LCAP Year (select from 2017-18, 2018-19, 2019-20)

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)

California School Dashboard: 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	Contact Name and Title	Email and Phone
Big Pine Unified School District	Pamela Jones Superintendent	pjones@bigpineschools.org 760-938-2005

2017-20 Plan Summary

The Story

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

The Big Pine Unified School District is a Basic Aid, K-12 School District with 130 students. More than half of our students are Native American (Paiute), and approximately 80% are low income. We have 5 English Learners in the district. Currently there are two Foster Youth, and they are provided all resources appropriate to their needs as listed in this plan. This Local Control Accountability Plan is designed as an LEA Wide plan, due to our high percentage of unduplicated pupils. Despite the high percentage of unduplicated pupils enrolled in the district, because of the Basic Aid status of the

district we have received no additional funding under the the Local Control Funding Formula. In fact, we are experiencing significant decreases: loss of funds due to fair share payments, sunset of QEIA funding in 2015-16, loss of county funded programs that have been discontinued due to LCFF flexibility, uncertainty in Federal payments from Impact Aid, loss of School of Choice dollars and a four-year period (2011-2015) of drops in revenue from property taxes. Property tax revenue has been on track with projections since 2016. We are also concerned with our ability to meet the demand of increased health insurance costs and employer retirement plan contributions to both STRS and PERS.

We are a small district, and standard data sources often do not report our students as the numbers are statistically insignificant and/or would reveal identifiable student information. The majority of the California Dashboard Indicators are reported with asterisks.

The Big Pine Unified School District Board, Superintendent and staff have the vision of transforming the Big Pine School District using the research based model: EL Education. We are in our seventh year of work with the EL Network, and in year five of our implementation partnership. Based upon the reports of other transformation schools (as opposed to a newly formed private school that begins operation with the EL model) we expect to stay the course with EL practices for seven to ten years prior to seeing the full effects of our efforts. Annually we assess our progress in partnership with EL on a nationally calibrated rubric, determining our level of implementation of EL Core Practices in standards aligned instruction, assessment, support of character development, student achievement and more. This Implementation Review (IR) Score is one of three major criteria for credentialing eligibility within the Network. We are also committed to a PBIS model of social and emotional learning supports, as well as the implementation of state standards. These are the three areas of focus for our ongoing improvement efforts.

LCAP Highlights

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

Goal number one is implementation of EL Education Core Practices. This goal is divided into the three dimensions of student achievement: mastery of knowledge and skills, character, and high quality work. All of our instructional practices and implementation of state standards are integrated within this goal. Each of the three dimensions has its own goal and learning targets that are described in the EL Work Plan. The EL Work Plan is collaboratively developed by the Leadership team and all staff and with facilitation from our administrators, Leadership Team, and EL School Designer. Monitoring of this plan is ongoing through learning walks and evidence collection, PLC discussion, facilitated staff reviews including mid-year and annual Implementation Reviews. Creating a culture of writing, consistent use of protocols, learning targets in use daily, instruction through case studies and expeditions that are standards driven, use of field work and experts, and the creation of high quality work through reflection and revision are all part of this goal. In 2015-16 the EL Education Network established criteria for schools to become credentialed. In order to meet criteria for mastery of knowledge and skills we have introduced the use of NWEA Map Growth as a district measure of student growth. We began using MAP Growth in 16-17, and had training from NWEA in August 2017. We have accumulated a bank of student achievement data that is useful for instruction and intervention placement, and with the May 2018 benchmark administration we have our first set of scores for the metric that we want to track: percentage of students meeting growth targets.

