

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Ipakanni Early College Charter

CDS Code: 04614400121509

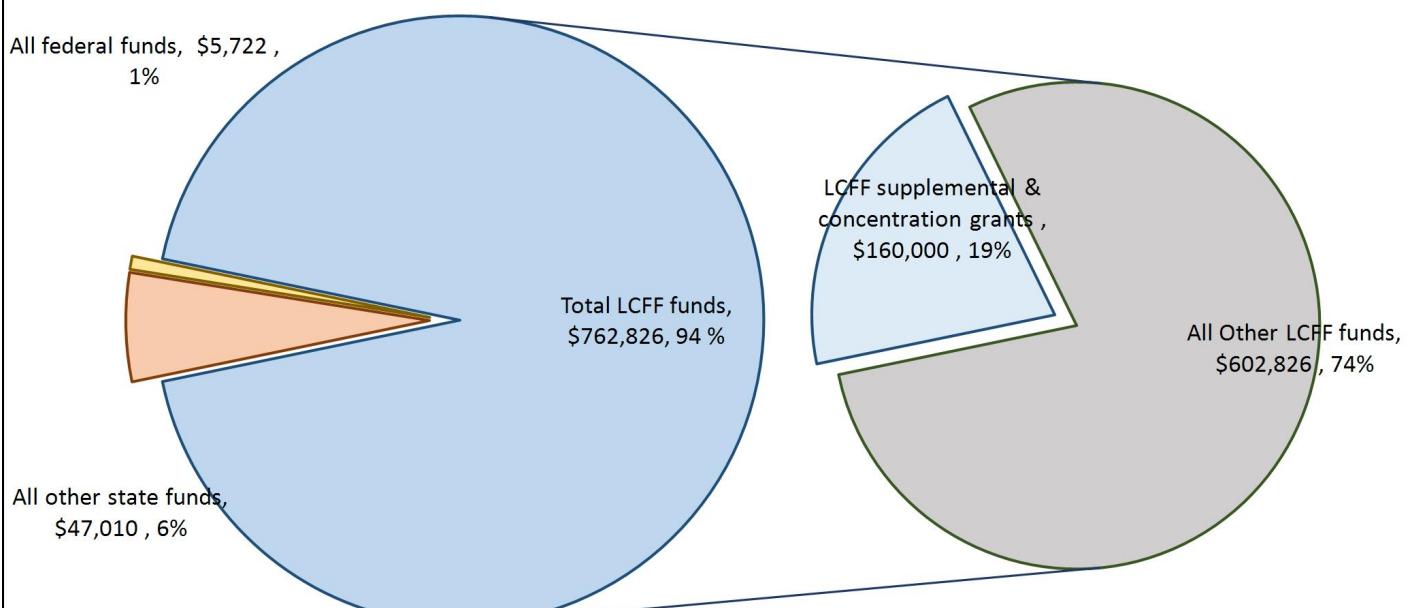
Local Control and Accountability Plan (LCAP) Year: 2019-20

LEA contact information: Walter Director, Director

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2019-20 LCAP Year

Projected Revenue by Fund Source

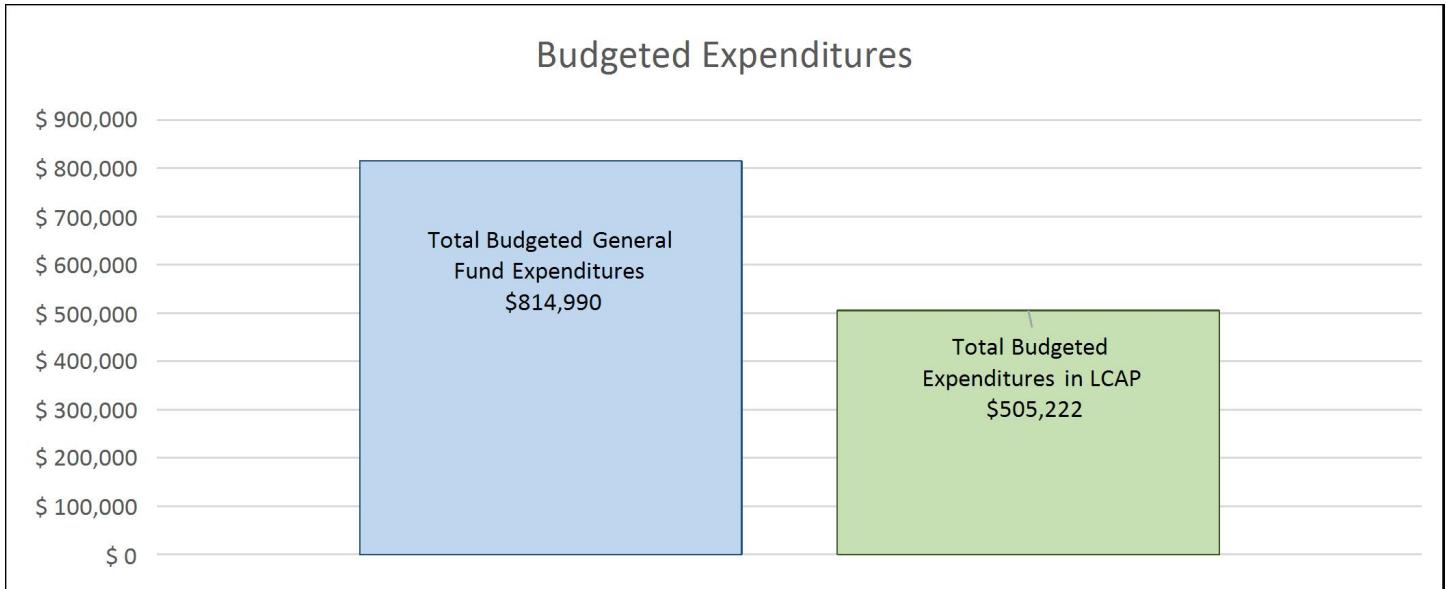


This chart shows the total general purpose revenue Ipakanni Early College Charter expects to receive in the coming year from all sources.

The total revenue projected for Ipakanni Early College Charter is \$815,558, of which \$762,826 is Local Control Funding Formula (LCFF), \$47,010 is other state funds, \$0 is local funds, and \$5722 is federal funds. Of the \$762,826 in LCFF Funds, \$160,000 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Ipakanni Early College Charter plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

Ipakanni Early College Charter plans to spend \$814,990.36 for the 2019-20 school year. Of that amount, \$505,222 is tied to actions/services in the LCAP and \$309,768.36 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The LCAP does not include all employee benefits, travel and conference, dues and membership, insurance, rental leases and repairs, professional consulting, oversight fees, utilities, accounting and auditing, and MOU with OCESD

Increased or Improved Services for High Needs Students in 2019-20

In 2019-20, Ipakanni Early College Charter is projecting it will receive \$160,000 based on the enrollment of foster youth, English learner, and low-income students. Ipakanni Early College Charter must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Ipakanni Early College Charter plans to spend \$195,335 on actions to meet this requirement.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2018-19

Current Year Expenditures: Increased or Improved Services for High Needs Students



This chart compares what Ipakanni Early College Charter budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Ipakanni Early College Charter estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2018-19, Ipakanni Early College Charter's LCAP budgeted \$72192 for planned actions to increase or improve services for high needs students. Ipakanni Early College Charter estimates that it will actually spend \$97,599 for actions to increase or improve services for high needs students in 2018-19.

The difference between the budgeted and actual expenditures of \$25,407 had the following impact on Ipakanni Early College Charter's ability to increase or improve services for high needs students:
The number is less than total budget due to the College Readiness Grant which was used to help improve services for the students to become more college ready.

Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

LEA Name	Contact Name and Title	Email and Phone
Ipakanni Early College Charter	Walter Director Director	wgramps@ipakanni.com 530-532-1165

2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

Ipakanni Early College Charter School (IECCS) was inception in the Fall of 2010 by the Berry Creek Rancheria, Enterprise Rancheria, and Mooretown Rancheria tribal councils together with community members, leaders, social service providers, educators, parents, and students to help address the high dropout rate of Native American students from the local high school district. IECCS continues to a partnership with local tribes, Butte Community College and California State University, Chico and is a public charter school that has been authorized by the Feather Falls Union Elementary School District and the California State Board of Education. Starting in the 2019-2020 school year Oroville City Elementary School District will be the authorizer due to the closing of Feather Falls School. The school is its own non-profit Benefit Corporation and has its own board of directors.

Since its inception, IECCS has significantly broadened its vision by becoming a K-12 grade school in the Fall of 2016. IECCS currently serves a total of 70 K-12 students. By providing an early education program, the school can better prepare these students in their college and career readiness mission. IECCS identified students coming to this school as chronically performing well below grade-level and low self-esteem issues after being unsuccessful in the traditional educational system at the local districts. IECCS can now provide these at-risk students with not only positive academic support but an environment that allows students to succeed socially and grow as a whole individual from kindergarten to graduation. This expansion was an exciting new chapter in the school's journey to successfully serve the public. The class of 2019 was the biggest graduating class having 16 students graduate from high school. One student will be attending a four-year college with several other already enrolled to attend Butte College. There were also 6 early graduates this year with 3 underclassmen.

The sports programs continue to excel as the basketball team made the playoffs for the second straight year. It was a unique team having 5 players with 3 males and 2 females. Without enough players to form an all boys or girls team they were combined into one team. One player was the first ever Ipakanni player to make the Northern Section All-Star Basketball team. A cross country program was also started for our K-8 students with many placing in the top three in their individual grade level. A high school cross country team was also created and had a great year. The 5th-6th-grade volleyball team won the championship and went undefeated for the 2nd straight year. The 7th/8th-grade volleyball team lost in the championship. Overall, 80% of the K-8 student participated in at least one sport.

