

LCAP Year 2017–18 2018–19 2019–20

Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

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

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

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

2017-20 Plan Summary

THE STORY

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

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

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

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

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

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

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

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

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

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

The District has strengths, as well, for its students.

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

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

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

LCAP HIGHLIGHTS

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

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

REVIEW OF PERFORMANCE

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

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

GREATEST PROGRESS

Progress Evident from Review of the Dashboard Data:

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

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

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

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?

Concerns from Review of Dashboard Data: Concerns from Review of Dashboard Data: 1
 STATE INFO about red or orange (copy from below). This is what the dashboard says, this is what we're doing about it. Show the data and why
 The Dashboard ratings indicate that SCJUSD has a rating of red or orange in the following areas:

- Math for all students, except socioeconomically disadvantaged students who are in the orange range
- English/Language Arts for all students
- Suspension rates for American Indian students

Actions to improve standing of students in area of Math for all students:

- Elementary teachers will continue using teaching methods learned at California State University, Chico and Glenn County Office of Education math project Teachers will also attend workshops on math assessment during summer 2017.
- Jr./Sr. High teacher will continue to explore curriculum choices to increase student engagement.
- Teachers will continue to stress to parents and students the relationship between attendance and achievement in math and other content areas.

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

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

Actions to decrease number if suspensions for American Indian students:

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

GREATEST NEEDS

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

PERFORMANCE GAPS

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

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

INCREASED OR IMPROVED SERVICES

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

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

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

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

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

BUDGET SUMMARY

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

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	\$2,142,006.01
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$1,017,696.00

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

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

\$1,588,726

Total Projected LCFF Revenues for LCAP Year

Annual Update LCAP Year Reviewed: 2016-17

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

Goal 1

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

State and/or Local Priorities Addressed by this goal:

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED

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

ACTUAL

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

ACTIONS / SERVICES

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

1

Action

<p>PLANNED</p> <p>1. Hire appropriately credentialed staff. The District will ensure that all teachers are credentialed in their area of instruction with direct support from the Glenn County Office of Education and/or teachers self-study in content areas and passage of recognized measures of competency.</p>	<p>ACTUAL</p> <p>1. All teachers are credentialed; there are no intern teachers. One teacher continues to prepare for the Spanish CSET, with a plan to take the exam in 2018. Arrangements are also being explored to provide remote access or on-line access for students seeking to complete A-G Year 2 Spanish requirements.</p>
<p>BUDGETED</p> <p>Credentialed Staff 1000-1999: Certificated Personnel Salaries Base 688615</p>	<p>ESTIMATED ACTUAL</p> <p>Certificated Staff 1000-1999: Certificated Personnel Salaries Base 690,000</p>

Actions/Services

Expenditures

2

Action

<p>PLANNED</p> <p>2. Beginning teachers participate in induction program (currently BTSA) and have mentor teacher assigned to them.</p>	<p>ACTUAL</p> <p>2. One beginning teacher lives in the remote area and is available and eligible for long term sub positions or a teaching position. The teacher completed Level II through the Riverside County Office of Education Center for Teacher Innovation. This beginning teacher was not hired for full or part time but serves as a frequent substitute teacher in this small, remote district. The mentor initially selected for her in the district was not available, so the superintendent/principal, who was previously a Beginning Teachers Support and Assessment (BTSA) trained mentor, acted in the role of mentor for the beginning teacher.</p>
<p>BUDGETED</p> <p>BTSA Support Costs 5000-5999: Services And Other Operating Expenditures Title II 4000</p>	<p>ESTIMATED ACTUAL</p> <p>No cost to the district, program cost paid by the individual.</p>

Actions/Services

Expenditures

3

Action

<p>PLANNED</p> <p>3.1 The District will ensure that all students have access to standards aligned instructional materials. Evaluation of piloted College Preparatory Math (CPM) was discontinued and adoption of Everyday Math will occur. Common Core instructional materials in English-Language Arts will be reviewed and replaced, as needed. 2016-2017 will focus on evaluation and adoption of science curriculum, with adoption taking place in 2017-2018 for budget considerations.</p>	<p>ACTUAL</p> <p>3.1 CPM math was not an effective fit for the students, even after teacher training and a year long effort to implement the curriculum. Because of this, CPM materials were returned. A new English teacher was hired for the 2016-2017 school year and is in the process of evaluating a new English-Language Arts curriculum, with a decision to be made for the 2017-2018 school year for a new text adoption.</p>
--	---

Actions/Services

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

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

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

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

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

Expenditures

4

Action

ACTUAL

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

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

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

ESTIMATED ACTUAL
 Donated 0

PLANNED

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

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

Actions/Services

Expenditures

5

Action

Actions/Services

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

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

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

ESTIMATED ACTUAL
 Donated 500.00

Expenditures

6

Action

Actions/Services

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

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

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

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

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

Expenditures

7

Action

Actions/Services

PLANNED

ACTUAL

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

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

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

ESTIMATED ACTUAL
 Professional Development--West Ed Other 0
 Other

8

Action

PLANNED
BUDGETED

ACTUAL
ESTIMATED ACTUAL
 0

Actions/Services

Expenditures

ANALYSIS

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

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

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

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

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

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

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

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

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

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

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

Annual Update LCAP Year Reviewed: 2016-17

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

Goal 2

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

State and/or Local Priorities Addressed by this goal:

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED

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

ACTUAL

1. Four SSC meetings occurred.
2. Three parent/community events took place: Back-to-School Night, Winter Program, Exhibition of Student Learning.
3. Increased student attendance goal was not met; Spring 2017 attendance for SCJUSD was 88%
4. The 10% reduction in student suspension rate was met at Elk Creek Elementary and Indian Valley; it was not met at Elk Creek Jr./Sr. High School
5. A survey was administered to students during school hours; parent surveys were mailed and the response was extremely low.
6. Goal partially met; review occurred at elementary schools but not at high school, which will occur at beginning of 2017-2018 school year.

