>
<td>- Nearly met = 19%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Not met = 71%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Met = 0 %</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Metrics/Indicators</td>
<td>Baseline</td>
<td>2017-18</td>
<td>2018-19</td>
<td>2019-20</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Priority 4: State Indicator/Academic Indicator/Grades 3-8</strong></td>
<td></td>
<td>performance through increased support.</td>
<td>performance through increased support.</td>
<td>performance through increased support.</td>
</tr>
</tbody>
</table>
| MATHEMATICS (SBAC 2016) All Students:                                             | Met = 0 %  
Nearly met = 14%  
Not met = 86%                           | 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.) |
| Native American Students:                                                         | Met = 0 %  
Nearly met = 8%  
Not met = 92%                           |                                                                          |                                                                          |                                                                          |
| **Priority 4: State Indicator/College and Career Indicator/EAP-11th Grade SBAC**  |                                                                          | 4.C.1 Continue and expand all 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/inservices on teaching ELA.  
4.C.3 Improve Native American high school students performance through increased support. | 4.C.1 Continue and expand all 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/inservices on teaching ELA.  
4.C.3 Improve Native American high school students performance through increased support. | 4.C.1 Continue and expand all 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/inservices on teaching ELA.  
4.C.3 Improve Native American high school students performance through increased support. |
| results                                                                           |                                                                          |                                                                          |                                                                          |                                                                          |
| ENGLISH/LANGUAGE ARTS (SBAC 2016) All Students (high school):                    | Met = 10 %  
Nearly met = 19%  
Not met = 71%                           | 4.C.1 Continue and expand all 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/inservices on teaching ELA.  
4.C.3 Improve Native American high school students performance through increased support. | 4.C.1 Continue and expand all 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/inservices on teaching ELA.  
4.C.3 Improve Native American high school students performance through increased support. | 4.C.1 Continue and expand all 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/inservices on teaching ELA.  
4.C.3 Improve Native American high school students performance through increased support. |
| Native American Students:                                                         | Met = 0 %  
Nearly met = 18%  
Not met = 82%                           |                                                                          |                                                                          |                                                                          |
| MATHEMATICS (SBAC 2016) All Students:                                             | Met = 0 %  
Nearly met = 14%  
Not met = 86%                           |                                                                          |                                                                          |                                                                          |
### Metrics/Indicators

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>100% of students enrolled in Success 101, medical terminology and/or welding/manufacturing will complete the class(es) with a passing grade.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4.D.1 100% of Seniors will graduate and go on to college or trade school or into the workforce.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

**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:

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
</tbody>
</table>

| Specific Student Groups: Native American pupils | All Schools |
| [Add Students to be Served selection here] | [Add Location(s) selection here] |

**OR**

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

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Scope of Services:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from English Learners, Foster Youth, and/or Low Income)</td>
<td>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
</tbody>
</table>

| Low Income | LEA-wide | All Schools |
| [Add Students to be Served selection here] | [Add Scope of Services selection here] | [Add Location(s) selection here] |

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

- Modified Action
- Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

- Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

- Unchanged Action

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$5,000</td>
<td>$950</td>
<td>$700</td>
</tr>
<tr>
<td>Source</td>
<td>Base</td>
<td>Base</td>
<td>Base</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>5000-5999: Services And Other Operating Expenditures</td>
<td>5000-5999: Services And Other Operating Expenditures</td>
<td>5000-5999: Services And Other Operating Expenditures</td>
</tr>
</tbody>
</table>

**Continue improvement of website and encourage parents to access the website.**
<table>
<thead>
<tr>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>$2,000</td>
<td>Base</td>
<td>2000-2999: Classified Personnel Salaries</td>
</tr>
<tr>
<td>$2,000</td>
<td>Base</td>
<td>2000-2999: Classified Personnel Salaries</td>
</tr>
<tr>
<td>$2,000</td>
<td>Base</td>
<td>2000-2999: Classified Personnel Salaries</td>
</tr>
</tbody>
</table>

**Action 2**

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

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
</tbody>
</table>

[Add Students to be Served selection here] [Add Location(s) selection here]

OR

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

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Scope of Services:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from English Learners, Foster Youth, and/or Low Income)</td>
<td>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
</tbody>
</table>

Low Income | LEA-wide | All Schools

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

- Modified Action
- Unchanged Action

2017-18 Actions/Services

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

Select from New, Modified, or Unchanged for 2018-19

- Unchanged Action

2018-19 Actions/Services

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

Select from New, Modified, or Unchanged for 2019-20

- Unchanged Action

2019-20 Actions/Services

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

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$5,000</td>
<td>$2,000</td>
<td>$2,000</td>
</tr>
<tr>
<td>Source</td>
<td>Base</td>
<td>Base</td>
<td>Base</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>5000-5999: Services And Other Operating Expenditures</td>
<td>5000-5999: Services And Other Operating Expenditures</td>
<td>5000-5999: Services And Other Operating Expenditures</td>
</tr>
</tbody>
</table>

Action 3
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Foster Youth
Low Income

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services
Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services
Expand use of attendance recognition through prizes and field trips.