With current staffing, there is a 1:12 teacher-student ratio with one additional instructional aides. Higher grade level students are also used as mentors and tutors in assisting the lower grade levels for English, Math and Physical Education. In the last couple of years, IECCS has also been able to increase A-G course offerings, implement positive behaviour incentive program and increase academic performance. The school acknowledges it is still labouring to meet its college and career readiness mission, a goal made more difficult to achieve by ongoing truancy, transience, and disciplinary issues. As a decrease in those challenges has been made, IECCS focuses on the continued improvement of that mission. All student have a Chromebook to use at school and can be checked out to use at home as well. The science class also has a set of computers and two 3D printers.

Ipakanni will continue to have an individualized plan in place to meet each students needs. We have two opportunities for struggling students. We have an after-school tutoring program and a Saturday tutoring through a program called Glide Academy that can be utilized by all students as an opportunity to get one on one help. Glide Academy is also used to catch up on late work and to work ahead in classes. It is also used to help a student apply to college or fill out applications. Intervention classes will be given throughout the year in math and English for those below grade level.

Ipakanni focuses on the student as a whole. Although student academic success is a high priority, there is also a big emphasis on student mental health and well being. There is also a focus on students being a good community and school citizens. Our goal is keeping them healthy, safe and thriving in an academically enriched school climate.

LCAP Highlights

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

Ipakanni's goals for all the priorities required by the California Department of Education remain in place for the LCAP this year. Ipakanni continues to focus on academic growth, parental involvement, truancy rate and chronic absenteeism.

Some key highlights are:

- Increase professional development for the staff to improve student's CAASPP scores, college readiness, and school climate

- Implement home visits or parental meetings on a regular basis and continue the attendance incentive program
- Communication through school-wide Remind app to increase parental involvement for school site council, parent club, family nights, sporting events and academic award assemblies
- Increase the number of students meeting the college readiness requirements by offering A-G courses, PSAT, and SAT testing at school site
- Implement school-wide health and physical fitness education program improving school climate and student cognitive learning opportunities



Review of Performance

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

Greatest Progress

The school has experienced a 45% increase in student enrollment over the last three years. From 47 students in 2014-2015, enrollment has grown steadily to the current student population of 68 reaching our max capacity. In the area of attendance, Ipakanni ADA has gone from 69% in 2014-2015 to 89% in 2017-2018 to 93% in 2018-2019. This growth has had a positive impact on school climate and student achievements. Suspension rates have significantly decreased from 33% in 2014-2015 to 3% in 2017-2018. Mobility rate is another ongoing challenge that has decreased from 139% in 2014-2015 to 7% in 2017-2018 and down to 3% for the 2018-2019 school year.

Through surveys, students and parents have indicated positive change in school image and climate. Handbooks, policies and procedures have been revised to enforce clear rules and consequences. Incentive program has been used to increase positive behaviors both socially and academically.

Referring to the California School Dashboard, 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

Chronic absenteeism remains one area for improvement. Although it has shown progress in the past 4 years going from 76% to the current 18% it still remains above the state average of 10.8%. Another area is improving the graduation rate. Although it fluctuates due to the school size the school strives to increase the number of students graduating career and college ready. The one year graduation rate shows it went from 64% to 92% in the past year. Part of this fluctuation is also due to students enrolling credit deficient meaning they are behind a year or two in school. Another area concern is the performance on the CAASPP scores in both math and English. In 2017 scores increased 24% in ELA and 6% in math but still remain below the state averages. Continued communication with parents and after school tutoring has been added for support. Glide Academy is also on Saturdays to help assist students.

Referring to the California School Dashboard, 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

Although there is no significant performance gaps within Ipakanni's subgroups we continue to see a gap in comparing our data to the state average data.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

Schools Identified

Identify the schools within the LEA that have been identified for CSI.

N/A

Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

N/A

Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

N/A

Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 1

Increase attendance rates through a multisystemic school-based model that emphasizes attendance-based rewards, stronger discipline policies, and increased home visits.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 5: Pupil Engagement (Engagement)

Local Priorities:

Annual Measurable Outcomes

	Expected	Actual
Metric/Indicator Priority 5: Pupil Engagement 18-19 Increase student attendance rates from 89% to 91%. Reduce chronic absenteeism by 2% from the current 19%. Decrease the mobility rate by 1% from 7%. The one year graduation rates will increase from 91% to 93%. Baseline Increase student attendance rates from 83% to 85%. Reduce chronic absenteeism by 5% from the current 50%. Decrease the mobility rate by 5% from 62.5%. High School dropout rates will decrease from 41.2% to 36.2%. High school graduation rates will increase from 52.9% to 57.9%.		The attendance rate for the 18-19 ended at 93% and increased by 4% exceeding our goal of 91%. The one year graduation rate was 88% based on 17 graduates with 3 of the 17 being early graduates. The mobility rate decreased by 3% bringing it down to 4%. The chronic absenteeism rate dropped to 18% showing a 1% decrease.

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	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Stronger and consistent discipline policies and procedures for attendance.	Communication with parents increased through phone calls and use of Remind APP. There were meetings with parents for students who were struggling to attend school. Letters were sent home per policy. Attendance contracts were made for student struggling to attend school.	N/A	N/A
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Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Individualized attendance incentives will be provided through a tier based reward system.	Implemented Program which encouraged student to have higher attendance rates.	5000-5999: Services And Other Operating Expenditures Supplemental 4,000	4000-4999: Books And Supplies LCFF Supplemental and Concentration 4176

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Staff will conduct home visits to deepen partnership with parents regarding attendance and disciplinary needs.	Home visits were not conducted this year rather meetings took place when students were dropped off from games, dropped off to or from school, or meetings at the school.	None N/A	N/A N/A

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Create more opportunities for parental involvement including parent club and increased communication.	The parent club and site council met quarterly.	N/A	5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 50

Action 5

Planned	Actual	Budgeted	Estimated Actual
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Actions/Services	Actions/Services	Expenditures	Expenditures
Internal peer support group guided by tribal health and current staff member to improve student self management regarding attendance and behavior.	Teachers facilitated students improvement in self management by self check in small groups to improve in these areas.	0	N/A

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

All of the actions were implemented and all staff was involved in the various goals. The home visits often times took place when students were dropped off at home for extracurricular activities. Communication with parents also took place when they were dropping off picking up their child. It still remains a goal to visit homes and establish strong relationships with parents. However, with such a small staff wearing many hats it is often difficult to find time to make the home visits.

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

We have met a majority of the goals and continue to improve services in all areas. Our attendance rate continues to climb on a yearly basis and reached a school high of 93%. Observing the progress of the past few years, we believe our actions/services have been effective in helping us meet our goals.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There was very little difference between the two.

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 changes will be made to this goal.

Annual Update

LCAP Year Reviewed: 2018-19

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

Increase parental involvement through school events, parent education and home visits.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities:

Annual Measurable Outcomes

	Expected	Actual
Metric/Indicator Priority 3: Parental Involvement 18-19 Increase the number of parents attending school functions by at least 10% as measure by attendance record (sign in sheets) at school functions from 50%. Increase the number of parents who return surveys by 10% from 37%.		The September parent site council meeting there were 6 parents. The October meeting there were 7 parents. The December meeting there were 4 parents. The April meeting there were 17 parents. For open house we had 25 parents and 22 the previous year a slight increase.

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 6

Planned	Actual	Budgeted	Estimated Actual
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Actions/Services	Actions/Services	Expenditures	Expenditures
Increase two-way communication through phone calls, Remind app, email, website, letters sent home, surveys, personal invitations, orientations, field trips, and family nights.	School maintained two-way communication through phone calls, email and website communication. Remind app communication was increased as well as letters sent home for discipline and attendance. Field trips and family nights were not increased due to staffing shortage but did holiday activities that increased family involvement. Whole-school parental and student surveys were not conducted this year, however our last site council meeting/parent club meeting included parent feedback opportunities and open discussion.	4000-4999: Books And Supplies Supplemental 2500	4000-4999: Books And Supplies LCFF Supplemental and Concentration 2350 College Readiness 5000-5999: Services And Other Operating Expenditures Other 3000

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Participation in school decision making through the Site Council, LCAP surveys and conversations.	School Site Council meetings conducted on a quarterly basis.	None N/A	None N/A

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Parent Club meetings every other month to develop a closer connection between school, home and community as well as raise funds for school programs.	Parent Club meeting conducted every other month with the exception of meetings scheduled during Campfire community crisis. Fundraisers including Jog-a-thon were cancelled due to these circumstances.	5000-5999: Services And Other Operating Expenditures Supplemental 200	5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 200

Action 9

Planned	Actual	Budgeted	Estimated Actual
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Actions/Services	Actions/Services	Expenditures	Expenditures
At the conclusion of both the Fall and Spring semesters, a "Student Showcase" will be conducted featuring final projects completed by students. Parents, and the larger community, will be invited to attend the catered event.	Back to School Night and Open House took place showcasing student work, final projects and encouraging parental involvement.	5000-5999: Services And Other Operating Expenditures Supplemental 100	5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 250

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 we maintained a positive communication method for parental involvement through the use of Remind App. Although we experienced a decrease in staffing support in the spring, we still increased our parental involvement opportunities by hosting several family involved school activities including a Halloween carnival and Trunk or Treating as well as a big December Holiday production at the community State Theater. Back to School night and Open House had a slight increase in attendance as students were able to "showcase" work completed and school pride. All stakeholders did a great job organizing and making these events happen.