ACTIONS / SERVICES

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

Action **1**

Actions/Services

<p>PLANNED</p> <p>1.1 Four SSC meetings will be scheduled at the beginning of the school year.</p> <p>1.2 SSC meetings will be publicized through the "all call," newsletter(s), notes home, the school webpage, and local bulletin boards.</p> <p>1.3 Meetings shall be one per quarter.</p>	<p>ACTUAL</p> <p>1.1 Four meetings were scheduled and held:</p> <ul style="list-style-type: none"> • October 20, 2016 • December 8, 2016 • March 23, 2017 • April 13, 2017 <p>1.2 Meetings were publicized, as described.</p> <p>1.3 Meetings were held quarterly. Meetings were publicized in the ways planned. Despite publicity, attendance by parents was limited.</p> <p>Note: The March and April meetings were held a month apart to accommodate both the Chairperson and superintendent/principal's schedules.</p>
--	---

Expenditures

<p>BUDGETED</p> <p>2000-2999: Classified Personnel Salaries Other 148215</p> <p>Supplies for Meetings 4000-4999: Books And Supplies Supplemental and Concentration 200</p>	<p>ESTIMATED ACTUAL</p> <p>No funds budgeted nor expended.</p> <p>0</p>
---	--

Action 2

Actions/Services

<p>PLANNED</p> <p>2.1 Back-to-School Night date in packet home for all students on the first day of school.</p> <p>2.2 Back-to-School Night will be publicized with an "all-call" and notes home.</p> <p>2.3 Information/research about attendance and school success shared by a variety of means ("all call," newsletter, announcements at school events, letters home, etc.)</p>	<p>ACTUAL</p> <p>2.1 The "Back-to-School Night" was held, and a hotdog and hamburger barbeque was served to parents and families.</p> <p>2.2. The Back-to-School Night was publicized in a "all-call" and with notes home for elementary students.</p> <p>2.3 The critical nature of school attendance was shared multiple ways, with "all calls," a winter newsletter, the establishment of a school store with attendance points purchases at the elementary school, "Fun Fridays" at the jr./sr. high school, classroom talks, and at parent advisory meetings.</p>
--	---

Expenditures

<p>BUDGETED</p>	<p>ESTIMATED ACTUAL</p> <p>No associated costs. 0</p>
------------------------	--

Action 3

Actions/Services

<p>PLANNED</p>	<p>ACTUAL</p>
-----------------------	----------------------

<p>3.1 Field trip dates for attendance at or above 95% will be posted at each school site.</p> <p>3.2 Individual teachers may opt to send notes/contracts home to inform parents of requirements for attendance field trips, prizes, etc.</p>	<p>BUDGETED Attendance Incentives 4000-4999: Books And Supplies Supplemental and Concentration 4000</p> <p>Attendance Incentives 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 2000</p>
---	---

Expenditures

4

Action

<p>4.1 Teachers will receive further training on working with students of trauma.</p> <p>4.2 Teachers will notify parents by phone call or letter at any point in the semester if a student is failing a class.</p>	<p>PLANNED Trauma Training-Educator Effectiveness 5000-5999: Services And Other Operating Expenditures Other 1000</p>
---	---

Actions/Services

Expenditures

5

Action

<p>PLANNED</p>

Actions/Services

<p>3.1 Jr./Sr. High and elementary school attendance has gone down. Attendance has continued to decline despite the efforts of administration and staff. The "Fun Friday" with two period per month of gym time with special activities and snacks does not appear to be increasing attendance. The re-establishment of the Student Attendance Review Board process also appears to be having a minimal impact on attendance.</p> <p>3.2 The 4/5th grade teacher informed parents of the attendance criterion for students to attend a Monterrey Bay field trip, and approximately 50% of the students were eligible, based on attendance and behavioral criteria. (cost \$1933.00)</p> <p>3.2 A field trip to experience an urban environment in San Francisco for the jr./sr. high school students with a "passing all classes and attendance at 95%" was planned with 9/25 students earning the trip.</p>	<p>ESTIMATED ACTUAL Funds raised by 4th/5th grade class (\$1900), \$2000 budgeted for attendance incentives at high school, and \$1500 budgeted for incentives at ECE/IVE. 4000-4999: Books And Supplies Supplemental and Concentration \$3500.00</p>
--	---

<p>ACTUAL 4.1 A training was presented to all staff before school started on working with students who've experienced trauma. Staff appeared to gain</p> <p>4.2</p>	<p>ESTIMATED ACTUAL Educator Effectiveness funds 5000-5999: Services And Other Operating Expenditures Other \$1000.00</p>
---	---

<p>ACTUAL</p>

<p>5.1 Survey administered to jr./sr. high school students during 3rd quarter. Survey was mailed to every student home in district. Survey will be re-administered in the 2017-2018 school year. (Survey questions were reviewed by phone with an OCR worker prior to administration of survey.)</p> <p>5.2 Both student and parent responses to survey were tabulated and shared with the Board at the May meeting and at the first 2017-2018 meeting.</p>	<p>ESTIMATED ACTUAL Mailed with report cards, so no unusual/additional costs associated with survey. 0</p>
---	--

<p>5.1 Parent and community survey administered.</p> <p>5.2 Results will be reported to the Board and SSC.</p>	<p>BUDGETED</p>
--	-----------------

Expenditures

6

Action

Actions/Services

<p>PLANNED</p> <p>6.1 Administer and analyze resulting data to improve academic outcomes of SCJUSD pupils:</p> <ul style="list-style-type: none"> a. Undetermined SBAC/CAASPP proficiency rate, pending results of first year's testing data and/or state established goals b. API baseline set by State; EAMO set once API baseline is available c. At least 25% of graduates will complete UC/CSU A-G requirements d. At least 20% of graduates will complete CTE course of study e. EAMOs for AP classes will not be set until AP courses are offered at ECHS f. 10th grade CAHSEE pass rate will be at least 50% annually g. *Note: no services written for EIs because 0% are designated in SCJUSD <p>6.2 Establish reading benchmark testing and results evaluation grades K-8.</p> <p>6.3 Teachers will collaborate at monthly meetings on minimum days.</p> <p>6.4 Full implementation of Butte-Glenn College Career Pathway Trust Grant pathways-Medical/Health and Fabrication/Welding.</p>
--

