LCAP Year ☒ 2017–18 ☐ 2018–19 ☐ 2019–20

Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

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

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

LEA Name	Big Pine Unified School District		
Contact Name and Title	Pamela Jones Superintendent	Email and Phone	pjones@bp.k12.ca.us 760-938-2005

2017-20 Plan Summary

THE STORY

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

The Big Pine Unified School District is a Basic Aid, K-12 School District with 165 students. More than half of our students are Native American (majority Big Pine Paiute), and approximately 80% are low income. We have 1 English Learner in the District. Currently there are no Foster Youth, however should we have any enroll they would be provided all resources appropriate as listed in this plan. This Local Control Accountability Plan is designed as an LEA Wide plan, due to our high percentage of unduplicated pupils. Despite the high percentage of unduplicated pupils enrolled in the District, due to the Basic Aid status of the District we have received no additional funding under the the Local Control Funding Formula. In fact, we are experiencing significant decreases: loss of funds due to fair share payments, sunset of QEIA funding in 2015-16, loss of county funded programs that have been discontinued due to LCFF flexibility, uncertainty in Federal payments from Impact Aid, and a period of drops in revenue from property taxes. 2016 property taxes exceeded projections by $97,000, a positive event that we hope trends into the future.

We are a small District, and our numbers are so small that standard data sources often do not report our students as the numbers are statistically insignificant. Our past API scores have demonstrated significant fluctuation due to small student numbers, and are reported with asterisks. We cannot report our numbers for CAHSEE pass rates, as one example, as the numbers would individually identify our students. All students to date have passed the CAHSEE prior to graduation.

The Big Pine Unified School District Board and Superintendent have the vision of transforming the Big Pine School District using the research based model: EL Education. We are in our fifth year of implementation, and based upon the reports of other transformation schools in the EL Network we expect to stay the course on this model for seven to ten years prior to seeing the full effects of our efforts. Annually we assess our progress in partnership with EL on a nationally calibrated rubric, determining our level of implementation of EL Core Practices in standards aligned instruction, assessment, support of character development, student achievement and more. This Implementation Review (IR) Score is one of three major criteria for credentialing within the network. We are also committed to Positive Behavior Intervention and Supports (PBIS) and the implementation of state standards. These are the three areas of focus for our ongoing improvement efforts.

LCAP HIGHLIGHTS

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

Goal number one is implementation of EL Education Core Practices. Our workplan template from EL changed this year, thus there are some changes in the wording of the goal to indicate the three dimensions of student achievement; mastery of knowledge and skills, character and high quality work. All of our instructional practices and implementation of state standards are integrated within this goal The workplan is collaboratively developed by the Leadership team and all staff and with facilitation from our EL School Designer. Monitoring of this plan is ongoing through learning walks and evidence collection, including mid-year and annual Implementation Reviews. Creating a Culture of Writing, consistent use of protocols, learning targets in use daily, instruction through case studies and expeditions that are standards driven, use of field work and experts, and the creation of high quality work through reflection and revision are all part of this goal. EL Education recently moved to set criteria for schools to become credentialed within the EL network. In the area of student achievement we are introducing the use of NWEA MAP as a District measure of student growth.

Goal number two captures our efforts to create a safe and engaging school environment staffed appropriately, with well kept facilities and with a school climate that is conducive to learning. Our PBIS, and EL Education character targets are exemplified by the work we do with students around the Warrior Code, the Habits of Scholarship, and in Crew and Community Meetings.

Goal number three states our desire to see all of our student graduating from high school ready to pursue careers or college education. Simply maintaining a course schedule that allows students to meet the requirements of a comprehensive high school in a setting our size creates challenges, and we are meeting them. We also have a well developed career portfolio program, and senior exit interviews. The senior exit interview will be expanded into a Passage in the 16-17 school year, and 8th and 10th grade will make a first effort on a Passage presentation.

REVIEW OF PERFORMANCE

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

GREATEST PROGRESS

Our local indicators for student performance and school climate demonstrate to us that our implementation of EL Education has had a positive effect. Surveys and focus groups have consistently indicated high levels of approval for school climate factors directly attributable to EL Core Practices.

The addition of an intervention/Care teacher and shift in identification of our RTI students based upon AIMSWeb data has resulted in a coordinated program of support for both math and reading at all grade levels.

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

GREATEST NEEDS

Our most significant area of need based upon the state indicators is in the area of suspensions. We had an increase of 8.8% and we have a high percentage at 12.1%. Current enrollment is 165 students, so in sum we are talking about 20 students in a K-12 setting. Very few of those students were suspended more than one day for the entire year. Crew circles, restorative justice practices, after school detentions and Saturday school have all been provided as alternatives. Continued emphasis on reflection and self assessments based on the Warrior Code and Habits of Scholarship are also being explored as a means to reduce suspensions.

We also note that Chronic Absenteeism, while not yet reported on the Dashboard, is an area of great need. Stakeholder engagement discussions consistently support use of existing SARB processes and

engagement with appropriate County agencies to use the full extent of the law to educate the community regarding the importance of compulsory school attendance. While we have hope that engaging instruction within Expeditions and with experiential learning will attract students to school each day, we acknowledge that for some students their issues with attendance are complex and require multiple avenues of intervention.

SBAC performance is low, although math K-8 did show a slight increase. We are undertaking more practice performance tasks to assist students, and working on district wide writing goals in addition to additional hours of teacher release time for instructional coaching and professional development and planning for implementation of standards.

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

PERFORMANCE GAPS

Our American Indian student performance has a gap in both math and language arts. Socio-economically disadvantaged students also show a gap, despite comprising 80% of the total. We are using a more intensive RTI support system, introducing NWEA map assessments to better identify individual growth and needs, and using engaging, project-based learning instructional practices from EL Education in order to raise achievement for all students.

INCREASED OR IMPROVED SERVICES

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

1. Maintain and develop the program support through the intervention/Care teacher and with additional assistance from the Resource teacher. 2. Implement EL Education Core Practices, with emphasis on writing, rubrics, performance tasks and state standards aligned instruction, with additional supports for teachers through professional development and coaching. 3. Use of technology to support differentiation.

BUDGET SUMMARY

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

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	$3,585,948
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	$2,240,170.00

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

There are operational costs and ongoing programs that are not included in the LCAP. These programs include a CIF athletics program, classified support salaries and benefits, transfers to other funds. costs of utilities and phones, Special Education program services, routine maintenance, and business services contracts.

$2,535,561	Total Projected LCFF Revenues for LCAP Year

Annual Update   LCAP Year Reviewed: 2016-17

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

Goal 1	Meet the identified Student Achievement and School Conditions goals as stated in the EL Education Work Plan

State and/or Local Priorities Addressed by this goal:

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED

2. A. 100% of Expeditions, Case Studies and Projects will name state standards for academic content, (EL Workplan Evidence Collection)
2. B. There are currently two English language learner (ELL) students in the school. Their needs will be met on an individualized basis with attention to ELD standard and access to the core. (Student Goals)
3. A, B, C.. 100% of students have a parent/guardian or caring adult in attendance at their student led conference two times annually. (SLC Data Collection)
4. A. Scores on CAASPP 2015 were 21% of students meet-exceed math, and 23% of students meet/exceed ELA. Scores will increase by 5% in each content area
4. B The academic performance index has been suspended and is being revised by the state.
4. C. We expect the majority of our graduating students to have completed A-G requirements (numbers and percentages do not apply to our small population)
4. D. All ELLs will make individual progress on the CELDT.
4. E. The English Learner reclassification rate is not relevant to our population.
4. F. No students are expected to take AP exams, but individual students will be coached and provided the opportunity as appropriate
4. G. All 11th grade students will participate in the Early Assessment Program.
8. A. We will meet targets for EL Education Implementation Review scores.

ACTUAL

2. A. 100% of Expeditions, Case Studies and Projects named state standards for academic content, (EL Workplan Evidence Collection)
2. B. The ELL student needs were met on an individualized basis with attention to ELD standards and access to the core. (Student Goals)
3. A, B, C. 98% of students had a parent/guardian or caring adult in attendance at their student led conference two times annually. (SLC Data Collection, one family waived participation)
4. A. Scores on CAASPP 2016 were 22% of students meet-exceed math, and 18% of students meet/exceed ELA. Scores did not increase by 5% in each content area, but increased by 1% in math and decreased 5% in ELA. Total number of students tested was 103, which means that each individual student represents 1%.
4. B There is no longer an academic performance index.
4. C. All of of our 2016 graduating students completed A-G requirements
4. D. All ELLs made individual progress on the CELDT.
4. E. The English Learner reclassification rate is not relevant to our population.
4. F. No students took AP exams, but the opportunity was available
4. G. While in most years we do not have significant numbers in one grade level to report, in 15-16 we had 13 of 14 11th grade students who participated in the Early Assessment Program. No students scored "Ready." In ELA: 15% scored "Conditionally Ready," 31% scored "Not Yet Ready," 54% scored "Not Ready." In Math 8% scored "Not Yet Ready," and 54% scored "Not Ready."
8. A. We met targets for EL Education Implementation Review scores.
8. B. We collected evidence as required to support the activities of the EL Work Plan.