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

We did have a significant increase of parents and students that attended our April meeting which included parent/student feedback opportunities and LCAP Goal overview and input. We also met for Title 6. Requesting parental volunteers for school activities helped increase overall attendance. We will continue to implement all goals to increase overall effectiveness.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Overall there was only a significant change in one action due to the availability of funds for college readiness which allowed students to attend UC Davis.

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.

There will be no significant changes made to this goal.

Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 3

Implementation of Common Core Standards for all students and increasing the number of students taking A-G required courses, while also multiplying the number of students who are college and career ready.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

	Expected	Actual
Metric/Indicator Priority 2: Implementation of State Standards 18-19 Date for performance on standards tests for the CAASPP will be available in Fall of 2018 to assess growth. Students scoring proficient or above for science in the 5th, 8th, and 10th grade will increase by 5%. Number of pupils that are college and career ready, completing A-G courses (or CTE sequences) will increase by 5%. District is using a needs assessment to gather data on the areas of PD for the common core. Baseline Date for performance on standards tests for the CAASPP will be available in Fall of 2017 to assess growth. Students scoring proficient or above for science in the 5th, 8th, and 10th grade will increase by 5%. Number of pupils that are college and career ready, completing A-G courses (or CTE sequences) will increase by 5%. District is using a needs assessment to gather data on the areas of PD for the common core.		2017-2018 English 41% met or exceeded standard 2017-2018 Math 18% met or exceeded standard 2019-2020 Data Available in the Fall
Metric/Indicator Priority 4: Pupil Achievement		2017-2018 12.5% College Ready according to the California Dashboard. Science no results yet due to the switch to new testing.

Expected	Actual
<p>18-19 Date for performance on standards tests for the CAASPP will be available in Fall of 2018 to assess growth. Students scoring proficient or above for science in the 5th, 8th, and 10th grade will increase by 5%. Number of pupils that are college and career ready, completing A-G courses (or CTE sequences) will increase by 5%. District is using a needs assessment to gather data on the areas of PD for the common core.</p> <p>Baseline Date for performance on standards tests for the CAASPP will be available in Fall of 2017 to assess growth. Students scoring proficient or above for science in the 5th, 8th, and 10th grade will increase by 5%. Number of pupils that are college and career ready, completing A-G courses (or CTE sequences) will increase by 5%. District is using a needs assessment to gather data on the areas of PD for the common core.</p>	

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	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide classes which meet a-g requirements and meet Common Core Standards. Provide foundation and credit recovery courses for students who choose an alternative pathway for graduation who will not meet a-g requirement for colleges.	Provided California approved curriculum through Fuel Education meeting A-G requirements. Curriculum also included credit recovery for students needing to make up units.	College Readiness 4000-4999: Books And Supplies 12,040	College Readiness 4000-4999: Books And Supplies Other 9512 5000-5999: Services And Other Operating Expenditures Title VI 4000

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide program for remediation for students struggling in Math.	Included in the Fuel Education curriculum	0	N/A 0

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Lab equipment for science to meet the a-g requirement for lab	Purchased technology included 13 computers, 3D printers and lab curriculum and supplies.	College Readiness 4000-4999: Books And Supplies 2,000	College Readiness 4000-4999: Books And Supplies Other 3535

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Individualized academic incentives will provided through an acknowledgement system such as student of the month.	Student of the Month assemblies and End of the Year Honor Roll celebration hosted for K-12 students.	4000-4999: Books And Supplies Supplemental 1,000	4000-4999: Books And Supplies LCFF Supplemental and Concentration 593

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Visits to local colleges to galvanize student interest, guest speakers relating the importance of college readiness, and ongoing emphasis of concurrent enrollment possibilities for qualifying students so that they can receive high school and college credits, simultaneously by attending Butte College.	Visited UC Berkeley in the Fall and Butte College and Chico State Orientation in the Spring.	College Readiness 4000-4999: Books And Supplies 3500	College Readiness/ Included in goal 2 action 6

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Monthly guest speakers relating the importance of K-12 education for career readiness.	Guest speakers were not implemented in monthly plan although we did host Ninja Warrior competition that encouraged K-12 students to set goals for academic	N/A	N/A 0

	achievement. The Ninja Warriors provided motivational speaks through an assembly at the school. We also had a guest speaker from Australia.		
Action 7			
Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Job-shadowing outings within the local community based on individualized student career interest, after which students will be required to complete "experience reports" that demand critical thinking linked to Common Core standards.			
	Job-shadowing was not done outside of our on-site tutoring program.	N/A	N/A 0
Action 8			
Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Professional Development within IECCS and beyond -at the district, State and National levels -will be facilitated to improve teaching and administrative performance regarding best practices for promoting college and career readiness along with test scores.			
	Teachers attended summer 2018 CAASPP training for both ELA and math, Behavioral management training done at school-site through Koplen, Science teacher attended NSTA convention in Reno, NV. Also on sight professional development was conducted by staff	5000-5999: Services And Other Operating Expenditures Supplemental 400	College Readiness 1000-1999: Certificated Personnel Salaries Other 4329
Action 9			
Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Hire para-educators to supplement IEP and low-performing students, as well as to help accelerate the learning of students at or beyond			
	Para-educator was hired full-time in fall and part-time in spring. The para-educator helped the younger students in the mornings and	College Readiness 2000-2999: Classified Personnel Salaries 13,390	College Readiness 2000-2999: Classified Personnel Salaries Other 14,871

grade level, as needed by enrollment.

helped tutor the older students in a-g required course.

College Readiness 3000-3999:
Employee Benefits 2974

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Standards based curriculum for K-4th grade Common Core Standards	Schools PLP (Personalized Learning Plan)	4000-4999: Books And Supplies Supplemental 2410	4000-4999: Books And Supplies LCFF Supplemental and Concentration 2930

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.

Ipakanni implemented all goals with the exception of Job-Shadowing community opportunities and monthly Guest Speakers. We will continue to find opportunities for students to Job-Shadowing in our community as desired by students next school term. We also plan to continue to search for Guest Speakers on a monthly basis that will encourage student productivity and academic growth in school. All other actions were completed and used to achieve goal.

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

Although it appears test scores declined we have one student attending Chico State in the fall as a Liberal Studies major after being a primary education tutor for 3 years and we had 5 students attend Butte College RegToGo who registered for class for the fall. Overall over 60% of our graduates will attend college next year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The only significant change was to professional development where a 2 day on site training was held to help students become college ready and achieve high success.

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 significant changes will be made to this goal. We do expect test scores to go up due to the extenuating circumstances.

Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 4

Provide access to core services.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

	Expected	Actual
Metric/Indicator Priority 1: Basic 18-19 District will continue to have 100% of their school in good or exemplary condition as measured by weekly and monthly inspections. 100% of district's teachers and staff are appropriately assigned and credentialed. 100% of our classrooms have sufficient instructional materials. Baseline District will continue to have 100% of their school in good or exemplary condition as measured by weekly and monthly inspections. 100% of district's teachers and staff are appropriately assigned and credentialed. 100% of our classrooms have sufficient instructional materials.		Due to Campfire Crisis we experienced staffing shortage that required us to use long-term sub for Middle School, English and Science courses during the spring term.

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	Actual	Budgeted	Estimated Actual
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Actions/Services	Actions/Services	Expenditures	Expenditures
Safety walks to check for any needed repairs. Provide landlord with any concerns from the safety walks.	Completed by admin and/or landlord as required. Roof was repaired after water damage occurred, fence was installed to provide student safety during lunch, building painted and sign installed. A custodian was hired to provide a clean environment for students.	None N/A	5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration 25,000

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide students with credentialed teachers in the classroom.	All staff was credentialed	EPA/LCFF 1000-1999: Certificated Personnel Salaries Other 169,000	EPA 1000-1999: Certificated Personnel Salaries 120499
			1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 42000
			1000-1999: Certificated Personnel Salaries LCFF 18000
			3000-3999: Employee Benefits LCFF 36,291

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Technology Repair and Replacement	New computers were bought to replace old computers and technology repair services were utilized when needed.	College Readiness 5000-5999: Services And Other Operating Expenditures 16,200	College Readiness 5000-5999: Services And Other Operating Expenditures 9,834

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.

We have met our goals and continue to improve services when needed or required to provide a healthy, clean, safe and thriving learning environment.

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

The school met goals with exception of not being able to find replacement teachers mid-term for spring semester.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There was a significant difference in the technology repair and replacement action due to not needed to replace as many computers as expected. Although computers might be purchased before the end of the fiscal 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.

IT services will be handled by BCOE increasing technological growth and opportunities for staff and students.

Annual Update

LCAP Year Reviewed: 2018-19

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 5

Decrease the amount of suspension, expulsions, and office referrals.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Priority 6: School Climate 18-19 Decrease the suspensions by 1% from 3%. Maintain expulsion rate of 0. Decrease the number of students receiving office referrals by 5%.</p> <p>Baseline Decrease the suspensions by 3% from 8%. Maintain expulsion rate of 0. Decrease the number of students receiving office referrals by 5% from 20%.</p>	<p>The number of office referrals stayed the same. The expulsion rate remained at 0. The suspension rate drop to 2% which was a one percent decrease.</p>

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	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide support service for students who are struggling with	Staff did training with tribal behavioral health to find and	N/A	N/A

discipline and achievement. Work with the local tribe, tribal health, and the Butte County Office of Education to provide these services.

explore methods on serving students who are struggling with discipline and achievement. Meetings and behavioral contracts were conducted as needed with students to manage those negative behaviors and direct students onto a more successful educational path.