<p>ACTUAL</p> <p>6.1 Results for the following:</p> <ul style="list-style-type: none"> a. results reviewed from Dashboard; all areas "low" or "very low" with improvement in math for 3-6th grade lower SES students. b. baseline of "very low" in both math and language arts on Five-by-Five data record c. achieved d. achieved e. N/A; no APA classes presently offered f. N/A g. N/A; there are no students designated as requiring EL services <p>6.2 Did not occur; new teacher not adequately familiar with the technology</p> <p>6.3 Elementary teachers meetings occur on most Thursdays, with schedule altered as needed. High school teachers meet on Tuesday mornings and/or in the staff room at lunch to discuss student progress and other school issues. Minimum days throughout the year have been used for WASC preparation for a scheduled visit in April 2018.</p> <p>6.4. The Butte-Glenn College Career Pathway for Fabrication/Welding has been implemented and a 2016 graduate attended the program until medical issues required discontinuation. A 2017 graduate is planning to enter a nursing pathway at Butte College after graduating in June</p>

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

Expenditures

ANALYSIS

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

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

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

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

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

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

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

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

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

No substantial changes were made to this goal.

Annual Update LCAP Year Reviewed: 2016-17

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

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

State and/or Local Priorities Addressed by this goal:

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED

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

ACTUAL

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

ACTIONS / SERVICES

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

1

Action

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

Actions/Services

Expenditures

2

Action

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

Actions/Services

Expenditures

3

Action

<p>PLANNED Expand use of attendance recognition through prizes and field trips.</p>	<p>ACTUAL A system of attendance rewards is in place at the high school but did not appear to change the rate of attendance for jr./sr.</p>
---	---

Actions/Services

	high school students during the 2016-2017 school year. Attendance at March 2017 was 88% in the District.
ESTIMATED	ACTUAL

BUDGETED See Goal #2	
-------------------------	--

Expenditures

4

Action

PLANNED	<p>Continue Back-to-School event and expand practice of "student learning exhibitions" in lieu of the "Open House" evening event.</p>
ACTUAL	<p>This change in the 2015-2016 school year was effective and was continued for the 2016-2017 school year. In 2015-2016, fewer than 10 parents attended the evening Open House at the elementary school; 40 parents attended the afternoon "student learning exhibition" in 2016. Flyers were sent home for the April 2017 event because the cell tower wasn't working and most parents could not be contacted by phone or text. However, over 20 parents attended in 2017.</p>
ESTIMATED	ACTUAL
No Cost	

BUDGETED	Materials and Supplies 4000-4999: Books And Supplies Supplemental and Concentration 2000
----------	--

Expenditures

5

Action

PLANNED	Promote School Site Council participation.
ACTUAL	

PLANNED	Promote School Site Council participation.
---------	--

Actions/Services

6

Action

PLANNED	Continue review and annual update of the School Safety Plan.
ACTUAL	<p>The School Safety Plan was reformatted into Document Tracking Services in 2016, and relatively few changes needed to be made in the 2016-2017 year. The one significant change was a move from Emergency Management to Edulink, a more flexible system that includes features to call regarding absences, etc., in addition to emergency communication with first responders and parents.</p>
ESTIMATED	ACTUAL
Principal/Superintendent 1000-1999: Certificated Personnel Salaries Base 5100	

BUDGETED	Principal/Superintendent 1000-1999: Certificated Personnel Salaries Base 5100
----------	---

Actions/Services

Expenditures

7

Action

PLANNED	Review and update SCJUSD Technology Plan.
ACTUAL	Continue on annual basis.

PLANNED	Review and update SCJUSD Technology Plan.
---------	---

Actions/Services

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

ANALYSIS

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

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

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

Overall Progress on Goal 3: While efforts were made to increase the cultural relevance of the curriculum, encourage attendance, and improve both the SCJUSD website, success was not achieved in all aspects of this goal.	Overall Progress on Goal 3: While efforts were made to increase the cultural relevance of the curriculum, encourage attendance, and improve both the SCJUSD website, success was not achieved in all aspects of this goal.
1. The website was improved by adding parent and student access to mandated and other uploaded materials, like the safety and wellness plans. However, the design of the website continues to constrain teachers from creating individual teacher pages.	1. The website was improved by adding parent and student access to mandated and other uploaded materials, like the safety and wellness plans. However, the design of the website continues to constrain teachers from creating individual teacher pages.
2. The "all call" system was replaced with an improved product, but a cell tower failure in the area meant that the new system functioned only marginally.	2. The "all call" system was replaced with an improved product, but a cell tower failure in the area meant that the new system functioned only marginally.
3. Attendance continued to be low even with the implementation of attendance incentives.	3. Attendance continued to be low even with the implementation of attendance incentives.
4. The three parent events were well attended, even with limited ability to contact parents through the "all call" system.	4. The three parent events were well attended, even with limited ability to contact parents through the "all call" system.
5. Parent attendance at the SSC continues to be very low; increased effort will be made next year.	5. Parent attendance at the SSC continues to be very low; increased effort will be made next year.
6. The school safety plan was updated and made available on the home page.	6. The school safety plan was updated and made available on the home page.
7. Progress was made on the quality and access of technology for students; the technology needs will be reviewed yearly.	7. Progress was made on the quality and access of technology for students; the technology needs will be reviewed yearly.