2018-19 Actions/Services
Expand use of attendance recognition through prizes and field trips.

2019-20 Actions/Services
Expand use of attendance recognition through prizes and field trips.

Budgeted Expenditures
<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
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<td>$4,000</td>
<td>$4,000</td>
</tr>
<tr>
<td>Source</td>
<td>Supplemental and Concentration</td>
<td>Supplemental and Concentration</td>
<td>Supplemental and Concentration</td>
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<tr>
<td>Budget Reference</td>
<td>4000-4999: Books And Supplies</td>
<td>4000-4999: Books And Supplies</td>
<td>4000-4999: Books And Supplies</td>
</tr>
</tbody>
</table>

**Action 4**

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

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

**OR**

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

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

**2017-18 Actions/Services**

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

**2018-19 Actions/Services**

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

**2019-20 Actions/Services**

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

**Budgeted Expenditures**

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
**Action 5**
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td>All</td>
<td>All Schools</td>
</tr>
</tbody>
</table>

**OR**

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

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Scope of Services:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from English Learners, Foster Youth, and/or Low Income)</td>
<td>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td>[Add Students to be Served selection here]</td>
<td>[Add Scope of Services selection here]</td>
<td>[Add Location(s) selection here]</td>
</tr>
</tbody>
</table>

**Actions/Services**
Select from New, Modified, or Unchanged for 2017-18
- Modified Action
Select from New, Modified, or Unchanged for 2018-19
- Unchanged Action
Select from New, Modified, or Unchanged for 2019-20
- Unchanged Action

<table>
<thead>
<tr>
<th>2017-18 Actions/Services</th>
<th>2018-19 Actions/Services</th>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
</table>

**Budgeted Expenditures**

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
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<td>200</td>
<td>200</td>
</tr>
<tr>
<td>Source</td>
<td>Base</td>
<td>Base</td>
<td>Base</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>4000-4999: Books And Supplies</td>
<td>4000-4999: Books And Supplies</td>
<td>4000-4999: Books And Supplies</td>
</tr>
</tbody>
</table>

**Action 6**
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
</tbody>
</table>
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Scope of Services:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from English Learners, Foster Youth, and/or Low Income)</td>
<td>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
</tbody>
</table>

[Add Students to be Served selection here] [Add Scope of Services selection here] [Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

<table>
<thead>
<tr>
<th>2017-18 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continue review and annual update of the School Safety Plan.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Modified Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>X All</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2018-19 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continue review and annual update of the School Safety Plan and School Wellness Plan.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unchanged Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>X All</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continue review and annual update of the School Safety Plan and School Wellness Plan.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unchanged Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>X All</td>
</tr>
</tbody>
</table>

Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
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<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Action 7

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

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
</tbody>
</table>

| All |
| All Schools |

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Scope of Services:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from English Learners, Foster Youth, and/or Low Income)</td>
<td>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td>[Add Students to be Served selection here]</td>
<td>[Add Scope of Services selection here]</td>
<td>[Add Location(s) selection here]</td>
</tr>
</tbody>
</table>

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

- Modified Action
- Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

- Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

**2017-18 Actions/Services**

- Review and update SCJUSD Technology Plan.

**2018-19 Actions/Services**

- Review and update SCJUSD Technology Plan.

**2019-20 Actions/Services**

- Review and update SCJUSD Technology Plan.

**Budgeted Expenditures**

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
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.

(Select from New Goal, Modified Goal, or Unchanged Goal)

| New Goal |

Goal 4

State and/or Local Priorities addressed by this goal:

| State Priorities: |
| Local Priorities: |

Identified Need:

<table>
<thead>
<tr>
<th>Expected Annual Measurable Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Metrics/Indicators</td>
</tr>
</tbody>
</table>

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

OR

Actions/Services

Budgeted 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.

(Select from New Goal, Modified Goal, or Unchanged Goal)

| New Goal |

### Goal 5

**GOAL 5:** Add Life Skills class offering for 7-12 students and create course opportunity for arts class for interested students.

### State and/or Local Priorities addressed by this goal:

| State Priorities: |
| Local Priorities: |

### Identified Need:

### Expected Annual Measurable Outcomes

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |

### 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**

| OR |

| Actions/Services |

| Budgeted 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.