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Professional development for staff on handling students with behavioral and academic problems.	Summer professional development with staff on behavioral and academic protocol for struggling students.	5000-5999: Services And Other Operating Expenditures Supplemental 3000	See goal 3 action 7

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Increased home visits to deepen positive partnership with parents regarding disciplinary issues.	Home visits were done on an as needed basis for students with severe behavioral issues.	N/A	N/A

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Stronger and more consistent discipline policies and procedures for attendance coupled with an incentive system rewarding positive behavior.	Letters were mailed out for students who exceeded the number of demerits and absences per school policy. Drawings done on a monthly basis awarding students who achieved no demerits for the month.	4000-4999: Books And Supplies Supplemental 1,000	4000-4999: Books And Supplies LCFF Supplemental and Concentration 302

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.

We implemented all actions and services to achieve goal. Staff collaborated and used professional development opportunities to develop protocol used throughout the school year.

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

Suspension rate dropped from prior years, but office referrals slightly increased due to change in staffing and student adaptation to those changes.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No significant difference between budgeted expenditures and estimated actual expenditures.

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

Continued professional development days will be implemented including additional staff meetings throughout the school year to ensure communication between teacher and parents are positive to reduce office referrals and student productivity. Home visits will continue as needed, but informal and formal meetings will also be implemented to increase positive reinforcement of behavior and academic achievement.

Annual Update

LCAP Year Reviewed: 2018-19

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 6

Systematic use of data from formative and summative assessments to inform instruction, provide regular and structured opportunities for successful student collaboration as well as accelerated and personalized independent work, while cultivating 21st century critical thinking skills and increasing the number of students who meet or exceed the SBAC for Math and English.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

Priority 4: Pupil Achievement

18-19

Increase the number of students by 3% who meet the standard and exceed the standard on the SBAC in Math and English. Math will go from 18% to 21%. English will go from 37% to 40%. Have each student take at least one Career and Technical Education class per year. Increase the number of students taking college level math courses from the A-G requirements.

Baseline

Increase the number of students by 3% who meet the standard and exceed the standard on the SBAC in Math and English. Decrease the number of students who do not meet the standard by 1% on the SBAC. Have each student take at least one Career and Technical Education class per year. Increase the number of students taking college level math courses from the A-G requirements by 5% per year.

Actual

All high school students took at least one college and career course. Enrollment in algebra 2 was 8 students and geometry was 2 students. Looking at the early numbers it appears test scores will be at a significant decline.

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	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Implement diagnostic and instructional program for evaluating students' incoming level and continuous monitoring in reading and math.	We did not implement a school-wide diagnostic program rather teachers did their own assessments to establish student levels in reading and math.	Supplemental 2,000	4000-4999: Books And Supplies Other 2500

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Training to help staff develop school-wide quarterly benchmark exams to evaluate Common Core goals and SBAC preparation throughout the school year, while fostering interdisciplinary discourse among staff and students.	Students used the practice portal to help prepare for the SBAC and had weekly writing topics in various subject areas. Teachers prepared quarterly benchmark exams for their classes.	None N/A	N/A

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Integrate writing, public speaking, and critical thinking into non-ELA curriculum to meet the Common Core Standards and facilitate interdisciplinary writing/reading assignments simultaneously engaging all subjects.	All core subject areas incorporated writing, public speaking, and critical thinking into their curriculum.	N/A	N/A

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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Explore avenues to increase the number of students with IEP's and 504 plans meeting A-G requirements. Incorporate career and college transition classes for the students. (BCOE SELPA classes)	We did work study through BCOE with students who wanted a part-time job. Helped student fill out resumes and job applications. Help create a plan for students wanting to graduate early or attend a four year college.	N/A	College Readiness 4000-4999: Books And Supplies Other 200
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Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Increase the number of students taking College Preparatory Math classes.	There were 12 students who met the a-g requirements in mathematics taking Algebra 2 and Pre-Calculus.	None N/A	College Readiness 4000-4999: Books And Supplies 900

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintaining subscription for online resources with built-in CC standard assessments and rich opportunities for common writing/reading assignments for all subjects.	We used education.com for assessment.	4000-4999: Books And Supplies Supplemental 200	4000-4999: Books And Supplies LCFF Supplemental and Concentration 120

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

All goal were implemented except for having a school-wide diagnostic testing program such as I-Ready. We are in the process of looking at various programs at the current time. Students took the SAT and PSAT this year.

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

Although test scores went down significantly it can be attributed to student morale due to the changes in teaching staff during the middle of the year. The student had a difficulty time adjusting with all of the sudden changes.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no significant changes.

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.

Research is still going on to find a cost effective diagnostic tool for such a small school.

Annual Update

LCAP Year Reviewed: 2018-19

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 7

Increase the number of co-curricular activities for students by offering more opportunities to become more involved in school.
Establish and increase the number of students meeting physical fitness targets.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

	Expected	Actual
Metric/Indicator Priority 7: Course Access 18-19 Increase the number of co-curricular activities by two per year. Baseline Increase the number of co-curricular activities by two per year.		This year we added cross country through FRRPD for the K-8 students and also started a high school cross country team.
Metric/Indicator Priority 8: Other Pupil Outcomes 18-19 The percentage of students reaching physical fitness targets will increase by 5% as measured by the Annual CA Physical Fitness Test. Baseline The percentage of 8th grade students eligible for enrollment in an A-G four year academic high school plan at the end of the 8th grade will increase by 5% The % of students reaching physical fitness targets will increase by 5% as measured by the Annual CA Physical Fitness Test.		We are still awaiting the physical fitness data for this year. We only had four eighth grade graduate this year.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
IECCS will maintain its current sports programs. Prizes will be given to students meeting fitness goals.	Toe Tokens were giving for student having personal best for the morning runs and finishing as one of the top weekly runners. We added cross country to the sports program as well this year.	5000-5999: Services And Other Operating Expenditures Supplemental 9,000	5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 8300
			1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 1700

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
IECCS will coordinate with local youth activity centers, such as Live Spot and The Axion, to provide students with additional socialization and character-building opportunities.	There was no coordination with these centers.	N/A	N/A

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Create an outdoor playground for the K-4 program along with equipment for 6-12	An outdoor playground was created and installed.	5000-5999: Services And Other Operating Expenditures Supplemental 5000	5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 9628

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

All of the goals were implemented except for the coordination of youth groups.

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

A majority of the students in K-8 participated in at least one sports activity. The playground gave the opportunity for more students to be physically active throughout the day. The toe tokens gave students incentive to achieve their personal best records.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The playground additional cost was for fencing, gravel, and chips to fill the playground area.

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

The only changes made will be the playground which has already been purchased. At this time we do not see any additional cost for repairs next year.

Annual Update

LCAP Year Reviewed: 2018-19

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 8

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
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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

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.

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.

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.

Annual Update

LCAP Year Reviewed: 2018-19

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 9

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
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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

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.

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.

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.

Annual Update

LCAP Year Reviewed: 2018-19

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 10

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
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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

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.

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.

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.

Stakeholder Engagement

LCAP Year: 2019-20

Involvement Process for LCAP and Annual Update

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

Parent surveys were given for input on the LCAP in the Fall.

An LCAP meeting was held for all stakeholders in April to go over ideas to improve the school. Students, parents, and staff were all present and encouraged to give input.

The participation of all stakeholders in the LCAP has grown since the development of the student council, site council, and WASC self study. The school has had an increase in student, parent, and community involvement. The staff is relatively small but continues to be involved in all aspects of the LCAP.

Impact on LCAP and Annual Update

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

In 2014-2015 LCAP involvement process many of the stakeholders needs were met. The school was able to offer more classes, more computers and headphones, and a lunch program for the students.

For the 2015-2016 LCAP a review of the previous years LCAP and analysis of the WASC self study helped lead to the current goals in the LCAP.

In 2016-2017 LCAP the needs from the stakeholders were transportation, group structured counseling, field trips, peer study groups, parent club, family nights, newer computers, and book club.

In 2017-2018 stakeholders concerns included need for more family nights, outdoor playground for younger students, increase hands-on learning opportunities. Students and parents reported improvement in school climate. Staff and parents agreed on importance of continued opportunities for parental involvement in school activities.

In 2018-2019 the stakeholder needs were for teachers communicating more efficiently in regards to demerit issuance and office referrals. There should also be a merit system for students. Better definition of curse words or inappropriate language. More access to visual and performing arts. More hands on projects for students.

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)

Unchanged Goal

Goal 1

Increase attendance rates through a multisystemic school-based model that emphasizes attendance-based rewards, stronger discipline policies, and increased home visits.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 5: Pupil Engagement (Engagement)

Local Priorities:

Identified Need:

Students who attend school will perform better academically and on state testing.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 5: Pupil Engagement	Increase student attendance rates from 83% to 85%. Reduce chronic absenteeism by 5% from the current 50%. Decrease the mobility rate by 5% from 62.5% High School dropout rates will decrease from 41.2% to 36.2%. High school graduation rates will increase from 52.9% to 57.9%.	Increase student attendance rates from 83% to 85%. Reduce chronic absenteeism by 5% from the current 50%. Decrease the mobility rate by 5% from 62.5% High School dropout rates will decrease from 41.2% to 36.2%. The one year graduation rate went 64% to 91%	Increase student attendance rates from 89% to 91%. Reduce chronic absenteeism by 2% from the current 19%. Decrease the mobility rate by 1% from 7%. The one year graduation rates will increase from 91% to 93%.	Increase student attendance rates from 93% to 95%. Reduce chronic absenteeism by 2% from the current 18%. Decrease the mobility rate by 1% from 4%. The one year high school graduation rate will increase from 88% to 90%

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

Location(s):

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

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

Stronger and consistent discipline policies and procedures for attendance.