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

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

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

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

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

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

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

Stakeholder Engagement

LCAP Year

2017-18 2018-19 2019-20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

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

- 2016-2017
- August 12, 2016: Entire staff presentation by a consultant on students of trauma
 - Tuesday mornings, 7:30am: Jr./Sr. Teachers Meetings
 - Thursday afternoons, 3:15pm: Elementary Teachers meetings
 - 2nd Wednesday of each month: School Board Meetings w/agendas posted 72 hours prior; meeting location alternated between Elk Creek and Stonyford
 - Grindstone Rancheria Parents: 10:00 am, 2nd Tuesdays of each month at the Grindstone Community Center Chair: Rachel McBride, Executive Director of Four Winds of Indian Education
 - School Board meetings: 6:00pm 2nd Wednesday of each month (except July), location alternated between Elk Creek Jr./Sr. High School (ECHS) Library in Elk Creek and Indian Valley Elementary School in Stonyford. Agendas posted at the District Office ECHS at least 72 hours prior to meeting location alternated between Elk Creek and Stonyford
 - School Site Council meetings with parents, students, community members and teachers represented 1/23/16, 12/08/16, 3/23/17, 4/13/17: The meetings were sparse attend, with a quorum unavailable at all but the March and April meetings. Progress was made, however, by-laws were adopted, and parent feedback included a desire for more service projects and opportunities for hands-on learning, which the elementary teachers agreed to incorporate. The Single Plan for Student Achievement at the April meeting was approved by the Board at the June meeting. Efforts will continue next year to gather stakeholder input.
 - Student Council: Monthly, with Jeff Flynn, Student Council Advisor
 - FFA Leadership: Monthly, with Ralph Minto, FFA Advisor
 - CTE Advisory Committee: Ralph Minto, CTE Welding and Manufacturing Pathway
 - CSEA bargaining group TBA after 2016-2017 school year
 - AFT bargaining group; no meeting requested during school year
 - Community Elk Creek Library Committee meeting TBA; information about summer reading programs for Willows, Elk Creek and Stonyford Public Libraries disseminated to students through flyers sent home and in post offices.
 - Children's Interagency Coordinating Council meeting not attended by SCJUSD staff due to multiple commitments at site

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

IMPACT ON LCAP AND ANNUAL UPDATE

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

2016-2017

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

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

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

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

	<input type="checkbox"/> New	<input checked="" type="checkbox"/> Modified	<input type="checkbox"/> Unchanged
Goal 1	<p><i>Can be changed or modified.</i></p>		
State and/or Local Priority			
Identified Need	<p> <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 10 </p> <p> will be credentialed in subject matter area and be appropriately assigned. supported through induction. Instructional materials will be available for all classes. evidenced in SCJUSD Board resolution. We have teaching materials will be available. We will repair. Teachers participate in standards-based professional development. </p>		

EXPECTED ANNUAL MEASURABLE OUTCOMES

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

<p>Priority 2: Local Indicator/Implementation of State Standards/Local Evaluation Tool</p>	<p>2.A. Academic content and performance standards adopted but the State Board will be implemented. Culturally responsive materials will be available to teach students from diverse backgrounds with particular attention to the majority Native American students attending in the District.</p>	<p>2.A. Academic content and performance standards adopted but the State Board will be implemented. Culturally responsive materials will be available to teach students from diverse backgrounds with particular attention to the majority Native American students attending in the District.</p>	<p>2.A. Academic content and performance standards adopted but the State Board will be implemented. Culturally responsive materials will be available to teach students from diverse backgrounds with particular attention to the majority Native American students attending in the District.</p>	<p>2.A. Academic content and performance standards adopted but the State Board will be implemented. Culturally responsive materials will be available to teach students from diverse backgrounds with particular attention to the majority Native American students attending in the District.</p>
<p>Priority 7: Local Metric/A broad course of study</p>	<p>7.A. Students will be exposed to a broad course of study as described in Section 51210. The State Frameworks and curriculum recommendations will be used to provide a high quality program of all K-12 students in the District.</p>	<p>7.A. Students will be exposed to a broad course of study as described in Section 51210. The State Frameworks and curriculum recommendations will be used to provide a high quality program of all K-12 students in the District.</p>	<p>7.A. Students will be exposed to a broad course of study as described in Section 51210. The State Frameworks and curriculum recommendations will be used to provide a high quality program of all K-12 students in the District.</p>	<p>7.A. Students will be exposed to a broad course of study as described in Section 51210. The State Frameworks and curriculum recommendations will be used to provide a high quality program of all K-12 students in the District.</p>
<p>Priority 7: Local Metric/Programs/services developed and provided to unduplicated pupils</p>	<p>7.B. Programs and services will be developed and provided to unduplicated pupils. The unduplicated students will receive additional supports through 1:1 instruction, availability of referrals to appropriate professionals and services from the COE, and teacher inservicing and training in appropriate strategies and techniques to meet the needs of the unduplicated students.</p>	<p>7.B. Programs and services will be developed and provided to unduplicated pupils. The unduplicated students will receive additional supports through 1:1 instruction, availability of referrals to appropriate professionals and services from the COE, and teacher inservicing and training in appropriate strategies and techniques to meet the needs of the unduplicated students.</p>	<p>7.B. Programs and services will be developed and provided to unduplicated pupils. The unduplicated students will receive additional supports through 1:1 instruction, availability of referrals to appropriate professionals and services from the COE, and teacher inservicing and training in appropriate strategies and techniques to meet the needs of the unduplicated students.</p>	<p>7.B. Programs and services will be developed and provided to unduplicated pupils. The unduplicated students will receive additional supports through 1:1 instruction, availability of referrals to appropriate professionals and services from the COE, and teacher inservicing and training in appropriate strategies and techniques to meet the needs of the unduplicated students.</p>
<p>Priority 7: Local Metric/Programs/services developed and provided to individuals with exceptional needs</p>	<p>7.C. Programs and services developed to provide services to individuals with exceptional needs. All students, including unduplicated students, will have full access to special education services and 504 information through an education specialist at the site and a program specialist and school psychologist who will consult on students' needs.</p>	<p>7.C. Programs and services developed to provide services to individuals with exceptional needs. All students, including unduplicated students, will have full access to special education services and 504 information through an education specialist at the site and a program specialist and school psychologist who will consult on students' needs.</p>	<p>7.C. Programs and services developed to provide services to individuals with exceptional needs. All students, including unduplicated students, will have full access to special education services and 504 information through an education specialist at the site and a program specialist and school psychologist who will consult on students' needs.</p>	<p>7.C. Programs and services developed to provide services to individuals with exceptional needs. All students, including unduplicated students, will have full access to special education services and 504 information through an education specialist at the site and a program specialist and school psychologist who will consult on students' needs.</p>