8. B. We will collect evidence as required to support the activities of the EL Work Plan.

ACTIONS / SERVICES

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

Action 1

Actions/Services	**PLANNED** Staff will carry out actions, activities, and professional development as stated in the annual EL Education Cooperative Agreement.	**ACTUAL** Staff carried out actions, activities, and professional development as stated in the annual EL Education Cooperative Agreement.

| Expenditures | **BUDGETED**
Title 1 EL Education MOU 5800: Professional/Consulting Services And Operating Expenditures Other $7,800

Title 2 EL Education MOU 5800: Professional/Consulting Services And Operating Expenditures Other $5,876

LCFF EL Education MOU - Educator Effectiveness 5800: Professional/Consulting Services And Operating Expenditures Other $25,078

LCFF EL Education MOU - Unrestricted 5800: Professional/Consulting Services And Operating Expenditures Concentration $13,746 | **ESTIMATED ACTUAL**
Title 1 EL Education MOU 5800: Professional/Consulting Services And Operating Expenditures Other $11,777

Title 2 EL Education MOU 5800: Professional/Consulting Services And Operating Expenditures Other $10,603

LCFF EL Education MOU-Educator Effectiveness 5800: Professional/Consulting Services And Operating Expenditures Other $25,078

LCFF EL Education MOU-Unrestricted 5800: Professional/Consulting Services And Operating Expenditures Concentration $9,242 |

Action 2

Actions/Services	**PLANNED** Implement all state standards within instructional practices of EL Education, including in case studies and in expeditions	**ACTUAL** Implemented all state standards within instructional practices of EL Education, including in case studies and in expeditions
Expenditures	**BUDGETED** Lottery Instructional Materials Eureka Math Workbooks 4000-4999: Books And Supplies Other $5,950 LCFF Eureka Math Workbooks 4000-4999: Books And Supplies Base $9,050 LCFF English and Science Language Arts Adoption 4000-4999: Books And Supplies Base $15,000	**ESTIMATED ACTUAL** Lottery English Language Arts Adoption, Eureka Math Workbooks 4000-4999: Books And Supplies Other $12,959 LCFF Eureka Math Workbooks 4000-4999: Books And Supplies Base $5,854 LCFF No additonal materials were needed for English and there was no Science adoption 4000-4999: Books And Supplies Base 0

| LCFF Expeditionary Resources (Books and Supplies 4000-4999: Books And Supplies Concentration $5,325 | LCFF Expeditionary Resources (Books and Supplies 4000-4999: Books And Supplies Concentration $1,486 |

Action 3

Actions/Services

PLANNED	ACTUAL
All students will produce high quality products for authentic audiences	Some students produced high quality products for authentic audiences.

Expenditures

BUDGETED	ESTIMATED ACTUAL
ELRN Instructional Materials 4000-4999: Books And Supplies Concentration $3,000	Tack Board for displaying students products 4000-4999: Books And Supplies Concentration $3,432

Action 4

Actions/Services

PLANNED	ACTUAL
All students will achieve academic and character goals identified in their student led conference portfolios	Students did not achieve all of their goals, however, the majority made progress.

Expenditures

BUDGETED	ESTIMATED ACTUAL
LCFF Binders and dividers for SLCs 4000-4999: Books And Supplies Concentration $1,800	LCFF Binders and dividers for SLCs 4000-4999: Books And Supplies Concentration $465

Action 5

Actions/Services

PLANNED	ACTUAL
All students will demonstrate ownership of their learning and will have confidence in their ability to present knowledge in student led conferences, presentations to authentic audiences and in community meetings	All students are growing in their ability to demonstrate ownership of their learning and to demonstrate confidence in their ability to present knowledge in student led conferences, presentations to authentic audiences and in community meetings

Expenditures

BUDGETED	ESTIMATED ACTUAL
No additional costs	No additional costs

Action 6

Actions/Services

PLANNED	ACTUAL
All students will participate in the CAASPP. Maintain or obtain proficiency in the core content areas.	95 to 100% of grade-appropriate students participated in CAASPP. In one grade, one student waived testing, causing

		us to have an 88% participation rate at that grade. Proficiency rates are lower than state average.
Expenditures	**BUDGETED** General Fund Test fees 5800: Professional/Consulting Services And Operating Expenditures Base $3,048 General Fund snacks for testing 4000-4999: Books And Supplies Base $200	**ESTIMATED ACTUAL** General Fund Test fees 5800: Professional/Consulting Services And Operating Expenditures Base $4,110 General Fund snacks for testing 4000-4999: Books And Supplies Base $200

Action 7

Actions/Services	**PLANNED** All students will have the opportunity to engage in learning through projects, case studies or expeditions	**ACTUAL** All students had the opportunity to engage in learning through projects, case studies or expeditions
Expenditures	**BUDGETED** LCFF Field Work Transportation 5000-5999: Services And Other Operating Expenditures Concentration $18,000 LCFF Expedition Planning Buyback Days Salaries and Benefits 1000-1999: Certificated Personnel Salaries Concentration $13,539	**ESTIMATED ACTUAL** LCFF Field Work Transportation 5000-5999: Services And Other Operating Expenditures Concentration $15,400 LCFF Expedition Planning Buyback Days Salaries and Benefits 1000-1999: Certificated Personnel Salaries Concentration $18,563

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.	During the 2015-16 school year we replaced four teachers, out of a total of 16. This turnover impacted our ability to fully implement EL in 16-17 as new staff gained knowledge and understanding of EL Core Practices. In addition, EL had staffing changes and scheduling issues which made it difficult to pace our school designer visits effectively. Our Implementation Review Score progressed but did not reach our goal of 98+. Also, the EL Workplan template was changed significantly, resulting in new language and focus in this goal area during 16-17.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Even with significant turnover and limited support from the EL network for the first six months of 15-16 and again in 16-17 we have maintained our IR score, and were able to support new staff in EL Core Practices. Students from younger grades moving into secondary are reportedly changing the culture to acceptance of Crew and Community Meetings and reflection on individual learning targets. State test scores do not measure growth of small groups of students effectively, however scores are not as strong as desired.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	ACT. 1-ELRN MOU increase is due to more days of service with the EL school designer. ACT. 2-No book adoption, adoption delayed. ACT 7-increased number of Buy Back days to propel implementation of EL.
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.	Language in Goal 1 (page 20) was changed to reflect a more specific focus on mastery of skills and knowledge for students, as the EL Workplan has been changed and the goals in our Workplan changed as a result. This change also correlates highly to one of the critical areas of need identified in our WASC review this year, calling for more rigor and engagement in the high school.

This goal continues to focus specifically on instructional practice to provide access to knowledge and skills for all students, and to differentiate and support the unduplicated pupils in closing the achievement gaps. Continued emphasis on standards aligned instruction is reflected in Goal 1, Action 2 (page 24).

We also wish to monitor achievement data on a more individualized and frequent basis than provided by state assessments, thus we are moving to an individualized approach for assessment data with NWEA Map, an area of need for both EL Implementation and WASC. Goal 1 Action 8 (page 31) reflects this change. Our indicator for Priority 8 which is a metric for Goal 1 is also changed to incorporate NWEA data (page 22).

Our focus on writing District-wide is reflected in Goal 1 Action 9 (page 32). |

Annual Update   **LCAP Year Reviewed: 2016-17**

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

Goal 2	Provide a safe, secure and healthy learning and working environment

State and/or Local Priorities Addressed by this goal:

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED	**ACTUAL**
1. A. All teachers in the District will be properly credentialed and assigned as documented in the SARC 1. B. Instructional materials list updated and sufficiency documented in the SARC. 1. C. Facilities Inspection Tool rating of Good as provided in SARC. 5. A. School attendance will continue at a rate of 92% or better. 5. B. Chronic Absenteeism was 26% in 12-13,19% in 13-14, and 21% in 14-15. The rate will be 15% or less over the next three years. 5. C. Middle School drop out rates will be 0% 5. D. High School drop out rates will be 0% 5. E. High School graduation rates will be 100% 6. A. Pupil suspension rates in 2013-14 were 3.3% and 18% in 14-15. Suspension rates will remain below 10%. 6. B. Pupil expulsion rates in 2013-14 and 2014-15 were 0% and will maintain 0-1% 6. C. Annual SLC survey data will continue to rate overall satisfaction of parents with school environment at a 4 out of 5. 8. C. PBIS Feather data will demonstrate a 4/1 ratio of positive reinforcement to referral	1. A. Most teachers in the District were properly credentialed and assigned as documented in the SARC. Two interns were hired in positions that are difficult to fill state wide during the teacher shortage, however both have subject area expertise and programs in place. (met) 1. B. Instructional materials list was updated and sufficiency documented in the SARC. 1. C. Facilities Inspection Tool rating of Good as provided in SARC. 5. A. School attendance rate was 92.4%. 5. B. Chronic Absenteeism rate was 34% in 15-16 (not met) 5. C. Middle School drop out rates 0% 5. D. High School drop out rates 15-16: 0% 5. E. High School graduation rates 15-16:100% 6. A. Pupil suspension rates 15-16: 3% by District calculation methods. State accounting is quite different, but we decreased significantly (met) 6. B. Pupil expulsion rates 15-16: less than 1% (met) 6. C. Annual SLC survey data rated overall satisfaction of parents with school environment at 4 out of 5. 8. C. PBIS Feather data 15-16 in grades TK-12 reported a 4/1 ratio of positive reinforcement to referrals.