2018-19 Actions/Services

Stronger and consistent discipline policies and procedures for attendance.

2019-20 Actions/Services

Stronger and consistent discipline policies and procedures for attendance

Budgeted Expenditures

Year 2017-18

Amount N/A

2018-19

N/A

2019-20

N/A

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)

[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)

English Learners
Foster Youth
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

Modified Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

Individualized attendance incentivizes will be provided through a tier based reward system. Student meeting academic/attendance goals will be granted tickets good for a variety of rewards.

2018-19 Actions/Services

Individualized attendance incentivizes will be provided through a tier based reward system.

2019-20 Actions/Services

Individualized attendance incentivizes will be provided through a tier based reward system.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	5,000	4,000	4,000
Source	Supplemental	Supplemental	LCFF Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	4000-4999: Books And Supplies

Action 3

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

Students to be Served:

(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)

English Learners
Foster Youth
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

Modified Action

2017-18 Actions/Services

Staff will conduct home visits to deepen partnership with parents regarding attendance and disciplinary needs.

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

Unchanged Action

2018-19 Actions/Services

Staff will conduct home visits to deepen partnership with parents regarding attendance and disciplinary needs.

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

Modified Action

2019-20 Actions/Services

Staff will conduct home visits to deepen partnership with parents regarding attendance and disciplinary needs. If home visits are not able to be made then connecting with parents when they drop off or pick up their child from school.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	N/A
Budget Reference	None	None	

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)

[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)

English Learners
Foster Youth
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

Modified Action

2017-18 Actions/Services

Create more opportunities for parental involvement including parent club and increased communication.

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

Modified Action

2018-19 Actions/Services

Create more opportunities for parental involvement including parent club and increased communication.

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

Unchanged Action

2019-20 Actions/Services

Create more opportunities for parental involvement including parent club and increased communication.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	
Source			LCFF Supplemental and Concentration
Budget Reference			4000-4999: Books And Supplies 200

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)

Location(s):

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

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)

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

New Action

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

New Action

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

Modified Action

2017-18 Actions/Services

Calvin Hedrick of 5th Direction will hold weekly meetings with students to improve student self-management regarding attendance and behavior.

2018-19 Actions/Services

Internal peer support group guided by tribal health and current staff member to improve student self management regarding attendance and behavior.

2019-20 Actions/Services

Meetings with current staff members to improve student self management regarding attendance and behavior.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	3,000	0	N/A
Source	Supplemental		
Budget Reference	5000-5999: Services And Other Operating Expenditures		

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

Goal 2

Increase parental involvement through school events, parent education and home visits.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities:

Identified Need:

Increasing parent involvement will increase attendance, academic achievement and overall school climate.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 3: Parental Involvement	Increase the number of parents attending school functions by at least 10% as measured by attendance record (sign in sheets) at school functions from 40%. Increase the number of parents who returned surveys by 10% from 20%.	Increase the number of parents attending school functions by at least 10% as measure by attendance record (sign in sheets) at school functions from 40%. Increase the number of parents who return surveys by 10% from 20%.	Increase the number of parents attending school functions by at least 10% as measure by attendance record (sign in sheets) at school functions from 50%. Increase the number of parents who return surveys by 10% from 37%.	Increase the number of parents attending school functions by at least 5 as measured by attendance record (sign-in sheets) at school functions. Increase the number of parents who return surveys by 5.

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

Location(s):

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

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

New Action

Unchanged Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

Calvin Hedrick of 5th Direction will host monthly parent workshops to promote positive attendance, parental participation in co-curricular activities, and to encourage parent engagement in school planning.

2018-19 Actions/Services

2019-20 Actions/Services

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount

0

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)

[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)

English Learners
Foster Youth
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

Modified Action

2017-18 Actions/Services

Increase two-way communication through phone calls, Remind app, email, website, letters sent home, surveys, personal invitations, orientations, and family nights.

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

Modified Action

2018-19 Actions/Services

Increase two-way communication through phone calls, Remind app, email, website, letters sent home, surveys, personal invitations, orientations, field trips, and family nights.

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

Unchanged Action

2019-20 Actions/Services

Increase two-way communication through phone calls, Remind app, email, website, letters sent home, surveys, personal invitations, orientations, and family nights..

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	200	2500	2500
Source	Supplemental	Supplemental	LCFF Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

Action 3

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

Students to be Served:

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

All

Location(s):

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

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

2017-18 Actions/Services

Participation in school decision making through the Site Council, LCAP surveys and conversations.

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

Unchanged Action

2018-19 Actions/Services

Participation in school decision making through the Site Council, LCAP surveys and conversations.

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

Unchanged Action

2019-20 Actions/Services

Participation in school decision making through the Site Council, LCAP surveys and conversations.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	N/A
Budget Reference	None	None	N/A

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)

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

Subscription to online application that helps teachers digitally share student work with parents to assist parental involvement in student academic achievement and co-curricular involvement.

2018-19 Actions/Services

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	250		
Source	Supplemental		
Budget Reference	5000-5999: Services And Other Operating Expenditures		

Action 5

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

Students to be Served:

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

All

[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)

English Learners

Foster Youth

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

New 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

Parent Club meetings every other month to develop a closer connection between

2018-19 Actions/Services

Parent Club meetings every other month to develop a closer connection between

2019-20 Actions/Services

Parent Club meetings every other month to develop a closer connection between

school, home and community as well as raise funds for school programs.

school, home and community as well as raise funds for school programs.

school, home and community as well as raise funds for school programs.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	100	200	200
Source	Supplemental	Supplemental	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

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

Location(s):

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

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

New 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

At the conclusion of both the Fall and Spring semesters, a "Student Showcase" will be conducted featuring final projects

2018-19 Actions/Services

At the conclusion of both the Fall and Spring semesters, a "Student Showcase" will be conducted featuring final projects

2019-20 Actions/Services

At the conclusion of both the Fall and Spring semesters, a "Student Showcase" will be conducted featuring final projects

completed by students. Parents, and the larger community, will be invited to attend the catered event.

completed by students. Parents, and the larger community, will be invited to attend the catered event.

completed by students. Parents, and the larger community, will be invited to attend the catered event.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	100	100	200
Source	Supplemental	Supplemental	LCFF Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

Action 7

All

OR

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

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 3

Implementation of Common Core Standards for all students and increasing the number of students taking A-G required courses, while also increasing the number of students who are college and career ready.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

Identified Need:

Increasing the rigor for all classes to meet the Common Core Standards. Increase the number of students taking a-g required courses.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 2: Implementation of State Standards	Date for performance on standards tests for the CAASPP will be available in Fall of 2017 to assess growth. Students scoring proficient or above for science in the 5th, 8th, and 10th grade will increase by 5%. Number of pupils that are college and career	Date for performance on standards tests for the CAASPP will be available in Fall of 2017 to assess growth. Students scoring proficient or above for science in the 5th, 8th, and 10th grade will increase by 5%. Number of pupils that are college and career	Date for performance on standards tests for the CAASPP will be available in Fall of 2018 to assess growth. Students scoring proficient or above for science in the 5th, 8th, and 10th grade will increase by 5%. Number of pupils that are college and career	The data for performance on standards tests for the CAASPP will be available in Fall of 2019 to assess growth. Students scoring proficient or above for science in the 5th, 8th, and 10th grade will increase by 5%. Number of pupils that are college and career Waiting for the baseline

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	ready, completing A-G courses (or CTE sequences) will increase by 5%. District is using a needs assessment to gather data on the areas of PD for the common core.	ready, completing A-G courses (or CTE sequences) will increase by 5%. District is using a needs assessment to gather data on the areas of PD for the common core.	ready, completing A-G courses (or CTE sequences) will increase by 5%. District is using a needs assessment to gather data on the areas of PD for the common core.	scores in science to Number of pupils that are college and career ready, completing A-G courses (or CTE sequences) will increase by 5%. District is using a needs assessment to gather data on the areas of PD for the common core.
Priority 4: Pupil Achievement	Date for performance on standards tests for the CAASPP will be available in Fall of 2017 to assess growth. Students scoring proficient or above for science in the 5th, 8th, and 10th grade will increase by 5%. Number of pupils that are college and career ready, completing A-G courses (or CTE sequences) will increase by 5%. District is using a needs assessment to gather data on the areas of PD for the common core.	Date for performance on standards tests for the CAASPP will be available in Fall of 2017 to assess growth. Students scoring proficient or above for science in the 5th, 8th, and 10th grade will increase by 5%. Number of pupils that are college and career ready, completing A-G courses (or CTE sequences) will increase by 5%. District is using a needs assessment to gather data on the areas of PD for the common core.	Date for performance on standards tests for the CAASPP will be available in Fall of 2018 to assess growth. Students scoring proficient or above for science in the 5th, 8th, and 10th grade will increase by 5%. Number of pupils that are college and career ready, completing A-G courses (or CTE sequences) will increase by 5%. District is using a needs assessment to gather data on the areas of PD for the common core.	Date for performance on standards tests for the CAASPP will be available in Fall of 2019 to assess growth. Students scoring proficient or above for science in the 5th, 8th, and 10th grade will increase by 5%. Number of pupils that are college and career ready, completing A-G courses (or CTE sequences) will increase by 5%. District is using a needs assessment to gather data on the areas of PD for the common core.