--	--	--	--

PLANNED ACTIONS / SERVICES

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

Action **1**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	Hire appropriately credentialed staff. The District will ensure that all teachers are credentialed in their area of instruction with direct support from the Glenn County Office of Education and/or teachers self-study in content areas and passage of recognized measures of competency.
--	---

2018-19

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	Hire appropriately credentialed staff. The District will ensure that all teachers are credentialed in their area of instruction with direct support from the Glenn County Office of Education and/or teachers self-study in content areas and passage of recognized measures of competency.
--	---

2019-20

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	Hire appropriately credentialed staff. The District will ensure that all teachers are credentialed in their area of instruction with direct support from the Glenn County Office of Education and/or teachers self-study in content areas and passage of recognized measures of competency.
--	---

BUDGETED EXPENDITURES

2017-18

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

2018-19

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

2019-20

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

Action 2

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

Students to be Served All Students with Disabilities

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

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

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

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

BUDGETED EXPENDITURES

2017-18

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

2018-19

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

2019-20

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

3

For Actions/Services not included as contributing to meeting the increased or improved Services Requirement:

Students to be Served
 All Students with Disabilities
Location(s)
 All Schools Specific Schools: Specific Grade spans:
 OR

For Actions/Services included as contributing to meeting the increased or improved Services Requirement:

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

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New
 Modified
 Unchanged

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

New
 Modified
 Unchanged

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

New
 Modified
 Unchanged

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

BUDGETED EXPENDITURES

2017-18

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

2018-19

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

2019-20

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

Action 4

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

Students to be Served

All
 Students with Disabilities
 Specific Grade spans:

Location(s)

All Schools
 Specific Schools:

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:

ACTIONS/SERVICES

2017-18

New
 Modified
 Unchanged

2018-19

New
 Modified
 Unchanged

2019-20

New
 Modified
 Unchanged

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

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

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

BUDGETED EXPENDITURES

2017-18

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

2018-19

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

2019-20

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

5

Action

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

Students to be Served

- All
 Students with Disabilities Native Americans

Location(s)

- All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served

- English Learners Foster Youth Low Income

Scope of Services

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

Location(s)

- All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New
 Modified
 Unchanged

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

New
 Modified
 Unchanged

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

New
 Modified
 Unchanged

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

BUDGETED EXPENDITURES

2017-18

Amount	2,000
Source	Title VI
Budget Reference	4000-4999: Books And Supplies Title VIII/Title VI

2018-19

Amount	2,000
Source	Title VI
Budget Reference	4000-4999: Books And Supplies Title VII/Title VI

2019-20

Amount	2,000
Source	Title VI
Budget Reference	4000-4999: Books And Supplies Title VII

6

Action

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

All Schools
 English Learners
 Foster Youth
 Low Income
 All
 Students with Disabilities
 Native Americans

All Schools
 Specific Schools:
 Specific Grade spans:

OR

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

English Learners
 Foster Youth
 Low Income

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

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

ACTIONS/SERVICES

2017-18

New
 Modified
 Unchanged

2018-19

New
 Modified
 Unchanged

2019-20

New
 Modified
 Unchanged

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

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

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

BUDGETED EXPENDITURES

2017-18

Amount	6,000.
Source	Common Core Standards Implementation Funds
Budget Reference	5000-5999: Services And Other Operating Expenditures Professional Development 5800; Professional Consulting Services & Operating Expenditures Base

2018-19

Amount	6,000.
Source	Common Core Standards Implementation Funds
Budget Reference	5000-5999: Services And Other Operating Expenditures Professional Development 5800; Professional Consulting Services & Operating Expenditures Base

2019-20

Amount	6,000.
Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures Professional Development 5800; Professional Consulting Services & Operating Expenditures Base

7
Action

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

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

OR

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

Students to be Served	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
Scope of Services	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	<input type="checkbox"/> Limited to Unduplicated Student Group(s)

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

ACTIONS/SERVICES

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

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

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

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount 108,274	Amount 108,274	Amount 108,274
Source Base	Source Base	Source Base
Budget Reference 2000-2999: Classified Personnel Salaries Maintenance and Operations budget 2000-2999; Classified personnel salaries base 146500	Budget Reference 2000-2999: Classified Personnel Salaries Maintenance and Operations budget 2000-2999; Classified personnel salaries base 146500	Budget Reference 2000-2999: Classified Personnel Salaries Maintenance and Operations budget 2000-2999; Classified personnel salaries base 146500
Amount 67,626	Amount 68,500	Amount 69,500
Source Base	Source Base	Source Base
Budget Reference 3000-3999: Employee Benefits	Budget Reference 3000-3999: Employee Benefits	Budget Reference 3000-3999: Employee Benefits

Action 8

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

Students to be Served All Students with Disabilities

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

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

2018-19

New Modified Unchanged

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

2019-20

New Modified Unchanged

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

BUDGETED EXPENDITURES

2017-18

Amount 6,000.

Source Base

Budget Reference 5000-5999: Services And Other Operating Expenditures

2018-19

Amount 6,000.

Source Base

Budget Reference 5000-5999: Services And Other Operating Expenditures

2019-20

Amount 6,000.