(Select from New Goal, Modified Goal, or Unchanged Goal)

| New Goal |

Goal 6

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Identified Need:

Expected Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Average daily attendance will rise to 90%</td>
<td>Average daily attendance will rise to 90%</td>
<td></td>
</tr>
</tbody>
</table>

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:
(Select from All, Students with Disabilities, or Specific Student Groups)

### Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

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

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Scope of Services:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from English Learners, Foster Youth, and/or Low Income)</td>
<td>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
</tbody>
</table>

### Actions/Services

**Select from New, Modified, or Unchanged for 2017-18**

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18 Actions/Services</td>
<td>Offer substantial incentives in the form of prizes and trips for attending school everyday.</td>
<td>Offer substantial incentives in the form of prizes and trips for attending school everyday.</td>
<td>Offer substantial incentives in the form of prizes and trips for attending school everyday.</td>
</tr>
</tbody>
</table>

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Offer substantial incentives in the form of prizes and trips for attending school everyday.
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.

(Select from New Goal, Modified Goal, or Unchanged Goal)

| New Goal |

Goal 7

State and/or Local Priorities addressed by this goal:

| State Priorities: |
| Local Priorities: |

Identified Need:

<table>
<thead>
<tr>
<th>Expected Annual Measurable Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Metrics/Indicators</td>
</tr>
</tbody>
</table>

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 |
| OR |
| Actions/Services |

| Budgeted 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.

(Select from New Goal, Modified Goal, or Unchanged Goal)

| New Goal |

Goal 8

State and/or Local Priorities addressed by this goal:

State Priorities:
Local Priorities:

Identified Need:

Expected Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
</table>

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

OR

Actions/Services

Budgeted 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.

(Select from New Goal, Modified Goal, or Unchanged Goal)

| New Goal |

## Goal 9

### State and/or Local Priorities addressed by this goal:

| State Priorities: |
| Local Priorities: |

### Identified Need:

### Expected Annual Measurable Outcomes

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |

### 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

OR

### Actions/Services

### Budgeted 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.

(Select from New Goal, Modified Goal, or Unchanged Goal)

| New Goal |

Goal 10

State and/or Local Priorities addressed by this goal:

State Priorities:
Local Priorities:

| Identified Need: |

Expected Annual Measurable Outcomes

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |

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 |

Actions/Services

Budgeted Expenditures
Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2018-19**

<table>
<thead>
<tr>
<th>Estimated Supplemental and Concentration Grant Funds</th>
<th>Percentage to Increase or Improve Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>$228,220</td>
<td><strong>17.39%</strong></td>
</tr>
</tbody>
</table>

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 will use the supplemental and concentration funds of $228,220 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 (2 days, increased from 1)
- 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
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).

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 has been discontinued due to low enrollment.
- 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. ($22,056)
  - Part-time Opportunity Teacher ($47,293)
  - 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.

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
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).

Students will continue to receive individualized, personalize 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 it's 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 continue in the 2018-2019 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 2017-2018 budget which will be adopted.
Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2017-18

<table>
<thead>
<tr>
<th>Estimated Supplemental and Concentration Grant Funds</th>
<th>Percentage to Increase or Improve Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>$206,011</td>
<td>16.00%</td>
</tr>
</tbody>
</table>

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
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).