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)

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)

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

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

Provide classes which meet a-g requirements and meet Common Core Standards. Provide foundation and credit recovery courses for students who choose an alternative pathway for graduation who will not meet a-g requirement for colleges.

2018-19 Actions/Services

Provide classes which meet a-g requirements and meet Common Core Standards. Provide foundation and credit recovery courses for students who choose an alternative pathway for graduation who will not meet a-g requirement for colleges.

2019-20 Actions/Services

Provide classes which meet a-g requirements and meet Common Core Standards. Provide foundation and credit recovery courses for students who choose an alternative pathway for graduation who will not meet a-g requirement for colleges.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	12,862	12,040	16,000
Source			LCFF Supplemental and Concentration
Budget Reference	College Readiness	4000-4999: Books And Supplies College Readiness	4000-4999: Books And Supplies

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)

[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)

English Learners
Foster Youth
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

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

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

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Provide program for remediation for students struggling in Math.

Provide program for remediation for students struggling in Math.

Provide program for remediation for students struggling in Math.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	500	0	2500
Source	Supplemental		LCFF Supplemental and Concentration
Budget Reference			4000-4999: Books And Supplies

Action 3

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

Students to be Served:

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

Location(s):

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

[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:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
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

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

Lab equipment for science to meet the a-g requirement for lab

2018-19 Actions/Services

Lab equipment for science to meet the a-g requirement for lab

2019-20 Actions/Services

Lab equipment for science to meet the a-g requirement for lab

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount

2,000

1000

Source

LCFF Supplemental and Concentration

Budget

4000-4999: Books And Supplies
College Readiness

4000-4999: Books And Supplies

Reference

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)

[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)

English Learners
Foster Youth
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

New 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

2017-18 Actions/Services

Individualized academic incentives will be provided through a "ticket" system. Student meeting academic/attendance goals will be granted tickets good for a variety of rewards.

2018-19 Actions/Services

Individualized academic incentives will be provided through an acknowledgement system such as student of the month.

2019-20 Actions/Services

Individualized academic incentives will be provided through an acknowledgement system such as student of the month.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1,000	1,000	N/A
Source	Supplemental	Supplemental	
Budget Reference	5000-5999: Services And Other Operating Expenditures	4000-4999: Books And Supplies	

Action 5

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

Students to be Served:

(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)

English Learners
Foster Youth
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

New Action

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

Modified Action
Unchanged Action

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

Modified Action

2017-18 Actions/Services

Visits to local colleges to galvanize student interest, guest speakers relating the importance of college readiness, and ongoing emphasis of co-enrollment possibilities for qualifying students so that they can receive high school and college credits, simultaneously.

2018-19 Actions/Services

Visits to local colleges to galvanize student interest, guest speakers relating the importance of college readiness, and ongoing emphasis of concurrent enrollment possibilities for qualifying students so that they can receive high school and college credits, simultaneously by attending Butte College.

2019-20 Actions/Services

Guest speakers relating the importance of college readiness, and ongoing emphasis of concurrent enrollment possibilities for qualifying students that they can receive high school and college credits, simultaneously by attending Butte College.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		3500	500
Source			LCFF Supplemental and Concentration
Budget Reference		4000-4999: Books And Supplies College Readiness	4000-4999: Books And Supplies

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)

[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)

English Learners
Foster Youth
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

New 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

Monthly guest speakers relating the importance of K-12 education for career readiness.

2018-19 Actions/Services

Monthly guest speakers relating the importance of K-12 education for career readiness.

2019-20 Actions/Services

Monthly guest speakers relating the importance of K-12 education for career readiness.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	N/A

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)

All

Location(s):

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

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

New 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

Job-shadowing outings within the local community based on individualized student career interest, after which students will be required to complete "experience reports" that demand critical thinking linked to Common Core standards.

2018-19 Actions/Services

Job-shadowing outings within the local community based on individualized student career interest, after which students will be required to complete "experience reports" that demand critical thinking linked to Common Core standards.

2019-20 Actions/Services

Job-shadowing outings within the local community based on individualized student career interest, after which students will be required to complete "experience reports" that demand critical thinking linked to Common Core standards.

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount

N/A

N/A

N/A

Action 8

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)

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

New 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

Professional Learning Communities (PLCs) within IECCS and beyond -at the district, State and National levels -will be facilitated to improve teaching and administrative performance regarding best practices for promoting college and career readiness.

2018-19 Actions/Services

Professional Development within IECCS and beyond -at the district, State and National levels -will be facilitated to improve teaching and administrative performance regarding best practices for promoting college and career readiness along with test scores.

2019-20 Actions/Services

Professional Development within IECCS and beyond -at the district, State and National levels -will be facilitated to improve teaching and administrative performance regarding best practices for promoting college and career readiness along with test scores.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		400	5000
Source		Supplemental	LCFF Supplemental and Concentration
Budget Reference		5000-5999: Services And Other Operating Expenditures	1000-1999: Certificated Personnel Salaries

Action 9

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)

English Learners
Foster Youth
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

New Action

2017-18 Actions/Services

Hire para-educators to supplement IEP and low-performing students, as well as to help accelerate the learning of students at

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

New Action

2018-19 Actions/Services

Hire para-educators to supplement IEP and low-performing students, as well as to help accelerate the learning of students at

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

New Action

2019-20 Actions/Services

Hire para-educators to supplement IEP and low-performing students, as well as to help accelerate the learning of students at

or beyond grade level, as needed by enrollment.	or beyond grade level, as needed by enrollment.	or beyond grade level, as needed by enrollment.
---	---	---

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	TBD	13,390	5722
Source			Title VI
Budget Reference		2000-2999: Classified Personnel Salaries College Readiness	2000-2999: Classified Personnel Salaries Supplemental/Concentration
Amount			12478
Source			LCFF Supplemental and Concentration
Budget Reference			2000-2999: Classified Personnel Salaries
Amount			4137
Source			LCFF Supplemental and Concentration
Budget Reference			3000-3999: Employee Benefits

Action 10

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)

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)

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

New Action

2017-18 Actions/Services

Standards based curriculum for K-4th grade Common Core Standards

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

New Action

2018-19 Actions/Services

Standards based curriculum for K-4th grade Common Core Standards

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

New Action

2019-20 Actions/Services

Standards based curriculum for K-4th grade Common Core Standards

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	10,000	2410	2500
Source	LCFF	Supplemental	LCFF Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

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 4

Provide access to core services.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)

Local Priorities:

Identified Need:

Provide and maintain a clean facility in good repair 100%. Provide standards aligned curriculum and all teachers credentialed. Provide computers for every student in the classroom.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 1: Basic	District will continue to have 100% of their school in good or exemplary condition as measured by weekly and monthly inspections. 100% of district's teachers and staff are appropriately assigned and credentialed. 100% of our classrooms have	District will continue to have 100% of their school in good or exemplary condition as measured by weekly and monthly inspections. 100% of district's teachers and staff are appropriately assigned and credentialed. 100% of our classrooms have	District will continue to have 100% of their school in good or exemplary condition as measured by weekly and monthly inspections. 100% of district's teachers and staff are appropriately assigned and credentialed. 100% of our classrooms have	District will continue to have 100% of their school in good or exemplary condition as measured by weekly and monthly inspections. 100% of district's teachers and staff are appropriately assigned and credentialed. 100% of our classrooms have

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	sufficient instructional materials.	sufficient instructional materials.	sufficient instructional materials.	sufficient instructional materials.

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

Location(s):

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

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

Modified Action

2017-18 Actions/Services

Safety walks to check for any needed repairs. Provide landlord with any concerns from the safety walks.

2018-19 Actions/Services

Safety walks to check for any needed repairs. Provide landlord with any concerns from the safety walks.

2019-20 Actions/Services

Safety walks to check for any needed repairs. Provide landlord with any concerns from the safety walks. Provide janitorial service to maintain clean facilities.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	30,000
Source			LCFF
Budget Reference	None	None	5000-5999: Services And Other Operating Expenditures

Action 2

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

Students to be Served:

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

All

Location(s):

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

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

2017-18 Actions/Services

Provide students with credentialed teachers in the classroom.

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

2018-19 Actions/Services

Provide students with credentialed teachers in the classroom.

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

2019-20 Actions/Services

Provide students with credentialed teachers in the classroom.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	129,639	169,000	164,764
Source	Other	Other	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries EPA/LCFF	1000-1999: Certificated Personnel Salaries EPA/LCFF	1000-1999: Certificated Personnel Salaries
Amount			126,797
Source			LCFF Supplemental and Concentration
Budget Reference			3000-3999: Employee Benefits
Amount			109224
Source			Other
Budget Reference			1000-1999: Certificated Personnel Salaries EPA

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

[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)

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)

English Learners Foster Youth Low Income [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 Select from New, Modified, or Unchanged for 2018-19 Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

Unchanged Action

Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Technology Repair and Replacement

Technology Repair and Replacement

Technology Repair and Replacement

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	2,000	16,200	15,000
Source	Supplemental		LCFF Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures College Readiness	5000-5999: Services And Other Operating Expenditures

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

Goal 5

Decrease the amount of suspension, expulsions, and office referrals.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 6: School Climate (Engagement)

Local Priorities:

Identified Need:

Provide a safe climate and environment for students to achieve at high levels.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 6: School Climate	Decrease the suspensions by 3% from 8%. Maintain expulsion rate of 0. Decrease the number of students receiving office referrals by 5% from 20%.	Decrease the suspensions by 3%. Maintain expulsion rate of 0. Decrease the number of students receiving office referrals by 5%.	Decrease the suspensions by 1% from 3%. Maintain expulsion rate of 0. Decrease the number of students receiving office referrals by 5%.	Decrease the suspensions by 1%. Maintain expulsion rate of 0. Decrease the number of students receiving office referrals by 5%.