ACTIONS / SERVICES

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

Action 1

Actions/Services

PLANNED	ACTUAL
Provide facilities needed to support student learning	Provide facilities needed to support student learning

Expenditures

BUDGETED	ESTIMATED ACTUAL
Fund 40 Maintenance Project List 6000-6999: Capital Outlay Base $100,000	Fund 40 Maintenance Project List 6000-6999: Capital Outlay Base $54,227
Fund 14 Deferred Maintenance 5000-5999: Services And Other Operating Expenditures Base $20,000	Fund 14 Deferred Maintenance 5000-5999: Services And Other Operating Expenditures Base $29,994

Action 2

Actions/Services

PLANNED	ACTUAL
Provide equipment needed to support student learning, including technology	Provide equipment needed to support student learning, including technology

Expenditures

BUDGETED	ESTIMATED ACTUAL
General Fund Technology upgrades, repairs and replacements 4000-4999: Books And Supplies Concentration $22,326	General Fund Technology upgrades, repairs and replacements 4000-4999: Books And Supplies Concentration $30,500
General Fund Classroom furniture 4000-4999: Books And Supplies Concentration $3,000	General Fund Classroom furniture 4000-4999: Books And Supplies Concentration $15,480

Action 3

Actions/Services

PLANNED	ACTUAL
Provide materials and supplies needed to support student learning	Provide materials and supplies needed to support student learning

Expenditures

BUDGETED	ESTIMATED ACTUAL
General Fund All classroom instructional supply budgets 4000-4999: Books And Supplies Base $21,800	General Fund All classroom instructional supply budgets 4000-4999: Books And Supplies Base $23,278

Action 4

Actions/Services

PLANNED	ACTUAL
Students will have opportunities to learn about and participate in healthy lifestyle activities	Students will have opportunities to learn about and participate in healthy lifestyle activities

Expenditures

BUDGETED	ESTIMATED ACTUAL
General Fund Supplies for community meetings, field days 4000-4999: Books And Supplies Concentration $1,262	General Fund Supplies for community meetings, field days 4000-4999: Books And Supplies Concentration $2,254

Action 5

Actions/Services	PLANNED District programs will foster positive behaviors and character development through the Warrior Code (Positive Behavior Intervention and Supports)	ACTUAL District programs will foster positive behaviors and character development through the Warrior Code (Positive Behavior Intervention and Supports)
Expenditures	BUDGETED General Fund Feather Ticket Rewards Program 4000-4999: Books And Supplies Concentration $1,000 General Fund Awards assemblies 4000-4999: Books And Supplies Concentration $2,075 General Fund Behavior Matrix Instructional Day (supplemental hours) 2000-2999: Classified Personnel Salaries $245	ESTIMATED ACTUAL General Fund Feather Ticket Rewards Program 4000-4999: Books And Supplies Concentration $98 General Fund Awards assemblies 4000-4999: Books And Supplies Concentration $1,000 General Fund Behavior Matrix Instructional Day (supplemental hours) 0

Action 6

Actions/Services	PLANNED The District will seek support and encourage open and honest communication with students, parents, employees and the extended community.	ACTUAL The District will seek support and encourage open and honest communication with students, parents, employees and the extended community.
Expenditures	BUDGETED General Fund Big Pine Beacon (paper and mailing costs) 5900: Communications Concentration $670 General Fund Student Led Conference Survey (2 days of administrator time) Salaries and Benefits 1000-1999: Certificated Personnel Salaries Concentration $1,156	ESTIMATED ACTUAL General Fund Big Pine Beacon (paper and mailing costs) 5900: Communications Concentration $779 General Fund Student Led Conference Survey (2 days of administrator time) Salaries and Benefits 1000-1999: Certificated Personnel Salaries Concentration $1,375

Action 7

| Actions/Services | PLANNED The District will staff all classrooms with highly qualified teachers and keep class sizes small, while staffing to avoid combination classes

The Student Achievement Ratio study (STAR) documented that strategic reductions in the early grades (K-3) can make a measurable and lasting difference in student achievement, especially for children from low income families. (Words, Johnson and Bain, 1990)

In 15-16 the District began a three year pilot of an Elementary Care teacher position for academic intervention and behavior support. This position will continue based upon data of student progress. | ACTUAL The District staffed all classrooms with appropriately credentialed teachers maintaining small class sizes and avoiding combination classes |
|---|---|---|

Expenditures	BUDGETED	ESTIMATED ACTUAL
	LCFF Teacher salary and benefits 1000-1999: Certificated Personnel Salaries Base $1,632,558	LCFF Teacher salary and benefits 1000-1999: Certificated Personnel Salaries Base $1,192,347
	Title 1 Funds Elementary Care Teacher Salary and Benefits 1000-1999: Certificated Personnel Salaries Other $6,500	Title 1 Funds Elementary Care Teacher Salary and Benefits 1000-1999: Certificated Personnel Salaries Other $37,159
	Resource 6500 and 3310 Spec Ed Certificated salary and benefits 1000-1999: Certificated Personnel Salaries Other 0	Resource 6500 & 3310 Spec Ed Certificated salary and benefits 1000-1999: Certificated Personnel Salaries Other $152,477
	LCFF Elementary Care Teacher Salary and Benefits 1000-1999: Certificated Personnel Salaries Concentration 0	LCFF Elementary Care Teacher Salary and Benefits 1000-1999: Certificated Personnel Salaries Concentration $56,441
	Class Size Reduction Teacher salary and benefits 1000-1999: Certificated Personnel Salaries Concentration $103,826	Class Size Reduction Teacher salary and benefits 1000-1999: Certificated Personnel Salaries Concentration $103,826
	Intervention Aide salary and benefits 2000-2999: Classified Personnel Salaries Concentration 0	Intervention Aide salary and benefits 2000-2999: Classified Personnel Salaries Concentration $11,833

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.	Despite state-wide teacher shortages and late notice for retirement, the district succeeded in staffing all positions appropriately. Community Meetings were consistently implemented at the elementary grades, providing many opportunities to promote positive and healthy behaviors. Efforts were evident, but less consistent at grades 6-12. 1:1 with Chromebooks was expanded to lower grades.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	On all local measures of school climate and safety the district met goals. All students have 1:1 devices to access learning with technology and teachers are increasing in their ability to plan instruction with technology. State indicators for chronic absenteeism and suspension rates show areas for improvement. While the most recent data reflects fewer suspenions than the state baseline data shows, we continue to pursue alternatives to suspension for chronic behaviors. Chronic absenteeism is a persistent problem. Although the State indicator is not yet available for this data, we know that our rate has increased.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	ACT 1-District did not do all the capital outlay projects planned. ACT 2-District purchased new chairs for students and more Tech equipment than what was projected. ACT 5-Budgets were not all spent due to use of surplus materials from prior year purchases. ACT 7-Salaries and benefits decreased due to new teachers coming in lower on the salary schedule.

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

Goal 2 has actions that will continue to support the following identified needs. Seek additional SARB structures and support to reduce Chronic Absenteeism. Further develop activities for Restorative Justice, self reflection on character development, and use of Positive Behavior supports. A added action to create a more refined program for detention and Saturday School to recover tardies and absences and to reduce suspension is found in Goal 2 Action 12.

Annual Update

LCAP Year Reviewed: 2016-17

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

Goal 3	All students will graduate from high school prepared for post secondary and career options or earn a certificate of completion.

State and/or Local Priorities Addressed by this goal:	STATE	☐ 1	☐ 2	☐ 3	☐ 4	☒ 5	☐ 6	☒ 7	☒ 8
	COE LOCAL	☐ 9	☐ 10						

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
5. E. Maintain or increase the percentage of students meeting state and local graduation requirements. (2013-14 was 78%, 2014-15 was 90%) a. All students will have a senior exit interview. (2013-14 100%, 2014-15 100%) b. All students will have a career portfolio. (2013-14 100%, 2014-15 100%) c. Student self assessment rubrics for the Habits of Scholarship will demonstrate individual growth. (score of 3 or 4 on rubric) 7. A. Course schedules will show evidence of opportunities to access courses described in Sections 51210 and 51220. 7. B. As our unduplicated population is 82%% or higher, all programs and services are for unduplicated pupils 7. C. Fewer than five RTI program students will be eligible for special education initial identification annually. (None in 14-15) 8. Student transcripts will show evidence of passing grades for courses described under sections 51210 and 51220 (Student gradepoint averages over time are 2.0 or higher)	5. E. Maintain or increase the percentage of students meeting state and local graduation requirements. (2013-14 was 78%, 2014-15 was 90%, 2015-16 100%) a. All students had a senior exit interview. b. All students had a career portfolio. c. Student self assessment rubrics for the Habits of Scholarship will demonstrate individual growth. (score of 3 or 4 on rubric) This assessment has not been reported to the district 7. A. Course schedules showed evidence of opportunities to access courses described in Sections 51210 and 51220. 7. B. As our unduplicated population is 82%% or higher, all programs and services are for unduplicated pupils 7. C. Fewer than five RTI program students were eligible for special education initial identification. 8. Student transcripts show evidence of passing grades for courses described under sections 51210 and 51220

ACTIONS / SERVICES

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

Action 1

Actions/Services

PLANNED	ACTUAL
Students will demonstrate understanding of and act in accordance with the Habits of Scholarship.	Students demonstrated understanding of and act in accordance with the Habits of Scholarship.

Expenditures

BUDGETED	ESTIMATED ACTUAL
ASB Warrior Code and Academic Rewards 4000-4999: Books And Supplies Concentration $900	ASB Warrior Code and Academic Rewards 4000-4999: Books And Supplies Concentration 0

Action 2

Actions/Services

PLANNED	ACTUAL
Students will graduate with completed career portfolios. The district will maintain a career technician to support career choices and portfolio completion	Students graduated with completed career portfolios. The district will maintain a career technician to support career choices and portfolio completion

Expenditures

BUDGETED	ESTIMATED ACTUAL
General Fund Resource 5810 Career Technician Salary and Benefits 2000-2999: Classified Personnel Salaries Other $7,307	General Fund Resource 5810 Career Technician Salary and Benefits 2000-2999: Classified Personnel Salaries Other $10,471
LCFF Career Technician Salary and Benefits 2000-2999: Classified Personnel Salaries Concentration $29,950	LCFF Career Technician Salary and Benefits 2000-2999: Classified Personnel Salaries Concentration $31,415
General Fund Road Trip Nation Subscription 5000-5999: Services And Other Operating Expenditures Concentration $255	General Fund Road Trip Nation Subscription 5000-5999: Services And Other Operating Expenditures Concentration $176
General Fund Supplies and materials for portfolios 4000-4999: Books And Supplies Concentration $100	General Fund Supplies and materials for portfolios 4000-4999: Books And Supplies Concentration $299

Action 3

Actions/Services

PLANNED	ACTUAL
Students will complete a senior exit interview	Students completed a senior exit interview

Expenditures

BUDGETED	ESTIMATED ACTUAL
No additional cost associated	No additional cost

Action 4

Actions/Services

PLANNED	ACTUAL
Students will have access to the courses needed in order to meet graduation requirements.	Students had access to the courses needed in order to meet graduation requirements.