Source Base

Budget Reference 5000-5999: Services And Other Operating Expenditures

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

New
 Modified
 Unchanged

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

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

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

EXPECTED ANNUAL MEASURABLE OUTCOMES

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

<p>Priority 3: Local Indicator/Parent Involvement/Local Evaluation Tool</p>	<p>Contact with all parents to public events.</p>	<p>focus on parents of unduplicated students.</p>	<p>focus on parents of unduplicated students.</p>	<p>focus on parents of unduplicated students.</p>
<p>Priority 3: Local Indicator/Parent Involvement/Local Evaluation Tool</p>	<p>Contact with all parents to public events.</p>	<p>3.C All parents will be informed of school events through the Handbook calendar, flyers sent home, postings about Board and SSC meetings, and an "all call" system will be used to make an effort to contact all parents. The Education Specialist, Program Specialist and School Psychologist will reach out to parents of students with exceptional needs to inform them of services.</p>	<p>3.C All parents will be informed of school events through the Handbook calendar, flyers sent home, postings about Board and SSC meetings, and an "all call" system will be used to make an effort to contact all parents. The Education Specialist, Program Specialist and School Psychologist will reach out to parents of students with exceptional needs to inform them of services.</p>	<p>3.C All parents will be informed of school events through the Handbook calendar, flyers sent home, postings about Board and SSC meetings, and an "all call" system will be used to make an effort to contact all parents. The Education Specialist, Program Specialist and School Psychologist will reach out to parents of students with exceptional needs to inform them of services.</p>
<p>Priority 5: State Indicator/Student Engagement/Chronic absenteeism rates</p>	<p>Reduce chronic absenteeism.</p>	<p>Reduce absenteeism through work with Student Attendance Review Board (S.A.R.B.).</p>	<p>Reduce absenteeism through work with Student Attendance Review Board (S.A.R.B.).</p>	<p>Reduce absenteeism through work with Student Attendance Review Board (S.A.R.B.).</p>
<p>Priority 5: State Indicator/Student Engagement/High School Graduation Rate Indicator</p>	<p>57% Graduation rate in District (2015).</p>	<p>Increase graduation rate to 100%.</p>	<p>Increase graduation rate to 100%.</p>	<p>Increase graduation rate to 100%.</p>
<p>Priority 5: Local Metric/Middle school dropout rate</p>	<p>100% promotion rate for middle school students (6th & 8th grades).</p>	<p>Maintain promotion rate for middle school students (6th & 8th grades).</p>	<p>Maintain promotion rate for middle school students (6th & 8th grades).</p>	<p>Maintain promotion rate for middle school students (6th & 8th grades).</p>
<p>Priority 5: Local Metric/Student Engagement/High school dropout rate</p>	<p>43% high school dropout rate in District (2015)</p>	<p>Reduce high school dropout rate to 0%.</p>	<p>Reduce high school dropout rate to 0%.</p>	<p>Reduce high school dropout rate to 0%.</p>
<p>Priority 5: Local Metric/Student Engagement/School attendance rates</p>	<p>April 2017 88% attendance in District.</p>	<p>5.A 10% increase in Student attendance with ultimate goal of 95% attendance (baseline: 2015-2016 attendance).</p>	<p>5.A 10% increase in Student attendance with ultimate goal of 95% attendance (baseline: 2015-2016 attendance).</p>	<p>5.A 10% increase in Student attendance with ultimate goal of 95% attendance (baseline: 2015-2016 attendance).</p>
<p>Priority 6: State Indicator/Student Suspension Indicator</p>	<p>Baseline 2016: 0.5% elementary suspensions Baseline 2016: 10% jr./sr. high school suspensions.</p>	<p>Maintain or reduce 2016 baseline of 0.5% suspensions at elementary level. Reduce 10% jr./sr. high school suspension to 5% or less.</p>	<p>Maintain or reduce 2016 baseline of 0.5% suspensions at elementary level. Reduce 10% jr./sr. high school suspension to 5% or less.</p>	<p>Maintain or reduce 2016 baseline of 0.5% suspensions at elementary level. Reduce 10% jr./sr. high school suspension to 5% or less.</p>
<p>Priority 6: Local Metric/Expulsion rate</p>	<p>Baseline: 0% expulsions 2015-2016.</p>	<p>Maintain 2015-2016 baseline of 0% expulsions.</p>	<p>Maintain 2015-2016 baseline of 0% expulsions.</p>	<p>Maintain 2015-2016 baseline of 0% expulsions.</p>

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:	
<p><u>Students to be Served</u></p> <p><input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> <u>Native American pupils</u></p>	<p><input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: <input type="checkbox"/> Specific Grade spans:</p>
OR	
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
<p><u>Students to be Served</u></p> <p><input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income</p>	<p><input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide <input type="checkbox"/> Limited to Unduplicated Student Group(s)</p>
OR	
<p><u>Scope of Services</u></p> <p><input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools:</p>	<p><input type="checkbox"/> Specific Grade spans:</p>

ACTIONS/SERVICES

2017-18

New Modified Unchanged

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

2018-19

New Modified Unchanged

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

2019-20

New Modified Unchanged

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

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount	0	Amount	0	Amount	0
--------	---	--------	---	--------	---

Action **2**

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

Students to be Served

All Students with Disabilities

Location(s)

All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

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

Location(s)

All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

2018-19

2019-20

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

BUDGETED EXPENDITURES

2017-18

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

2018-19

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

2019-20

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

Action **3**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18

<input type="checkbox"/> New	<input checked="" type="checkbox"/> Modified	<input type="checkbox"/> Unchanged
3.1 Field trip dates for attendance at or above 90% will be posted at each school site. 3.2 Individual teachers may opt to send notes/contracts home to inform parents of requirements for attendance field trips, prizes, etc.		

2018-19

<input type="checkbox"/> New	<input checked="" type="checkbox"/> Modified	<input type="checkbox"/> Unchanged
3.1 Field trip dates for attendance at or above 92% will be posted at each school site. 3.2 Individual teachers may opt to send notes/contracts home to inform parents of requirements for attendance field trips, prizes, etc.		