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)

[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)

English Learners

Foster Youth

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

Modified Action

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

Unchanged Action

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

Modified Action
Unchanged Action

2017-18 Actions/Services

Provide support service for students who are struggling with discipline and achievement. Work with the local tribe, tribal health, and the Butte County Office of Education to provide these services.

2018-19 Actions/Services

Provide support service for students who are struggling with discipline and achievement. Work with the local tribe, tribal health, and the Butte County Office of Education to provide these services.

2019-20 Actions/Services

Provide support service for students who are struggling with discipline and achievement. Work with the local tribe, tribal health, and the Butte County Office of Education to provide these services.

Budgeted Expenditures

Year 2017-18

Amount N/A

2018-19

N/A

2019-20

N/A

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)

[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)

English Learners
Foster Youth
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

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

Professional development for staff on handling students with behavioral and academic problems.

2018-19 Actions/Services

Professional development for staff on handling students with behavioral and academic problems.

2019-20 Actions/Services

Professional development for staff on handling students with behavioral and academic problems.

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount

3000

Source

Supplemental

Budget Reference

5000-5999: Services And Other Operating Expenditures

Action 3

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

Students to be Served:

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

All

Location(s):

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

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

New 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

Calvin Hedrick of 5th Direction will conduct weekly meetings with students to improve student behavioral self-management.

2018-19 Actions/Services

2019-20 Actions/Services

Budgeted Expenditures

Year 2017-18 2018-19 2019-20

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)

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)	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)
[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 Select from New, Modified, or Unchanged for 2018-19 Select from New, Modified, or Unchanged for 2019-20

New Action

Unchanged Action

Unchanged Action

2017-18 Actions/Services

Increased home visits to deepen positive partnership with parents regarding disciplinary issues.

2018-19 Actions/Services

Increased home visits to deepen positive partnership with parents regarding disciplinary issues.

2019-20 Actions/Services

Increased home visits to deepen positive partnership with parents regarding disciplinary issues.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	N/A

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)

Location(s):

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

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)

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 Select from New, Modified, or Unchanged for 2018-19 Select from New, Modified, or Unchanged for 2019-20

New Action

New Action

New Action

2017-18 Actions/Services

Stronger and more consistent discipline policies and procedures for attendance coupled with an incentive system rewarding positive behavior.

2018-19 Actions/Services

Stronger and more consistent discipline policies and procedures for attendance coupled with an incentive system rewarding positive behavior.

2019-20 Actions/Services

Stronger and more consistent discipline policies and procedures for attendance coupled with an incentive system rewarding positive behavior.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1,000	1,000	
Source	Supplemental	Supplemental	
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	

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 6

Systematic use of data from formative and summative assessments to inform instruction, provide regular and structured opportunities for successful student collaboration as well as accelerated and personalized independent work, while cultivating 21st century critical thinking skills and increasing the number of students who meet or exceed the SBAC for Math and English.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

Identified Need:

Use data to drive instruction in the Common Core Areas to improve test scores. Provide Career Technical Education to prepare students who choose this pathway.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 4: Pupil Achievement	Increase the number of students by 3% who meet the standard and exceed the standard on the SBAC in Math and English. Decrease the number of students who do not meet the standard by 1% on the SBAC. Have each student take at least one Career and Technical	Increase the number of students by 3% who meet the standard and exceed the standard on the SBAC in Math and English. Decrease the number of students who do not meet the standard by 1% on the SBAC. Have each student take at least one Career and Technical	Increase the number of students by 3% who meet the standard and exceed the standard on the SBAC in Math and English. Math will go from 18% to 21%. English will go from 37% to 40%. Have each student take at least one Career and Technical Education class per	Increase the number of students by 3% who meet the standard and exceed the standard on the SBAC in Math and English. Math will go from 21% to 24% English will go from 40% to 43%. Have each student take at least one Career and Technical Education class per

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	Education class per year. Increase the number of students taking college level math courses from the A-G requirements by 5% per year.	Education class per year. Increase the number of students taking college level math courses from the A-G requirements.	year. Increase the number of students taking college level math courses from the A-G requirements.	year. Increase the number of students taking college level math courses from the A-G requirements.

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

Location(s):

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

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

2017-18 Actions/Services

Implement i-Ready diagnostic and instructional program for evaluating

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

Modified Action

2018-19 Actions/Services

Implement diagnostic and instructional program for evaluating students' incoming

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

Modified Action

2019-20 Actions/Services

Implement diagnostic and instructional program for evaluating students' incoming

students' incoming level and continuous monitoring in reading and math.

level and continuous monitoring in reading and math.

level and continuous monitoring in reading and math.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	2,000	2,000	
Source	Supplemental	Supplemental	
Budget Reference	None		

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)

All

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

Modified Action

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

Modified Action

2017-18 Actions/Services

Training to help staff develop school-wide quarterly benchmark exams to evaluate Common Core goals and SBAC preparation throughout the school year,

2018-19 Actions/Services

Training to help staff develop school-wide quarterly benchmark exams to evaluate Common Core goals and SBAC preparation throughout the school year,

2019-20 Actions/Services

Training to help staff develop school-wide quarterly benchmark exams to evaluate Common Core goals and SBAC preparation throughout the school year,

while fostering interdisciplinary discourse among staff and students.

while fostering interdisciplinary discourse among staff and students.

while fostering interdisciplinary discourse among staff and students. Glide Academy for students who want to work ahead or our struggling and need extra support on Saturdays.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	6000
Source			Other
Budget Reference	None	None	1000-1999: Certificated Personnel Salaries Low Performing Block Grant

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)

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Integrate writing, public speaking, and critical thinking into non-ELA curriculum to meet the Common Core Standards and facilitate interdisciplinary writing/reading assignments simultaneously engaging all subjects.

Integrate writing, public speaking, and critical thinking into non-ELA curriculum to meet the Common Core Standards and facilitate interdisciplinary writing/reading assignments simultaneously engaging all subjects.

Integrate writing, public speaking, and critical thinking into non-ELA curriculum to meet the Common Core Standards and facilitate interdisciplinary writing/reading assignments simultaneously engaging all subjects.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	N/A

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)

Location(s):

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

All

Specific Student Groups: Special Education Students

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

Explore avenues to increase the number of students with IEP's and 504 plans meeting A-G requirements. Incorporate

2018-19 Actions/Services

Explore avenues to increase the number of students with IEP's and 504 plans meeting A-G requirements. Incorporate

2019-20 Actions/Services

Explore avenues to increase the number of students with IEP's and 504 plans meeting A-G requirements. Incorporate

career and college transition classes for the students. (BCOE SELPA classes)

career and college transition classes for the students. (BCOE SELPA classes)

career and college transition classes for the students. (BCOE SELPA classes)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	N/A

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)

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

Increase the number of students taking College Preparatory Math classes.

2018-19 Actions/Services

Increase the number of students taking College Preparatory Math classes.

2019-20 Actions/Services

Increase the number of students taking College Preparatory Math classes.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	N/A
Budget Reference	None	None	

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

Location(s):

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

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

New Action

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

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

2017-18 Actions/Services

Staff will attend CAASPP workshops to further understanding of best practices for preparing students for State exams.

2018-19 Actions/Services

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
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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)

All

Location(s):

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

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

New Action

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

2018-19 Actions/Services

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

2019-20 Actions/Services

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Professional Learning Communities (PLCs) within IECCS and beyond -at the district, state, and national levels -will be facilitated to advance teacher efficacy regarding SBAC preparations.

Budgeted Expenditures

Year 2017-18 2018-19 2019-20

Action 8

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)

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

New Action

2017-18 Actions/Services

Maintaining subscription to Newsela.com, an online archive of non-fiction articles with built-in CC standard assessments and rich opportunities for common writing/reading assignments for all subjects, while also pursuing additional curricular subscriptions offering similarly "built-in" CCSS/interdisciplinary advantages.

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

Modified Action

2018-19 Actions/Services

Maintaining subscription for online resources with built-in CC standard assessments and rich opportunities for common writing/reading assignments for all subjects.

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

Unchanged Action

2019-20 Actions/Services

Maintaining subscription for online resources with built-in CC standard assessments and rich opportunities for common writing/reading assignments for all subjects.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	840	200	200
Source	Supplemental	Supplemental	LCFF Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

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)

Unchanged Goal

Goal 7

Increase the number of co-curricular activities for students by offering more opportunities to become more involved in school.
Establish and increase the number of students meeting physical fitness targets.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Identified Need:

Students who become involved in school usually have better attendance and achieve at higher levels.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 7: Course Access	Increase the number of co-curricular activities by two per year.	Increase the number of co-curricular activities by two per year.	Increase the number of co-curricular activities by two per year.	Increase the number of co-curricular activities by two per year.
Priority 8: Other Pupil Outcomes	The percentage of 8th grade students eligible for enrollment in an A-G four year academic high school plan at the end of the 8th grade will increase by 5% The % of students reaching physical fitness targets will increase by 5% as	The percentage of 8th grade students eligible for enrollment in an A-G four year academic high school plan at the end of the 8th grade will increase by 5% The % of students reaching physical fitness targets will increase by 5% as	The percentage of students reaching physical fitness targets will increase by 5% as measured by the Annual CA Physical Fitness Test.	The number of students reaching physical fitness targets will increase 2 as measured by the Annual CA Physical Fitness Test.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	measured by the Annual CA Physical Fitness Test.	measured by the Annual CA Physical Fitness Test.		