Expenditures

BUDGETED	ESTIMATED ACTUAL
LCFF Odysseyware 5000-5999: Services And Other Operating Expenditures Concentration $6,000	LCFF Odysseyware 5000-5999: Services And Other Operating Expenditures Concentration $6,000

| Teaching staff costs already recorded | Teaching staff costs already recorded |

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 seniors completed a senior exit interview and high school students have career portfolios. Students had access to courses needed for graduation. Elementary students used a rubric to self-assess their understanding and actions as scholars.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Interviews with students who have graduated and completed senior exit interviews and career portfolios validate the usefulness and importance of these practices for future college and career success. In surveys and focus groups our high school students are able to articulate what they need to do to enter a four year college, and what they need to have in place to successfully apply to a job. They have some ideas for career choices matched to their interests.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	ACT 1-No purchases were made as surplus materials from prior year purchases were available.
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.	We are in process to modify the senior exit interview into a more comprehensive presentation of learning and achievement by individual students to a community panel. Passages will also eventually take place at 5th, 8th and 10th grades in order to provide scaffolding towards a more comprehensive capstone event. WASC reviewers commented that increased use of practice SAT and PSAT programs could be beneficial to our career preparation program. These changes are found in Goal 3 Action 3.

Stakeholder Engagement

LCAP Year ☒ 2017–18 ☐ 2018–19 ☐ 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

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

From August 2016 through June 2017, BPUSD has engaged in several activities to gain input from all the relevant stakeholders regarding the district's current strengths and needs. A careful planning process, gathering input from key stakeholders was used to set priorities and create goals. Metrics were reported and discussed with each group as results have become available. Specific dates of meetings, stakeholders included and outcomes from those meetings are documented in the update section below.

Stakeholder engagement opportunities include District Board Meetings (which regularly include Bargaining Unit Representatives, Student Representative, and Community Members), District Advisory Council Meetings, District-Tribe Collaborative Meetings, Annual School Climate Survey, EL Education Leadership Team Meetings, Student Crew Leader and Community Meetings.

Board hearing June 5, 2017. Board Approval June 12, 2017

District Board Meetings are productive venues for LCAP progress reporting and discussions for action and strategies. In addition to the governing board and superintendent, the following participants are also present: Principal, Bargaining Unit Representatives, Student Representative, Community Members. 9/14/16, 10/3/16, 11/5/16, 12/14/16, 1/11/17, 2/6/17, 3/6/17, 4/3/17, 5/1/17, 6/5/17, 6/12/17

Big PIne District-Tribe Collaborative (Collaborative) Meetings (Indian Education Center representatives, Title VII Liaison, tribal administrator, Indian Education Parent advisory representative, BPUSD principal, BPUSD Superintendent) 9/3/16, 11/4/16, 1/10/17, 3/7/17, 5/4/17

EL Leadership Team Meetings (Grade span teacher representatives and BPUSD administrators, EL school designer) 8/9/16, 11/3/16 12/13/16, 1/10/17, 2/14/17, 3/7/17, 5/4/17

District Advisory Council Meetings (DAC) (designated by the Board as the parent advisory group for LCAP. Included teachers, community member, parent, classified and student representatives) focused on LCAP input: 10/6/16, 12/1/16, 1/12/17, 2/9/17, 4/6/17, 5/4/17

Information on School Climate Survey and request for any additional input was included in the Big Pine Beacon (our district newsletter which is mailed to 900 community members in our residence area).

Student Advisory Group: DAC members, Board Rep, Survey results

Staff, Student, Parent Surveys conducted during student led conference week March 2017

IMPACT ON LCAP AND ANNUAL UPDATE

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

As a Basic Aid District the Big Pine Unified School District has met funding targets under LCFF. Thus, no new funds are being allocated to the District despite high concentrations of unduplicated pupils. Because of those high numbers, our services are nearly all school wide, although designed to positively affect achievement of unduplicated pupils. Over 85% of our budget is dedicated to staffing. Meetings have been held to strategically allocate existing resources and consensus has been reached to define our areas for high impact. Continued emphasis, changes and additions to our LCAP goals, actions and services are summarized as items 1-8 below.

No written comments were received by the Big Pine Unified School District in relationship to the LEA engagement process. However in discussion consensus was reached to continue the intervention teacher position at the elementary despite the need to use district reserves as funding from the County Office has been eliminated. Survey data for three years has indicated a desire by parents and students for more career technical education, especially in the area of construction, auto, and culinary arts. We continue to research every opportunity for ongoing funding for a CTE teacher. We currently offer a Design, Visual and Media Arts pathway to all high school students.

There are no foster youth currently enrolled in the District (Last reported to the District by ICOE in February 2017). There are no homeless students reported in the District as of April 18, 2017. There is one English Language Learner identified in the District in 16-17. Actions and services in this LCAP are available to any of these students should they enroll, and the District is aware of and will provide all accommodations required by law to expedite the success of students within these subgroups of the unduplicated popluation.

1. Criteria for credentialing within the EL Network has resulted in a major push to change our local assessment system. We have ended our contract with OARS. In 16-17 we piloted use of AIMSweb and are beginning use of NWEA MAP to measure student growth. This change is reflected in Goal 1 Action 8.

2. Implementation of Expeditionary Learning continues to be our major area of focus for District transformation of teaching and learning. A new area of focus within our EL Workplan is creating a Culture of Writing as described in Core Practice 14. A major revision of the workplan template resulted in changes to Goal 1 of the LCAP and to Actions 8 and 9. Priority 8 indicator now is tied to NWEA Map.

3. Within the work of Expeditionary Learning implementation, we also incorporate continuing efforts to integrate state standards and to improve the achievement of all student groups on CAASPP. We also wish to keep our focus on college and career ready by maintaining our career portfolios and senior exit interviews. Senior exit interviews will transition into Passages. Passages will be added to grades 5, 8 and 10 over the next years. This area of discussion reinforced our implementation of Goal 1 and resulted in the change reflected in Goal 3 Action 3.

4. Implementation of Positive Behavior Intervention and Supports and maintenance of a safe and effective learning environment is the third area of focus. Within that area two major projects are being addressed, a modernization of the fire alarm system, and replacement of the preschool building. Those projects are listed in Goal 2 Actions 8 and 9.

5. A replacement plan for chromebooks and other digital devices is a priority. This is reflected in Goal 2 Action 2.

6. Continued support of furniture designed for 21st century classrooms is desired. This change is found in Goal 2 Action 11.

7. Purchase of another van to support field work is requested. This change is found in Goal 2 Action 10.

8. Development of a response to absences, truancies and suspension rates are found in Goal 2 and specifically in Action 12 Saturday School.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

☐ New	☒ Modified	☐ Unchanged

Goal 1	Meet the identified goals in Three Dimensions of Student Achievement as stated in the EL Education Work Plan. 1. Mastery of Knowledge and Skills: Big Pine students will acquire the knowledge and skills to be college and career ready. 2. Character: Big Pine students will develop the performance and behavior character traits to contribute to making the world a better place. 3. High Quality Work: Big Pine students will create high quality products for authentic purposes and audiences.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☒ 2 ☒ 3 ☒ 4 ☐ 5 ☐ 6 ☐ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL

Identified Need

The Big Pine Elementary was identified as a school ranked in decile 2 on the 2005 Academic Performance Index, and became a Quality Education Investment Act (QEIA) school. Expeditionary Learning (now known as EL Education) was implemented starting in 2012-13 as a transformative reform model to improve outcomes for students. State test scores and API scores have fluctuated dramatically due to small student population, however, overall students are performing below state averages for proficiency and improvement is desired. In the 15-16 school year there were a number of changes in District staffing as well as a 6 month delay of services from EL due to a change in school designers. In 16-17 retirements and resignations meant three new teachers in a staff of four at the high school level. We also had gaps in EL service and another change to the School Designer. The commitment to EL was re-examined and re-affirmed by all stakeholders with an expectation that eight years of implementation would be needed to see full potential. A key factor for continuing and becoming a credentialed EL School District in the network will be to have students demonstrate individual growth on NWEA MAP assessments.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 2. A. Implementation of State Standards/Percent of Expeditions, Case Studies and Projects that name state standards for academic content and performance.	2. A. 100%	2. A. 100%	2. A. 100%	2. A. 100%
Priority 2. B. ELL access to CCSS and ELD standards to	2. B. School Leader's observations and review of lesson planning documents	2. B. School Leader's observations and review of lesson planning documents	2. B. School Leader's observations and review of lesson planning documents	2. B. School Leader's observations and review of lesson planning documents

gain content knowledge and language proficiency/ Teacher observation and review of case studies, expeditions and projects for teachers of ELL students.	provide evidence that ELD standards and Integrated ELD strategies are incorporated to support ELL students in gaining content knowledge and language proficiency.	provide evidence that ELD standards and Integrated ELD strategies are incorporated to support ELL students in gaining content knowledge and language proficiency.	provide evidence that ELD standards and Integrated ELD strategies are incorporated to support ELL students in gaining content knowledge and language proficiency.	provide evidence that ELD standards and Integrated ELD strategies are incorporated to support ELL students in gaining content knowledge and language proficiency.
Priority 3. A, B, C. Efforts to seek parental input, promote parental participation, and promote parental participation for parents of students with special needs/ Percent of students who had a parent/guardian or caring adult in attendance at their student led conference two times annually.	3, A., B, C: 99%	3. A. B. C: 100%	3. A, B, C: 100%	3. A, B, C: 100%
Priority 4. A. Achievement on Statewide Assessments/Academic Indicator Performance Level: Improving to Green	4. A. Math 3-8 All Yellow SED Yellow Am Ind Orange English Language Arts 3-8 All Orange SED Red Am Ind Red Note: White student group is below 30 in number and is not reported as a subgroup	4. A. Math 3-8 All Yellow SED Yellow Am Ind Yellow English Language Arts 3-8 All Orange SED Orange Am Ind Orange Note: White student group is below 30 in number and is not reported as a subgroup	4. A. Math 3-8 All Green SED Yellow Am Ind Yellow English Language Arts 3-8 All Yellow SED Yellow Am Ind Yellow Note: White student group is below 30 in number and is not reported as a subgroup	4. A. Math 3-8 All Green SED Green Am Ind Green English Language Arts 3-8 All Green SED Green Am Ind Green Note: White student group is below 30 in number and is not reported as a subgroup
Priority 4. B. Academic Performance Index	4. B NA	4. B NA	4. B NA	4. B NA
Priority 4. C. Percent of students who complete A-G requirements	4. C. 100%	4. C. 100%	4. C. 100%	4. C. 100%
Priority 4. D. Percent of students who make progress on CELDT/Indicated by * as numbers are too small to report	4. D. *	4. D.*	4. D. *	4. D. *
Priority 4. E. English learner reclassification rate/Indicated by	4. E. *	4. E. *	4. E. *	4. E. *