2019-20

<input type="checkbox"/> New	<input checked="" type="checkbox"/> Modified	<input type="checkbox"/> Unchanged
3.1 Field trip dates for attendance at or above 95% will be posted at each school site. 3.2 Individual teachers may opt to send notes/contracts home to inform parents of requirements for attendance field trips, prizes, etc.		

BUDGETED EXPENDITURES

2017-18

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

2018-19

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

2019-20

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

4

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

Students to be Served

All Students with Disabilities

Location(s)

All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

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

Location(s)

All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

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

2018-19

New Modified Unchanged

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

2019-20

New Modified Unchanged

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

class.

class.

class.

BUDGETED EXPENDITURES

2017-18

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

2018-19

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

2019-20

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

Action 5

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

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

OR

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

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

ACTIONS/SERVICES

2017-18

<input type="checkbox"/> New	<input type="checkbox"/> Modified	<input checked="" type="checkbox"/> Unchanged
5.1 Parent and community survey administered. 5.2 Results reported to the Board and SSC.		

2018-19

<input type="checkbox"/> New	<input type="checkbox"/> Modified	<input checked="" type="checkbox"/> Unchanged
5.1 Parent and community survey administered. 5.2 Results reported to the Board and SSC.		

2019-20

<input type="checkbox"/> New	<input type="checkbox"/> Modified	<input checked="" type="checkbox"/> Unchanged
5.1 Parent and community survey administered. 5.2 Results reported to the Board and SSC.		

BUDGETED EXPENDITURES
2017-18

2018-19

2019-20

Action 6

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

Students to be Served

All Students with Disabilities

Location(s)

All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

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

Location(s)

All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
6.1 Administer and analyze resulting data to improve academic outcomes of SCJUSD pupils: a. Undetermined SBAC/CAASPP proficiency rate, pending results of first year's testing data and/or state established goals b. API baseline set by State; EAMO set once API baseline is available c. At least 25% of graduates will complete UC/CSU A-G requirements d. At least 20% of graduates will complete CTE	6.1 Administer and analyze resulting data to improve academic outcomes of SCJUSD pupils: a. Undetermined SBAC/CAASPP proficiency rate, pending results of first year's testing data and/or state established goals b. API baseline set by State; EAMO set once API baseline is available c. At least 25% of graduates will complete UC/CSU A-G requirements d. At least 20% of graduates will complete CTE	6.1 Administer and analyze resulting data to improve academic outcomes of SCJUSD pupils: a. Undetermined SBAC/CAASPP proficiency rate, pending results of first year's testing data and/or state established goals b. API baseline set by State; EAMO set once API baseline is available c. At least 25% of graduates will complete UC/CSU A-G requirements d. At least 20% of graduates will complete CTE

course of study
 e. EAMOs for AP classes will not be set until AP courses are offered at ECHS
 f. 10th grade CAHSEE pass rate will be at least 50% annually
 g. *Note: no services written for EIs because 0% are designated in SCJUSD
 6. 2 Establish reading benchmark testing and results evaluation grades K-8.
 6.3 Teachers will collaborate at monthly meetings on minimum days.
 6.4 Full implementation of Butte-Glenn College Career Pathway Trust Grant pathways-Medical/Health and Fabrication/Welding.

course of study
 e. EAMOs for AP classes will not be set until AP courses are offered at ECHS
 f. 10th grade CAHSEE pass rate will be at least 50% annually
 g. *Note: no services written for EIs because 0% are designated in SCJUSD
 6. 2 Establish reading benchmark testing and results evaluation grades K-8.
 6.3 Teachers will collaborate at monthly meetings on minimum days.
 6.4 Full implementation of Butte-Glenn College Career Pathway Trust Grant pathways-Medical/Health and Fabrication/Welding.

course of study
 e. EAMOs for AP classes will not be set until AP courses are offered at ECHS
 f. 10th grade CAHSEE pass rate will be at least 50% annually
 g. *Note: no services written for EIs because 0% are designated in SCJUSD
 6. 2 Establish reading benchmark testing and results evaluation grades K-8.
 6.3 Teachers will collaborate at monthly meetings on minimum days.
 6.4 Full implementation of Butte-Glenn College Career Pathway Trust Grant pathways-Medical/Health and Fabrication/Welding.

BUDGETED EXPENDITURES

2017-18

Amount	10,000
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries
Amount	2,000
Source	Base
Budget Reference	3000-3999: Employee Benefits

2018-19

Amount	10,000
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries
Amount	2,200
Source	Base
Budget Reference	3000-3999: Employee Benefits

2019-20

Amount	10,000
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries
Amount	2,400
Source	Base
Budget Reference	3000-3999: Employee Benefits

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

<input type="checkbox"/> New	<input checked="" type="checkbox"/> Modified	<input type="checkbox"/> Unchanged
<p>Goal 3</p> <p>GOAL 3: SCJUSD will insure that all Students achieve at their maximum potential. SCJUSD students will progress in knowledge and academic skills through a comprehensive continuum of courses, which they will demonstrate through a variety of measures, including standardized tests, and college and career preparedness measures.</p>		
STATE <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8		
COE <input type="checkbox"/> 9 <input type="checkbox"/> 10		
LOCAL		