<table>
<thead>
<tr>
<th>Action/Service</th>
<th>Supporting Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>identifying their post-secondary goals; organizing and accompanying students</td>
<td>organizing and accompanying students to off campus learning experiences to colleges and</td>
</tr>
<tr>
<td>organizing visits from military recruiters; assessing students academic and</td>
<td>vocational settings; organizing visits from military recruiters; assessing students</td>
</tr>
<tr>
<td>vocational aptitudes and interests; teacher training on the inclusion of</td>
<td>academic and vocational aptitudes and interests; teacher training on the inclusion of</td>
</tr>
<tr>
<td>goal setting activities for students (i.e. &quot;My Ten-Year Plan&quot; and &quot;Get</td>
<td>goal setting activities for students (i.e. &quot;My Ten-Year Plan&quot; and &quot;Get Focused, Stay</td>
</tr>
<tr>
<td>Focused, Stay Focused&quot;); scheduling guest speakers on vocational topics;</td>
<td>Focused, Stay Focused&quot;); scheduling guest speakers on vocational topics; participation</td>
</tr>
<tr>
<td>participation in county-wide and Chico and Butte college career days, and</td>
<td>in county-wide and Chico and Butte college career days, and other occupations. ($68,000)</td>
</tr>
<tr>
<td>other occupations. ($68,000)</td>
<td></td>
</tr>
<tr>
<td>• The Campus Supervisor monitors attendance of unduplicated students and all</td>
<td>• The Campus Supervisor monitors attendance of unduplicated students and all other</td>
</tr>
<tr>
<td>other students. Contact, daily if helpful, is made with students</td>
<td>students. Contact, daily if helpful, is made with students</td>
</tr>
<tr>
<td>to offer encouragement to be at school, parents are contacted regarding</td>
<td>to offer encouragement to be at school, parents are contacted regarding absences and</td>
</tr>
<tr>
<td>absences and referrals to the Student Attendance Review Board</td>
<td>referrals to the Student Attendance Review Board</td>
</tr>
<tr>
<td>occur, if needed. Students are offered supportive, informal counseling and</td>
<td>occur, if needed. Students are offered supportive, informal counseling and support for</td>
</tr>
<tr>
<td>support for personal barriers to school attendance in a problem-solving</td>
<td>personal barriers to school attendance in a problem-solving environment that include</td>
</tr>
<tr>
<td>solving environment that include helping the student plan on how to be in</td>
<td>helping the student plan on how to be in school, use of an alarm clock, etc. ($56,546)</td>
</tr>
<tr>
<td>school, use of an alarm clock, etc. ($56,546)</td>
<td></td>
</tr>
<tr>
<td>• Classroom aides work with unduplicated and other students at greater risk</td>
<td>• Classroom aides work with unduplicated and other students at greater risk of falling</td>
</tr>
<tr>
<td>of falling behind through small group and 1:1 instruction in all content</td>
<td>behind through small group and 1:1 instruction in all content areas.</td>
</tr>
<tr>
<td>areas.</td>
<td></td>
</tr>
</tbody>
</table>
Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

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

- The 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

<table>
<thead>
<tr>
<th>Action/Service</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Education Specialist serves students</td>
<td>$4,000</td>
</tr>
<tr>
<td>Part-time Opportunity Teacher</td>
<td>$41,350</td>
</tr>
<tr>
<td>The Education Specialist Paraprofessional</td>
<td></td>
</tr>
<tr>
<td>A portion of the budget is designated for attendance incentives</td>
<td>$3,000</td>
</tr>
<tr>
<td>Over 100 books with Native American characters</td>
<td></td>
</tr>
<tr>
<td>The Principal/Superintendent is involved</td>
<td></td>
</tr>
</tbody>
</table>
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).

exceptionally personalized services from staff. For example, provisions are in place for foster students to receive assistance from staff to connect with foster service opportunities through Human Resource Agency and Glenn County Office of Education foster youth services. The students can receive individualized, personalize 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 discreetly 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 gained two identified English learners later in the 2017-2018 school year. However, and primarily because of it’s location in a remote, rural area without entry level manufacturing and agricultural work no influx of ELs is anticipated; should this change, the District will respond appropriately. All teachers in the District hold the certification to teach ELs, and then continued practice will be that no teacher will be hired without the CLAD certification on their credentials.

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 Four Winds of Indian Education, independent of the District programs, provides additional support to Native American students. The proportionality comes into play by allowing more funds to be focused on these added services beyond
Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

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

the regular school expenses. More specific expenditure information is included in broad categories. Also, more specific and comprehensive budget information is available in the SCJUSD 2017-2018 budget which will be adopted.
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. The LCAP is a three-year plan, which is reviewed and updated annually, as required. 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 EC. 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, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter 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; in addition, list the state and/or local priorities addressed by the planned goals. 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. EC 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. EC requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, EC 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, enter 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, enter 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
List the state and/or local priorities addressed by the goal. 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 included as contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services included as 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 entering “All”, “Students with Disabilities”, or “Specific Student...
Group(s)”. If “Specific Student Group(s)” is entered, 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 identify “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter “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 entering “Specific Schools” and identifying 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 the scope of service by indicating “LEA-wide”, “Schoolwide”, or “Limited to Unduplicated Student Group(s)”. The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, enter “Limited to Unduplicated Student Group(s)”.

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 enter “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 entering “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:
- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” 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.
- Enter “Unchanged Action” 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 enter “Unchanged Action” 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 EC 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 enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections 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 California Code of Regulations, Title 5 (5 CCR) Section 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 Section 15496(a)(7).

Consistent with the requirements of 5 CCR Section 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 (CCSS) for English Language Arts
      b. Mathematics – CCSS for Mathematics
      c. English Language Development (ELD)
      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 University of California (UC) or California State University (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 California English Language Development Test (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 EC 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 EC 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 EC 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 5 CCR 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 EC 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 EC 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 EC sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in EC Section 42238.01?

6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR Section 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 EC Section 42238.01 and groups as defined in EC 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 EC Section 52052?

11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to EC 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?

*Prepared by the California Department of Education, October 2016*
## LCAP Expenditure Summary

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