* as numbers are too small to report				
Priorty 4. F. Percentage of students taking and passing AP exam with 3 or higher/Indicated by * as numbers are too small to report	4. F. *	4. F. *	4. F. *	4. F. *
Priority 4. G. Percentage of students who demonstrate college preparedness on Early Assessment Program/Indicated by * as numbers are too small to report	4. G. *	4. G. *	4. G.*	4. G. *
Priority 8. A. Pupil Outcomes: EL Education Implementation Review Score,	8. A. 2016 IR Score = 92	8. A. 98	8. A. 98+	8. A. 98+
8. A.Pupil Outcomes: NWEA MAP and District Writing Benchmark Rubric (SBAC Aligned). Baseline NWEA MAP assessments given in late May 2017. Baseline data is being analyzed and will be reported in the 2018 LCAP as a result of the 17-18 LCAP review. Growth targets will also be determined and provided in the 2018 LCAP.	8. A. 1) __% or more of students are meeting their growth target on NWEA MAP in ELA. 2) __% or more of students are meeting their growth target on NWEA MAP reading. 3) __% or more of students are meeting their growth target on NWEA MAP in math. 4) 40% Students will achieve a 3 or better on one major process writing product each year.	8. A. 1) __% or more of students are meeting their growth target on NWEA MAP in ELA. 2) __% or more of students are meeting their growth target on NWEA MAP reading. 3) __% or more of students are meeting their growth target on NWEA MAP in math. 4) 45% Students will achieve a 3 or better on one major process writing product each year.	8. A. 1) __% or more of students are meeting their growth target on NWEA MAP in ELA. 2) __% or more of students are meeting their growth target on NWEA MAP reading. 3) __% or more of students are meeting their growth target on NWEA MAP in math. 4) 50% Students will achieve a 3 or better on one major process writing product each year.	8. A. 1) __% or more of students are meeting their growth target on NWEA MAP in ELA. 2) __% or more of students are meeting their growth target on NWEA MAP reading. 3) __% or more of students are meeting their growth target on NWEA MAP in math. 4) 55% Students will achieve a 3 or better on one major process writing product each year.

PLANNED ACTIONS / SERVICES

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

Action   **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]
Location(s)	☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served	☒ English Learners	☒ Foster Youth	☒ Low Income

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Staff will carry out actions, activities, and professional development as stated in the annual EL Education Cooperative Agreement.	Staff will carry out actions, activities, and professional development as stated in the annual Expeditionary Learning Cooperative Agreement.	Staff will carry out actions, activities, and professional development as stated in the annual Expeditionary Learning Cooperative Agreement.

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$7,800	Amount	$7,800	Amount	$7,800
Source	Other	Source	Other	Source	Other
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Title 1 EL Education MOU	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Title 1 EL Education MOU	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Title 1 EL Education MOU
Amount	$5,876	Amount	$5,876	Amount	$5,876
Source	Other	Source	Other	Source	Other
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Title 2 EL Education MOU	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Title 2 EL Education MOU	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Title 2 EL Education MOU
Amount	$26,324	Amount	$26,324	Amount	$26,324
Source	Concentration	Source	Concentration	Source	Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures

LCFF EL Edcuation MOU - General Fund Unrestricted	LCFF EL Education MOU - General Fund Unrestricted	LCFF EL Education MOU - General Fund Unrestricted

Action   **2**

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

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

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

OR

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

Students to be Served   ☐ English Learners   ☐ Foster Youth   ☐ Low Income

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Implement all state standards within instructional practices of Expeditionary Learning, including in case studies and in expeditions	Implement all state standards within instructional practices of EL Education, including in case studies and in expeditions	Implement all state standards within instructional practices of EL Education, including in case studies and in expeditions

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$5,950	Amount	$6,010	Amount	$6,010
Source	Other	Source	Other	Source	Other
Budget Reference	4000-4999: Books And Supplies	Budget Reference	4000-4999: Books And Supplies	Budget Reference	4000-4999: Books And Supplies

	Lottery Instructional Materials Eureka Math Workbooks		Lottery Instructional Materials Eureka Math Workbooks		Lottery Instructional Materials Eureka Math Workbooks
Amount	$6,500	Amount	$6,500	Amount	$6,500
Source	Base	Source	Base	Source	Base
Budget Reference	4000-4999: Books And Supplies LCFF Eureka Math Workbooks	Budget Reference	4000-4999: Books And Supplies LCFF Instructional Materials Eureka Math Workbooks	Budget Reference	4000-4999: Books And Supplies LCFF Instructional Materials Eureka Math Workbooks
Amount	$8,325	Amount	$8,400	Amount	$8,400
Source	Base	Source	Base	Source	Base
Budget Reference	4000-4999: Books And Supplies LCFF Expedition Resources (Books and Supplies)	Budget Reference	4000-4999: Books And Supplies LCFF Expediton Resources (Books and Supplies)	Budget Reference	4000-4999: Books And Supplies LCFF Expediton Resources (Books and Supplies)
Amount	$5,000	Amount	$5,000	Amount	$5,000
Source	Base	Source	Base	Source	Base
Budget Reference	4000-4999: Books And Supplies LCFF Instructional Materials English	Budget Reference	4000-4999: Books And Supplies LCFF Instructional Materials English	Budget Reference	4000-4999: Books And Supplies LCFF Instructional Materials English
Amount	$30,000	Amount	$30,000	Amount	$30,000
Source	Concentration	Source	Concentration	Source	Concentration
Budget Reference	4000-4999: Books And Supplies LCFF Textbook Adoption	Budget Reference	4000-4999: Books And Supplies LCFF Textbook Replacement/Adoption	Budget Reference	4000-4999: Books And Supplies LCFF Textbook Replacement/Adoption

Action **3**

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

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

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

OR

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

Students to be Served   ☒ English Learners   ☒ Foster Youth   ☒ Low Income

	Scope of Services	☒ LEA-wide	☐ Schoolwide	**OR**	☐ Limited to Unduplicated Student Group(s)
	Location(s)	☒ All Schools	☐ Specific Schools:		☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Provide opportunities for all students to produce high quality products for authentic audiences	Provide opportunities for all students to produce high quality products for authentic audiences	Provide opportunities for all students to produce high quality products for authentic audiences

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Budget Reference	No Additional Cost	Budget Reference	No Additional Cost	Budget Reference	No Additional Cost

Action **4**

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

	Students to be Served	☒ All	☒ Students with Disabilities	☐ [Specific Student Group(s)]
	Location(s)	☒ All Schools	☐ Specific Schools:	☐ Specific Grade spans:

OR

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

	Students to be Served	☐ English Learners	☐ Foster Youth	☐ Low Income
	Scope of Services	☐ LEA-wide	☐ Schoolwide	**OR** ☐ Limited to Unduplicated Student Group(s)

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Provide opportunities for all students to achieve academic and character goals identified in their student led conference portfolios	Provide opportunities for all students to achieve academic and character goals identified in their student led conference portfolios	Provide opportunities for all students to achieve academic and character goals identified in their student led conference portfolios

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$1,800	Amount	$1,800	Amount	$1,800
Source	Concentration	Source	Concentration	Source	Concentration
Budget Reference	4000-4999: Books And Supplies LCFF Binders and dividers for SLCs	Budget Reference	4000-4999: Books And Supplies LCFF Binders and Supplies for SLCs	Budget Reference	4000-4999: Books And Supplies LCFF Binders and Supplies for SLCs

Action   **5**

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

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

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

OR

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

Students to be Served	☐ English Learners	☐ Foster Youth	☐ Low Income

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Provide opportunities for all students to demonstrate ownership of their learning and have confidence in their ability to present knowledge in student led conferences, presentations to authentic audiences and in community meetings.	Provide opportunities for all students to demonstrate ownership of their learning and have confidence in their ability to present knowledge in student led conferences, presentations to authentic audiences and in community meetings	Provide opportunities for all students to demonstrate ownership of their learning and have confidence in their ability to present knowledge in student led conferences, presentations to authentic audiences and in community meetings

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Budget Reference — No additional costs	Budget Reference — No additional costs	Budget Reference — No additional costs

Action   **6**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served	☒ All ☒ Students with Disabilities ☐ [Specific Student Group(s)]
Location(s)	☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged

Provide the opportunity for all students to participate in the CAASPP.	Provide the opportunity for all students to participate in the CAASPP.	Provide the opportunity for all students to participate in the CAASPP.