Identified Need

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 4: State Indicator/Academic Indicator/Grades 3-8 ELA SBAC results	ENGLISH/LANGUAGE ARTS (SBAC 2016) All Students: • Met = 10 % • Nearly met = 19% • Not met = 71% Native American Students: • Met = 0 % • Nearly met = 18% • Not met = 82%	4.A.1 Continue and expand all students access to highly engaging, culturally relevant English/Language Arts materials. 4.A.2 All English/ELA teachers participate in COE trainings/inservices on teaching ELA. 4.A.3 Improve Native American student performance through increased support.	4.A.1 Continue and expand all students access to highly engaging, culturally relevant English/Language Arts materials. 4.A.2 All English/ELA teachers participate in COE trainings/inservices on teaching ELA. 4.A.3 Improve Native American student performance through increased support.	4.A.1 Continue and expand all students access to highly engaging, culturally relevant English/Language Arts materials. 4.A.2 All English/ELA teachers participate in COE trainings/inservices on teaching ELA. 4.A.3 Improve Native American student performance through increased support.
Priority 4: State Indicator/Academic Indicator/Grades 3-8 mathematics SBAC results	MATHEMATICS (SBAC 2016) All Students: Met = 0 % Nearly met = 14% Not met = 86% Native American Students: Met = 0 % Nearly met = 8%	4.B.2.1 Engage students in math curriculum through increased use of hands-on, contextual teaching. 4.B.2.2 Offer increased support to all students (1:1 assistance, parent phone calls & conferences, etc.)	4.B.2.1 Engage students in math curriculum through increased use of hands-on, contextual teaching. 4.B.2.2 Offer increased support to all students (1:1 assistance, parent phone calls & conferences, etc.)	4.B.2.1 Engage students in math curriculum through increased use of hands-on, contextual teaching. 4.B.2.2 Offer increased support to all students (1:1 assistance, parent phone calls & conferences, etc.)

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

PLANNED ACTIONS / SERVICES

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

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
<u>Students to be Served</u> <input type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Native American pupils	<input type="checkbox"/> Specific Grade spans:
<u>Location(s)</u> <input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:
OR	
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
<u>Students to be Served</u> <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Low Income	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u> <input checked="" type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

ACTIONS/SERVICES

2017-18	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	2018-19	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Continue improvement of website and encourage parents to access the website.		Continue improvement of website and encourage parents to access the website.	
2019-20	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	Continue improvement of website and encourage parents to access the website.	

BUDGETED EXPENDITURES

2017-18	Amount	2018-19	Amount
	\$5,000		\$5,000
	Base		Base
2019-20	Amount	2019-20	Amount
	\$5,000		\$5,000
	Base		Base

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

2 Action

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

Students to be Served All Students with Disabilities

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

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

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

BUDGETED EXPENDITURES

2017-18

Amount	\$5,000
Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures

2018-19

Amount	\$5,000
Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures

2019-20

Amount	\$5,000
Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures

Action 3

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

Students to be Served All Students with Disabilities

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

Expand use of attendance recognition through prizes and field trips.

Expand use of attendance recognition through prizes and field trips.

Expand use of attendance recognition through prizes and field trips.

BUDGETED EXPENDITURES

2017-18

Amount	2,000
Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies

2018-19

Amount	2,000
Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies

2019-20

Amount	2,000
Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies

Action **4**

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

Students to be Served

All Students with Disabilities

Location(s)

All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

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

Location(s)

All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

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

2018-19

New Modified Unchanged

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

2019-20

New Modified Unchanged

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

BUDGETED EXPENDITURES
2017-18

2018-19

2019-20

Action 5

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

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

OR

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

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

ACTIONS/SERVICES

2017-18

2018-19

2019-20

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

BUDGETED EXPENDITURES
2017-18

2018-19

2019-20

Action 6

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/>
------------------------------	---	---	--------------------------

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged
Continue review and annual update of the School Safety Plan.

2018-19

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

2019-20

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

BUDGETED EXPENDITURES

2017-18

Action **7**

2018-19

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

Students to be Served All Students with Disabilities

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

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services

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

Location(s)

All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Review and update SCJUSD Technology Plan.

2018-19

New Modified Unchanged

Review and update SCJUSD Technology Plan.

2019-20

New Modified Unchanged

Review and update SCJUSD Technology Plan.

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year 2017-18 2018-19 2019-20

Estimated Supplemental and Concentration Grant Funds: **\$206,011** Percentage to Increase or Improve Services: **16.00%**

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

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

and will continue to be used in the following categories:
 of who focus on unduplicated students and are available to all students because of the size of the district.

- Counselor
- Supervisor
- Opportunity Teacher
- Instructional support
- Specialist
- Specialist Paraprofessional
- For student attendance

Materials that are culturally relevant and if available, teacher training in culturally responsive teaching

Analysis will be on serving the identified unduplicated students, because of our exceptionally small District and reduced student numbers, much of the is based on a school wide or district wide manner.

Instructional Counselor targets specific students for increased attention to unduplicated students through additional 1:1 assistance in identifying their post-secondary goals; organizing and accompanying students to off campus learning experiences to colleges and vocational settings; organizing visits from military recruiters; assessing students academic and vocational aptitudes and interests; teacher training on the inclusion of goal setting activities for students (i.e. "My Ten-Year Plan" and "Get Focused, Stay Focused"); scheduling guest speakers on vocational topics; participation in county-wide and Chico and Butte college career days, and other occupations. (\$68,000)

- The Campus Supervisor monitors attendance of unduplicated students and all other students. Contact, daily if helpful, is made with students to offer encouragement to be at school, parents are contacted regarding absences and referrals to the Student Attendance Review Board occur, if needed. Students are offered supportive, informal counseling and support for personal barriers to school attendance in a problem-solving environment that include helping the student plan on how to be in school, use of an alarm clock, etc. (\$56,546)
- Classroom aides work with unduplicated and other students at greater risk of falling behind through small group and 1:1 instruction in all content areas.

- The Education Specialist serves students receiving special education services for 80% percent of her time, with the remainder of her time paid

through district funds, scheduled for the unduplicated students, who are given additional academic support. (\$4,000)

- Part-time Opportunity Teacher (\$41,350)
- The Education Specialist Paraprofessional, under the direction of the Education Specialist, provides support in the same manner to students on Individualized Education Programs (IEPs) and the unduplicated students.
- A portion of the budget is designated for attendance incentives (\$3,000). The attendance incentives range from a school store for the elementary students, with items accessed by attendance points, through "Fun Fridays" for the junior high and high school students. The last two periods are set aside at the end of each month for special activities for students with "Cs" or greater in each class and 1 or fewer absences in the month.

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

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

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