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

Location(s):

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

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

IECCS will maintain its current sports programs.

2018-19 Actions/Services

IECCS will maintain its current sports programs. Prizes will be given to students meeting fitness goals.

2019-20 Actions/Services

IECCS will maintain its current sports programs.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	6,000	9,000	2,500
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

Action 2

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

Students to be Served:

(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)

English Learners
Foster Youth
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

New Action

2017-18 Actions/Services

IECCS will coordinate with local youth activity centers, such as Live Spot and The Axion, to provide students with additional socialization and character-building opportunities.

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

Unchanged Action

2018-19 Actions/Services

IECCS will coordinate with local youth activity centers, such as Live Spot and The Axion, to provide students with additional socialization and character-building opportunities.

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

Unchanged Action

2019-20 Actions/Services

IECCS will coordinate with local youth activity centers, such as Live Spot and The Axion, to provide students with additional socialization and character-building opportunities.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	N/A

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)

Location(s):

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

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)

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

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

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

New Action

Modified Action

Modified Action

2017-18 Actions/Services

Create an indoor playground for the K-4 program along with equipment for 6-12

2018-19 Actions/Services

Create an outdoor playground for the K-4 program along with equipment for 6-12

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	5000	5000	
Source	Supplemental	Supplemental	
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

(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

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 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

OR

Actions/Services

Budgeted Expenditures

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2019-20

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
\$140,000	43%

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 following actions are contributing to meeting the increased and improved services requirements. The unduplicated school population rose to 80% this year and had a 70% three year average. We will maintain the services from the past few years but will add more interventions for struggling students.

1. Attendance incentive rewards which motivates students to get prizes for attendance.
2. Home visits to increase communication with parents.
3. Field Trip and activities to help motivate students to attend and be involved in the school
4. Student of the month recognition for parents and students to be recognized for their achievements
5. Guest Speakers to help motivate students
6. One-to-One Chromebooks which student may take home.
7. Freckle for interventions
8. Instructional Aids to help support the teacher in the classroom
9. Professional Development behavioral management training so staff can better manage situations in the classroom.

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
\$72192	40%

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 following actions are contributing to meeting the increased and improved services requirement.

1. Attendance incentive rewards which motivates students to get prizes for attendance.
2. Home visit to increase the communication with parents.
3. Better two-way communications, field trips, and activities to help motivate students to attend and be involved in the school.
4. Parent club meetings to get parents involved in the school.
5. Lab Equipment such as 3-d printers to help the STEAM program and getting students more interested in math and science.
6. Student of the month recognition for parents and students to be recognized for their achievements.
7. Guest speakers to help student go to college or make a transition into an alternate pathway.
8. Technology so the students will have a computer which they can use at home or school.
9. Support services so students are able to express themselves.
10. Behavioral Management training for staff so they can better handle situations that arise in the classroom and figure out why these situations are happening.

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
\$42,200	26.1%

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 funds will be used to hire another highly qualified teacher, co-curricular activities, new computers, and attendance rewards. These were some of the needs discussed at the LCAP meeting for all stakeholders.

With a unduplicated count of 63.77% services and programs are designed for low income pupils but benefit all students.

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 California School Dashboard 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 California School Dashboard means the California School Dashboard adopted by the State Board of Education under EC Section 52064.5.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

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 California School Dashboard, 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 California School Dashboard, 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 California School Dashboard, 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 K-8 students who were absent 10 percent or more of the school days excluding students who were:
 - (A) enrolled less than 31 days
 - (B) enrolled at least 31 days but did not attend at least one day
 - (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:
 - (i) are enrolled in a Non-Public School
 - (ii) receive instruction through a home or hospital instructional setting
 - (iii) are attending a community college full-time.
- (2) The number of students who meet the enrollment requirements.
- (3) Divide (1) by (2).

(b) "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).

(c) "High school graduation rate" shall be calculated as follows:

- (1) For a 4-Year Cohort Graduation Rate:
 - (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.
 - (B) The total number of students in the cohort.
 - (C) Divide (1) by (2).
- (2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:
 - (A) The number of students who either graduated as grade 11 students or who earned any of the following:
 - (i) a regular high school diploma
 - (ii) a High School Equivalency Certificate
 - (iii) an adult education diploma
 - (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.
 - (B) The number of students in the DASS graduation cohort.
 - (C) Divide (1) by (2).

(d) "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).

(e) "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, January 2019

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	246,940.00	328,044.00	179,491.00	246,940.00	511,222.00	937,653.00
	47,130.00	134,207.00	12,862.00	47,130.00	0.00	59,992.00
LCFF	0.00	54,291.00	10,000.00	0.00	194,964.00	204,964.00
LCFF Supplemental and Concentration	0.00	97,599.00	0.00	0.00	192,812.00	192,812.00
Other	169,000.00	37,947.00	129,639.00	169,000.00	115,224.00	413,863.00
Supplemental	30,810.00	0.00	26,990.00	30,810.00	2,500.00	60,300.00
Title VI	0.00	4,000.00	0.00	0.00	5,722.00	5,722.00

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

Total Expenditures by Object Type						
Object Type	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	246,940.00	328,044.00	179,491.00	246,940.00	511,222.00	937,653.00
	2,000.00	0.00	15,362.00	2,000.00	0.00	17,362.00
1000-1999: Certificated Personnel Salaries	169,000.00	186,528.00	129,639.00	169,000.00	284,988.00	583,627.00
2000-2999: Classified Personnel Salaries	13,390.00	14,871.00	0.00	13,390.00	18,200.00	31,590.00
3000-3999: Employee Benefits	0.00	39,265.00	0.00	0.00	130,934.00	130,934.00
4000-4999: Books And Supplies	24,650.00	27,118.00	12,040.00	24,650.00	29,200.00	65,890.00
5000-5999: Services And Other Operating Expenditures	37,900.00	35,262.00	22,450.00	37,900.00	47,900.00	108,250.00
5800: Professional/Consulting Services And Operating Expenditures	0.00	25,000.00	0.00	0.00	0.00	0.00

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

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	246,940.00	328,044.00	179,491.00	246,940.00	511,222.00	937,653.00
		0.00	0.00	12,862.00	0.00	0.00	12,862.00
	Supplemental	2,000.00	0.00	2,500.00	2,000.00	0.00	4,500.00
1000-1999: Certificated Personnel Salaries		0.00	120,499.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	LCFF	0.00	18,000.00	0.00	0.00	164,764.00	164,764.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental and Concentration	0.00	43,700.00	0.00	0.00	5,000.00	5,000.00
1000-1999: Certificated Personnel Salaries	Other	169,000.00	4,329.00	129,639.00	169,000.00	115,224.00	413,863.00
2000-2999: Classified Personnel Salaries		13,390.00	0.00	0.00	13,390.00	0.00	13,390.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental and Concentration	0.00	0.00	0.00	0.00	12,478.00	12,478.00
2000-2999: Classified Personnel Salaries	Other	0.00	14,871.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Title VI	0.00	0.00	0.00	0.00	5,722.00	5,722.00
3000-3999: Employee Benefits		0.00	2,974.00	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits	LCFF	0.00	36,291.00	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits	LCFF Supplemental and Concentration	0.00	0.00	0.00	0.00	130,934.00	130,934.00
4000-4999: Books And Supplies		17,540.00	900.00	0.00	17,540.00	0.00	17,540.00
4000-4999: Books And Supplies	LCFF	0.00	0.00	10,000.00	0.00	0.00	10,000.00
4000-4999: Books And Supplies	LCFF Supplemental and Concentration	0.00	10,471.00	0.00	0.00	29,200.00	29,200.00
4000-4999: Books And Supplies	Other	0.00	15,747.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Supplemental	7,110.00	0.00	2,040.00	7,110.00	0.00	9,150.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
5000-5999: Services And Other Operating Expenditures		16,200.00	9,834.00	0.00	16,200.00	0.00	16,200.00
5000-5999: Services And Other Operating Expenditures	LCFF	0.00	0.00	0.00	0.00	30,200.00	30,200.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental and Concentration	0.00	18,428.00	0.00	0.00	15,200.00	15,200.00
5000-5999: Services And Other Operating Expenditures	Other	0.00	3,000.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Supplemental	21,700.00	0.00	22,450.00	21,700.00	2,500.00	46,650.00
5000-5999: Services And Other Operating Expenditures	Title VI	0.00	4,000.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental and Concentration	0.00	25,000.00	0.00	0.00	0.00	0.00

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

Total Expenditures by Goal						
Goal	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	4,000.00	4,226.00	8,000.00	4,000.00	4,000.00	16,000.00
Goal 2	2,800.00	5,800.00	650.00	2,800.00	2,900.00	6,350.00
Goal 3	34,740.00	42,744.00	24,362.00	34,740.00	49,837.00	108,939.00
Goal 4	185,200.00	251,624.00	131,639.00	185,200.00	445,785.00	762,624.00
Goal 5	4,000.00	302.00	1,000.00	4,000.00	0.00	5,000.00
Goal 6	2,200.00	3,720.00	2,840.00	2,200.00	6,200.00	11,240.00
Goal 7	14,000.00	19,628.00	11,000.00	14,000.00	2,500.00	27,500.00

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

Expenditures Contributing to Increased/Improved Requirement by Funding Source					
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20
All Funding Sources					

Expenditures NOT Contributing to Increased/Improved Requirement by Funding Source					
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20
All Funding Sources					