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$4,320	Amount	$5,006	Amount	$5,050
Source	Base	Source	Base	Source	Base
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures General Fund Test fees	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures General Fund Test Fees	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures General Fund Test Fees
Amount	$200	Amount	$200	Amount	$200
Source	Base	Source	Base	Source	Base
Budget Reference	4000-4999: Books And Supplies General Fund Snacks for testing	Budget Reference	4000-4999: Books And Supplies General Fund Snacks and Supplies for Testing	Budget Reference	4000-4999: Books And Supplies General Fund Snacks and Supplies for Testing

Action 7

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

Students to be Served

☐ All   ☐ Students with Disabilities   ☐ [Specific Student Group(s)]

Location(s)

☐ All Schools   ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served

☒ English Learners   ☒ Foster Youth   ☒ Low Income

Scope of Services

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

Location(s)

☒ All Schools   ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Provide all students will the opportunity to engage in learning through projects, case studies or expeditions	Provide all students will the opportunity to engage in learning through projects, case studies or expeditions	Provide all students will the opportunity to engage in learning through projects, case studies or expeditions

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$18,000	Amount	$18,000	Amount	$18,000
Source	Concentration	Source	Concentration	Source	Concentration
Budget Reference	5700-5799: Transfers Of Direct Costs LCFF Field Work Transportation	Budget Reference	5700-5799: Transfers Of Direct Costs LCFF Transportation EL Field Work	Budget Reference	5700-5799: Transfers Of Direct Costs LCFF Transportation EL Field Work
Amount	$14,098	Amount	$14,000	Amount	$14,000
Source	Concentration	Source	Concentration	Source	Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries LCFF Expedition Summer Institutes Salaries and Benefits	Budget Reference	1000-1999: Certificated Personnel Salaries LCFF Summer Institutes and EL Conferences Salary and Benefits	Budget Reference	1000-1999: Certificated Personnel Salaries LCFF Summer Institutes and EL Conferences Salary and Benefits
Amount	$18,834	Amount	$19,122	Amount	$19,122
Source	Concentration	Source	Concentration	Source	Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries LCFF Buyback Days Salaries and Benefits	Budget Reference	1000-1999: Certificated Personnel Salaries LCFF Buyback and PD Day Salary and Benefits	Budget Reference	1000-1999: Certificated Personnel Salaries LCFF Buyback and PD Day Salary and Benefits

Action **8**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]
Location(s)	☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served	☒ English Learners	☒ Foster Youth	☒ Low Income

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☒ New ☐ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged
Create local assessment system using NWEA MAP, AIMSweb and District Writing benchmark rubric	Implement and refine local assessment system using NWEA MAP, AIMSweb and District Writing benchmark rubric	Implement local assessment system using NWEA MAP, AIMSweb and District Writing benchmark rubric

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	1073	Amount	1073	Amount	1073
Source	Concentration	Source	Concentration	Source	Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Pearson	Budget Reference	5000-5999: Services And Other Operating Expenditures Pearson	Budget Reference	5000-5999: Services And Other Operating Expenditures Pearson

Action **9**

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

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

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

OR

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

Students to be Served	☒ English Learners	☒ Foster Youth	☒ Low Income

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☒ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Provide release time for teachers to calibrate and score writing assessments.	Provide release time for teachers to calibrate and score writing assessments.	Provide release time for teachers to calibrate and score writing assessments.

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	1980	Amount	2011	Amount	2042
Source	Concentration	Source	Concentration	Source	Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	Budget Reference	1000-1999: Certificated Personnel Salaries	Budget Reference	1000-1999: Certificated Personnel Salaries

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

☐ New	☐ Modified	☒ Unchanged

Goal 2	Provide a safe, secure and healthy learning and working environment

State and/or Local Priorities Addressed by this goal:

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

Identified Need

Staffing and credentials need frequent monitoring and hiring is an annual need. Facilities, equipment, supplies and materials need continual maintenance and renewal to adequately support the instructional environment.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 1. A, B, C. Basic Services and Conditions/ Local Indicator Report: Access to textbooks, adequate facilities, and appropriately assigned teachers.	1. A. Met	1. A. Met	1. A. Met	1. A. Met
Priority 5. A. Pupil Engagement/School attendance rate of 92% or better	5. A. 92.44%	5. A. 92.5%	5. A. 92.5%	5. A. 92.5%
Priority 5. B. Pupil Engagement/Chronic absenteeism rate	5. B. 34%	5. B. 29%	5. B. 24%	5 B. 20%
Priority 5. C. Pupil Engagement/ Percent of Middle School drop outs	5. C. 0%	5. C. 0%	5. C. 0%	5. C. 0%
Priority 5. D. Pupil Engagement/Percent of High School drop outs	5. D. 0%	5. D. 0%	5. D. 0%	5. D. 0%

Priority 5. E. Pupil Engagement/High School graduation rate	5. E. 100%	5. E. 100%	5. E. 100%	5. E. 100%
Priority 6. A. School Climate/Suspension Rate	6. A. 12.1%	6. A. 10%	6. A. 8%	6. B. 8%
Priority 6. B. School Climate/Expulsion Rate	6. B. 0%	6. B. 0%	6. B. 0%	6. B. 0%
Priority 6. C School Climate /SLC Survey parent and student sense of safety and school connection at 4/5	6. C. Met	6. C. Met	6. C. Met	6. C. Met
Priority 8 Pupil Outcomes/PBIS feather data demonstrates a 4:1 ratio of positive reinforcement to referral	8. Met	8. Met	8. Met	8. Met

PLANNED ACTIONS / SERVICES

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

Action   **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:			
Students to be Served	☒ All ☒ Students with Disabilities ☐ [Specific Student Group(s)]		
Location(s)	☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:		

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:			
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income		
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)		
Location(s)	☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:		

ACTIONS/SERVICES

2017-18

☐ New   ☐ Modified   ☒ Unchanged

Provide facilities needed to support student learning

2018-19

☐ New   ☐ Modified   ☒ Unchanged

Provide facilities needed to support student learning

2019-20

☐ New   ☐ Modified   ☒ Unchanged

Provide facilities needed to support student learning

BUDGETED EXPENDITURES

2017-18

Amount	$100,000
Source	Base
Budget Reference	6000-6999: Capital Outlay Fund 40 Maintenance Project List
Amount	$25,000
Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures Fund 14 Deferred Maintenance

2018-19

Amount	$100,000
Source	Base
Budget Reference	6000-6999: Capital Outlay Fund 40 Maintenance Project List
Amount	$25,000
Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures Fund 14 Deferred Maintenance

2019-20

Amount	$100,000
Source	Base
Budget Reference	6000-6999: Capital Outlay Fund 40 Maintenance Project List
Amount	$25,000
Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures Fund 14 Deferred Maintenance

Action   **2**

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

Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]
Location(s)	☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served	☒ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

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

ACTIONS/SERVICES

2017-18

☐ New ☐ Modified ☒ Unchanged

Provide equipment needed to support student learning, including technology

2018-19

☐ New ☐ Modified ☒ Unchanged

Provide equipment needed to support student learning, including technology

2019-20

☐ New ☐ Modified ☒ Unchanged

Provide equipment needed to support student learning, including technology

BUDGETED EXPENDITURES

2017-18

Amount	$22,550
Source	Concentration
Budget Reference	4000-4999: Books And Supplies LCFF Technology upgrades, repairs and replacements
Amount	$3,060
Source	Concentration
Budget Reference	4000-4999: Books And Supplies General Fund Classroom furniture

2018-19

Amount	$22,775
Source	Concentration
Budget Reference	4000-4999: Books And Supplies LCFF Technology Repairs, Upgrades and Maintenance
Amount	$4,000
Source	Concentration
Budget Reference	4000-4999: Books And Supplies General Fund Classroom Furniture

2019-20

Amount	$23,000
Source	Concentration
Budget Reference	4000-4999: Books And Supplies LCFF Technology Repairs, Upgrades and Maintenance
Amount	$4100
Source	Concentration
Budget Reference	4000-4999: Books And Supplies General Fund Classroom Furniture

Action 3

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

Students to be Served	☒ All ☒ Students with Disabilities	☐ [Specific Student Group(s)]
Location(s)	☒ All Schools ☐ Specific Schools:	☐ Specific Grade spans:

OR

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

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services	☐ LEA-wide	☐ Schoolwide	**OR**	☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All Schools	☐ Specific Schools:		☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Provide standards aligned materials and supplies needed to support student learning	Provide standards aligned materials and supplies needed to support student learning	Provide standards aligned materials and supplies needed to support student learning

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$23,500	Amount	$23,500	Amount	$23,500
Source	Base	Source	Base	Source	Base
Budget Reference	4000-4999: Books And Supplies General Fund All classroom instructional supply budgets	Budget Reference	4000-4999: Books And Supplies LCFF All Classroom Instructional Supplies Budgets	Budget Reference	4000-4999: Books And Supplies LCFF All Classroom Instructional Supplies Budgets

Action **4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:			
Students to be Served	☒ All	☐ Students with Disabilities	☐ [Specific Student Group(s)]
Location(s)	☒ All Schools	☐ Specific Schools:	☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:			
Students to be Served	☐ English Learners	☐ Foster Youth	☐ Low Income
Scope of Services	☐ LEA-wide	☐ Schoolwide	**OR** ☐ Limited to Unduplicated Student Group(s)

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Provide opportunities for students to learn about and participate in healthy lifestyle activities	Provide opportunities for students to learn about and participate in healthy lifestyle activities	Provide opportunities for students to learn about and participate in healthy lifestyle activities

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$1,275	Amount	$1,280	Amount	$1,300
Source	Concentration	Source	Concentration	Source	Concentration
Budget Reference	4000-4999: Books And Supplies General Fund Supplies for community meetings, field days	Budget Reference	4000-4999: Books And Supplies LCFF Supplies Community Meetings and Field Days	Budget Reference	4000-4999: Books And Supplies LCFF Supplies Community Meetings and Field Days

Action   **5**

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

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

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

OR

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

Students to be Served	☒ English Learners	☒ Foster Youth	☐ Low Income

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Provide programs that foster positive behaviors and character development through the Warrior Code (Positive Behavior Intervention and Supports)	Provide programs that foster positive behaviors and character development through the Warrior Code (Positive Behavior Intervention and Supports)	Provide programs that foster positive behaviors and character development through the Warrior Code (Positive Behavior Intervention and Supports)

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$1,250	Amount	$1,250	Amount	$1,250
Source	Concentration	Source	Concentration	Source	Concentration
Budget Reference	4000-4999: Books And Supplies General Fund Feather Ticket Rewards Program	Budget Reference	4000-4999: Books And Supplies General Fund Warrior Code Feather Tickets	Budget Reference	4000-4999: Books And Supplies General Fund Warrior Code Feather Tickets
Amount	$2,075	Amount	$2,075	Amount	$2,075
Source	Concentration	Source	Concentration	Source	Concentration
Budget Reference	4000-4999: Books And Supplies General Fund Awards assemblies	Budget Reference	4000-4999: Books And Supplies General Fund Awards Assemblies	Budget Reference	4000-4999: Books And Supplies General Fund Awards Assemblies
Amount	$250	Amount	$255	Amount	$255
Source	Concentration	Source	Concentration	Source	Concentration
Budget Reference	2000-2999: Classified Personnel Salaries General Fund Behavior Matrix Instructional Day (supplemental hours)	Budget Reference	2000-2999: Classified Personnel Salaries General Fund support for Matrix Instructional Day (supplemental hours)	Budget Reference	2000-2999: Classified Personnel Salaries General Fund support for Matrix Instructional Day (supplemental hours)

Action **6**

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

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

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

OR

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

Students to be Served	☐ English Learners	☐ Foster Youth	☐ Low Income

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
The District will seek support and encourage open and honest communication with students, parents, employees and the extended community.	The District will seek support and encourage open and honest communication with students, parents, employees and the extended community.	The District will seek support and encourage open and honest communication with students, parents, employees and the extended community.

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$800	Amount	$800	Amount	$800
Source	Concentration	Source	Concentration	Source	Concentration
Budget Reference	5900: Communications General Fund Big Pine Beacon (paper and mailing costs)	Budget Reference	5900: Communications General Fund Beacon Paper and Mailings	Budget Reference	5900: Communications General Fund Beacon Paper and Mailings
Amount	$1,457	Amount	$1,500	Amount	$1,525
Source	Concentration	Source	Concentration	Source	Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries LCFF Annual School Climate Student Led Conference Survey (2 days of administrator time) Salaries and Benefits	Budget Reference	1000-1999: Certificated Personnel Salaries LCFF Annual Climate Survey (SLC) for stakeholders, 2 days administrative time	Budget Reference	1000-1999: Certificated Personnel Salaries LCFF Annual Climate Survey (SLC) for stakeholders, 2 days administrative time

Action   **7**

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

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

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

OR

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

Students to be Served
☒ English Learners   ☒ Foster Youth   ☒ Low Income

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

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

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
The District will staff all classrooms with highly qualified teachers and maintain the position formerly funded by QEIA in order to keep class sizes small and avoid combination classes

In 15-16 the District began a three year pilot of an Elementary Care teacher position for academic intervention and behavior support. In 16-17 the Resource teacher provided additional academic intervention and behavior support time. The Care position will continue based upon data of student progress, and on budget considerations. Allocation of Resource time will continue base upon data of student progress. Evaluate in the 17-18 year for ongoing support. | The District will staff all classrooms with highly qualified teachers and maintain the position formerly funded by QEIA in order to keep class sizes small and avoid combination classes | The District will staff all classrooms with highly qualified teachers and maintain the position formerly funded by QEIA in order to keep class sizes small and avoid combination classes |

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$1,407,204	Amount	$1,407,204	Amount	$1,407,204
Source	Base	Source	Base	Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries LCFF Restricted and Unrestricted Teacher salary and benefits	Budget Reference	1000-1999: Certificated Personnel Salaries LCFF Restricted and Unrestricted Teacher salary and benefits	Budget Reference	1000-1999: Certificated Personnel Salaries LCFF Restricted and Unrestricted Teacher salary and benefits
Amount	$54,649	Amount	$54,649	Amount	$54,649
Source	Other	Source	Other	Source	Other
Budget Reference	1000-1999: Certificated Personnel Salaries Title 1 Funds Elementary Care Teacher Salary and Benefits	Budget Reference	1000-1999: Certificated Personnel Salaries Title 1 Funds Elementary Care Teacher Salary and Benefits	Budget Reference	1000-1999: Certificated Personnel Salaries Title 1 Funds Elementary Care Teacher Salary and Benefits
Amount	$161,546	Amount	$165,635	Amount	$165,635
Source	Other	Source	Other	Source	Other
Budget Reference	1000-1999: Certificated Personnel Salaries Resource 6500 &3310 Special Ed Teacher salary and benefits	Budget Reference	1000-1999: Certificated Personnel Salaries Resource 6500 &3310 Special Ed Teacher salary and benefits	Budget Reference	1000-1999: Certificated Personnel Salaries Resource 6500 &3310 Special Ed Teacher salary and benefits

Action 8

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

Students to be Served	☒ All	☐ Students with Disabilities	☐ [Specific Student Group(s)]
Location(s)	☒ All Schools	☐ Specific Schools:	☐ Specific Grade spans:

OR

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

Students to be Served	☐ English Learners	☐ Foster Youth	☐ Low Income

	Scope of Services	☐ LEA-wide	☐ Schoolwide	**OR**	☐ Limited to Unduplicated Student Group(s)
	Location(s)	☐ All Schools	☐ Specific Schools:		☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☒ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Modernize Fire Alarm System	Complete Fire Alarm System	Certify Completion of Fire Alarm System

BUDGETED EXPENDITURES

	2017-18		**2018-19**		**2019-20**
Amount	$120,000	Amount	$120,000	Amount	$120,000
Source	Base	Source	Base	Source	Base
Budget Reference	6000-6999: Capital Outlay Fund 40	Budget Reference	6000-6999: Capital Outlay Fund 40	Budget Reference	6000-6999: Capital Outlay Fund 40

Action **9**

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

	Students to be Served	☐ All	☐ Students with Disabilities	☐ [Specific Student Group(s)]
	Location(s)	☐ All Schools	☐ Specific Schools:	☐ Specific Grade spans:

OR

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

	Students to be Served	☐ English Learners	☐ Foster Youth	☒ Low Income
	Scope of Services	☐ LEA-wide	☒ Schoolwide	**OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)	☐ All Schools	☒ Specific Schools: Elementary	☒ Specific Grade spans: TK-1

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☒ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
Upgrade Preschool Building in Collaboration with Child Care Connection (Fire Alarm)		

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$40,000	Amount		Amount	
Source	Base	Source		Source	
Budget Reference	6000-6999: Capital Outlay Fund 40	Budget Reference		Budget Reference	

Action **10**

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

Students to be Served	☐ All	☐ Students with Disabilities	☐ [Specific Student Group(s)]
Location(s)	☐ All Schools	☐ Specific Schools:	☐ Specific Grade spans:

OR

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

Students to be Served	☒ English Learners	☒ Foster Youth	☒ Low Income

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☒ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
Purchase Student Passenger Van for Field Work and Activities		

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$40,000	Amount		Amount	
Source	Concentration	Source		Source	
Budget Reference	6000-6999: Capital Outlay	Budget Reference		Budget Reference	

Action **11**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served ☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]
Location(s) ☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served ☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services ☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s) ☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20

☒ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
Purchase Classroom Furniture		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$20,000	Amount		Amount	
Source	Base	Source		Source	
Budget Reference	6000-6999: Capital Outlay	Budget Reference		Budget Reference	

Action   **12**

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

Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]
Location(s)	☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans: 7-12

OR

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

Students to be Served	☒ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services	☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All Schools ☐ Specific Schools: ☒ Specific Grade spans: 7-12

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☒ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged

| Implement detention program and Saturday School to recover tardies and absences, and provide opportunity for targeted academic support. | Maintain | Maintain |

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$2,620	Amount	$2,672	Amount	$2,722
Source	Concentration	Source	Concentration	Source	Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Teacher Activity Rate of Pay	Budget Reference	1000-1999: Certificated Personnel Salaries Teacher Activity Rate of Pay	Budget Reference	1000-1999: Certificated Personnel Salaries Teacher Activity Rate of Pay

Action   13

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

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

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

OR

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

Students to be Served   ☒ English Learners   ☒ Foster Youth   ☒ Low Income

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☒ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged

Collaborate with Inyo County Agencies to improve SARB sanctions and attendance compliance

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$6,357	Amount		Amount	
Source	Concentration	Source		Source	
Budget Reference	1000-1999: Certificated Personnel Salaries Ten Days of Administrator Time	Budget Reference		Budget Reference	

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

☐ New	☐ Modified	☒ Unchanged

Goal 3	All students will graduate from high school prepared for post secondary and career options or earn a certificate of completion.

State and/or Local Priorities Addressed by this goal:

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

Identified Need

From 2007 to 2013 there was a 100% graduation rate for the district. In 2013-2014 the rate dropped to 78%. In 14-15 we had 90%. Continued focus on graduation on time for all students is needed.

There has been staff turnover in the career center and we wish to retain quality career portfolios for all students.

We are adding the Core Practice of Passages to our work plan in 16-17 as our IR Score in that area is one of our lowest. (A Passage is a student presentation of goals, achievements and high quality work over a period of time, made to a panel audience.) Senior Exit Interviews will be transitioned into a Passage in 16-17. Passages will begin for grade 8 and 10 in 16-17 and for grade 5 in 17-18

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
5. E. Graduation Rate/ Maintain or increase the percentage of students meeting state and local graduation requirements a. All students will have a senior exit interview which will transition to Passage presentations at grades 5, 8, 10 and 12 by 2018-19. b. All students will have a career portfolio. c. Student self assessment rubrics for the Habits of	5. E. 100% a. Met b. Met c. Met	5. E. 100% a. Met b. Met c. Met	5. E. 100% a. Met b. Met c. Met	5. E. 100% a. Met b. Met c. Met

Scholarship will demonstrate individual growth. (score of 3 or 4 on rubric)				
7. A, B, C. Access to a Broad Course of Study/Student Information System Course Enrollment Report	7. A. 100% of students, including unduplicated pupils and students with disabilities, are enrolled in a broad course of study.	7. A. 100%	7. A. 100%	7. A. 100%

PLANNED ACTIONS / SERVICES

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

Action   **1**

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

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

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

OR

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

Students to be Served   ☒ English Learners   ☒ Foster Youth   ☒ Low Income

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

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

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged

Staff will recognize and celebrate students who demonstrate understanding of and act in accordance with the Habits of Scholarship.	Maintain	Maintain

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$900	Amount	$900	Amount	$900
Source	Concentration	Source	Concentration	Source	Concentration
Budget Reference	0000: Unrestricted ASB Warrior Code and Academic Rewards	Budget Reference	0000: Unrestricted ASB Warrior Code and Academic Rewards	Budget Reference	0000: Unrestricted ASB Warrior Code and Academic Rewards

Action 2

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

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

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

OR

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

Students to be Served
☒ English Learners ☒ Foster Youth ☒ Low Income

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

Location(s)
☐ All Schools ☒ Specific Schools: Big Pine High School ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged

Staff will take all actions necessary so that all students graduate with completed career portfolios.

The district will maintain a career technician to support career choices and portfolio completion, as well as administer practice tests and PSATs and SATs for all high school students.

Staff will take all actions necessary so that all students graduate with completed career portfolios.

The district will maintain a career technician to support career choices and portfolio completion as well as administer practice tests and PSATs and SATs for all high school students

Staff will take all actions necessary so that all students graduate with completed career portfolios.

The district will maintain a career technician to support career choices and portfolio completion as well as administer practice tests and PSATs and SATs for all high school students

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$10,785	Amount	$11,000	Amount	$11,000
Source	Other	Source	Other	Source	Other
Budget Reference	2000-2999: Classified Personnel Salaries General Fund Resource 5810 Career Technician Salary and Benefits	Budget Reference	2000-2999: Classified Personnel Salaries General Fund Resource Code 5810 Career Technician Salary and Benefits	Budget Reference	2000-2999: Classified Personnel Salaries General Fund Resource Code 5810 Career Technician Salary and Benefits
Amount	$32,357	Amount	$33,000	Amount	$33,000
Source	Concentration	Source	Concentration	Source	Concentration
Budget Reference	2000-2999: Classified Personnel Salaries LCFF Career Technician Salary and Benefits	Budget Reference	2000-2999: Classified Personnel Salaries LCFF Career Technician Salary and Benefits	Budget Reference	2000-2999: Classified Personnel Salaries LCFF Career Technician Salary and Benefits
Amount	$255	Amount	$260	Amount	$275
Source	Concentration	Source	Concentration	Source	Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures General Fund Road Trip Nation Subscription	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures General Fund Road Trip Nation Subscription	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures General Fund Road Trip Nation Subscription
Amount	$200	Amount	$200	Amount	$200
Source	Concentration	Source	Concentration	Source	Concentration
Budget Reference	4000-4999: Books And Supplies General Fund Supplies and materials for portfolios	Budget Reference	4000-4999: Books And Supplies General Fund Career Portfolio Supplies and Materials	Budget Reference	4000-4999: Books And Supplies General Fund Career Portfolio Supplies and Materials

Action   3

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

	Students to be Served	☐ All	☐ Students with Disabilities	☐ [Specific Student Group(s)]
	Location(s)	☐ All Schools	☐ Specific Schools:	☐ Specific Grade spans:

OR

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

	Students to be Served	☒ English Learners	☒ Foster Youth	☒ Low Income
	Scope of Services	☒ LEA-wide	☐ Schoolwide	**OR** ☐ Limited to Unduplicated Student Group(s)
	Location(s)	☒ All Schools	☐ Specific Schools:	☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☒ New ☐ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged
Begin implementation of Passages at 5th grade. Refine Passages for 8th, 10th and 12th grade students.	Fully implement Passages for students in grades 5, 8, 10 and 12.	Fully implement Passages for students in grades 5, 8, 10 and 12.

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Budget Reference	No additional cost associated	Budget Reference	No additional costs	Budget Reference	No additional costs

Action **4**

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

	Students to be Served	☐ All	☐ Students with Disabilities	☐ [Specific Student Group(s)]
	Location(s)	☐ All Schools	☐ Specific Schools:	☐ Specific Grade spans:

OR

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

Students to be Served	☒ English Learners	☒ Foster Youth	☒ Low Income

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

Location(s)	☐ All Schools	☐ Specific Schools: Big Pine High School	☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Provide all students access to the courses needed in order to meet graduation requirements.	Maintain	Maintain

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$6,000	Amount	$6,000	Amount	$6000
Source	Concentration	Source	Concentration	Source	Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures LCFF Odysseyware	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures LCFF Odysseyware subscription	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures LCFF Odysseyware subscription
Budget Reference	Teaching staff costs already recorded	Budget Reference	Teaching staff costs already recorded	Budget Reference	Teaching staff costs already recorded

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year   ☒ 2017–18   ☐ 2018–19   ☐ 2019–20

Estimated Supplemental and Concentration Grant Funds: $317,469   Percentage to Increase or Improve Services: 20.04%

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

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

The District has an unduplicated pupil count of 79% which is above the 55% threshold required to allow district wide goals and actions. The following summarizes our key actions and services to increase and improve services to our unduplicated pupils.

1. Maintain and develop the program of support through the intervention/Care teacher and with additional assistance from the Resource teacher.

Funding is prioritized to retain staffing in order to maintain small class sizes at all grades, and continued support of an intervention teacher for RTI in academics and behavior is a key support for unduplicated pupils. This increase in staffing is the equivalent of two additional FTE of certificated staff.

The Student Achievement Ratio study (STAR) documented that strategic reductions in the early grades (K-3) can make a measurable and lasting difference in student achievement, especially for children from low income families. (Words, Johnson and Bain, 1990)

A recent meta-analysis of RTI research found large effects for both systemic (e.g., reductions in special education referrals) and student outcomes (e.g., increased increase reading scores) (Burns, Appleton, & Stehouwer, 2005).

2. Implement EL Education Core Practices, with emphasis on writing, rubrics, performance tasks and state standards aligned instruction, with additional supports for teachers through professional development and coaching.

We are improving services to our unduplicated pupils through professional development and instructional practices that teachers are beginning to use daily in their classrooms. This is a qualitative and incremental increase in service that is estimated at ten percent annually. Our use of funds to support a transformative model of school reform, EL Education, is designed to support all learners with the learning conditions that will help them meet their maximum potential. As we build our repertoire of instructional practice with emphasis on writing, rubrics, performance tasks and state standards aligned instruction, and with additional supports for teachers through professional development and coaching, our quality of instruction improves.

National data presented on eleducation.org shows: 1. Students in EL Education Schools outperform peers in all subgroups by 7-12 points in English Language Arts and 4-10 points in Math. 2. More time spent as a school in the EL Network is linked to higher student performance.

3. Use technology to support differentiation.

We are increasing services to our unduplicated pupils through Expansion of use of chromebooks 1:1 from grades 7-12 to K-12 supports our efforts to provide all students, but especially our unduplicated pupils, equitable access to technology supported learning with increased opportunity for differentiation. This is an increase of 50%.

Technology access to support student learning is necessary to close the digital divide for economically disadvantaged students. In a 2012 Pew survey of teachers, teachers of low income students tended to report more obstacles to using educational technology effectively than their peers in more affluent schools. Fifty-six percent of teachers in low income schools say that their students' inadequate access to technology is a "major challenge" for using technology as a teaching aid.

Revised Local Control and Accountability Plan and Annual Update Template Instructions

[Addendum]

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

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

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

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

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

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

Instructions: Linked Table of Contents

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

Plan Summary

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

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

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

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

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

Budget Summary

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

- **Total LEA General Fund Budget Expenditures for the LCAP Year**: This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (*http://www.cde.ca.gov/fg/ac/sa/*). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)

- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.

- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for

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

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

Annual Update

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

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.

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

Stakeholder Engagement

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

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

> **Instructions:** The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, mark the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.
>
> > **School districts and county offices of education:** Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.
> >
> > **Charter schools:** Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.
>
> Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

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

> **School districts and county offices of education:** The LCAP is a three-year plan, which is reviewed and updated annually, as required.
>
> **Charter schools:** The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

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

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

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

> ### Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to "LEA-wide."

- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to "schoolwide".

- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", place a check mark next to "Limited to Student Groups".

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

Location(s)

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

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

Actions/Services

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

New/Modified/Unchanged:

- Check "New" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.

- Check "Modified" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.

- Check "Unchanged" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.

  o If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may check "Unchanged" and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

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

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

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

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

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

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

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.

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

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

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.

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

State Priorities

Priority 1: Basic Services addresses the degree to which:
- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:
- A. The implementation of state board adopted academic content and performance standards for all students, which are:
    - a. English Language Arts – Common Core State Standards for English Language Arts
    - b. Mathematics – Common Core State Standards for Mathematics
    - c. English Language Development
    - d. Career Technical Education
    - e. Health Education Content Standards
    - f. History-Social Science
    - g. Model School Library Standards
    - h. Physical Education Model Content Standards
    - i. Next Generation Science Standards
    - j. Visual and Performing Arts
    - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:
- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:
- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy UC or CSU entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the CELDT;
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:
- A. School attendance rates;
- B. Chronic absenteeism rates;

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

Priority 6: School Climate as measured by all of the following, as applicable:
A. Pupil suspension rates;
B. Pupil expulsion rates; and
C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:
A. S broad course of study including courses described under Sections 51210 and 51220(a)-(i), as applicable;
B. Programs and services developed and provided to unduplicated pupils; and
C. Programs and services developed and provided to individuals with exceptional needs.

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

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

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:
A. Working with the county child welfare agency to minimize changes in school placement
B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:
A. Local priority goals; and
B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

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

    (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

    (3) Divide (1) by (2).

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

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

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

    (2) The total number of cohort members.

    (3) Divide (1) by (2).

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

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

    (2) The total number of cohort members.

    (3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

    (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

    (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

    (3) Divide (1) by (2).

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

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

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

Guiding Questions: Goals, Actions, and Services

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?

2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?

3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?

4) What are the LEA's goal(s) to address any locally-identified priorities?

5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?

6) What are the unique goals for unduplicated pupils as defined in *Education Code* sections 42238.01 and bgroups as defined in section 52052 that are different from the LEA's goals for all pupils?

7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?

8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?

9) What information was considered/reviewed for individual school sites?

10) What information was considered/reviewed for subgroups identified in *Education Code* Section 52052?

11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *Education Code* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?

12) How do these actions/services link to identified goals and expected measurable outcomes?

13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?