Goal number two captures our efforts to create a safe and engaging school environment staffed appropriately, with well kept facilities and with a school climate that is conducive to learning. Our EL Education character targets are exemplified by the work we do with students around the Warrior Code, and in Crew and Community Meetings. During the 2017-2018 school year we engaged in an inquiry into character traits and revised the Warrior Code and Habits of Scholarship into one code which we call the Warrior Code. We increasingly use a variety of Restorative Justice practices in lieu of suspension; reflections, Crew circles, and ongoing social and emotional learning skills instruction. We also put some dedicated effort into our actions to reduce Chronic Absence. We held a community partners meeting in September 2017, including representatives from the District, County Juvenile Department, County Health and Human Services, and the FIRST program. We held another engagement session with our District Tribe Collaborative. We assessed our current practices and needs in dealing with Chronic Absence and developed a campaign including monthly monitoring and analysis of data, attendance education messaging in the Big Pine Beacon, student-created PSAs aired on local radio stations, attendance smart goals that students reported to parents at SLCs and the formation of a Student Attendance Review Team (SART) that provides one more step in our support system prior to referral to the County SARB. A strong effect was noticed through having students set goals for attendance and sharing them with families at SLCs.

Goal number three states our desire to see all of our students graduating from high school ready to pursue careers or college education. Simply maintaining a course schedule that allows students to meet the requirements of a comprehensive high school in a setting our size creates challenges, and we are meeting them. Our master schedule returned to a 7-12 configuration for the 18-19 school year, after four years of attempting a separate middle school model. We also have a well developed career portfolio program, and senior exit interviews. The senior exit interviews were expanded into a Passage presentation in the 16-17 school year, and 8th graders had an introduction to a Passage presentation. 6th graders made a first effort on a Passage presentation in 2017-18. Passages are culminating events in which each student at the Passage grade level presents to a community panel the evidence of his or her achievement of academic and character goals and demonstrates his or her readiness to move on to the next level.

Review of Performance

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

Greatest Progress

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

We achieved a score of 107 on our 2018-19 EL Education Implementation Review, 9 points higher than 2017-18, despite staff turnover and continued limitation in services from an EL School Designer. We have institutionalized most Core Practices, and are making progress in the area of assessment systems, including benchmark assessments and student self assessment. Our SBAC performance on ELA and Math increased overall and for our subgroups.

Our suspension rates continue to reflect the improvements gained in 17-18, with overall blue performance on the indicators and no subgroups in red, orange or yellow. We are optimistic that our Care program, restorative justice practices, Crew and Community circles, Second Step social and emotional learning skills, counseling sessions, and Peace Warriors are building a positive school climate and safe learning environment.

We also saw significant decrease (-6.9%) in our percentage of chronic absence. While we still have a high percentage, 17.4% overall, we also continue to educate and support our students and families for improved attendance.

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

Greatest Needs

Chronic Absenteeism is an area of need. Our 16-17 Chronic Absenteeism rate was 24.3%. While we improved overall to yellow on the dashboard, with a 6.9% decrease to 17% overall in 17-18, we had two subgroups in orange. American Indian chronic absence was 26.5%, a decline of 9.7%. Our socioeconomically disadvantaged student chronic absence rate was 21% with a decline of 6.9%. Stakeholder engagement discussions consistently support use of existing SARB processes and engagement with appropriate county agencies to use the full extent of the law to educate the community regarding the importance of compulsory school attendance. While we have hope that engaging instruction, within Expeditions and with experiential learning, will attract students to school each day, we acknowledge that for some students attendance issues are complex and require multiple avenues of intervention. As noted in the highlights, we have undergone a needs assessment (following the Attendanceworks.org model) and have filled the gaps in our attendance tiers of intervention response through monthly monitoring and analysis of chronic absence data, targeted intervention responses, education and advertising, individual student goals for attendance, and the formation of a Student Attendance Review Team.

Asking each student from Kindergarten through Senior in high school to review their own attendance, set their individual goal for attendance, and discuss their progress towards that goal with families at Student Led Conferences has proven to be an effective strategy.

While we are not showing red or orange on metrics for state testing achievement in ELA and Math, we continue to pursue multiple systems of support in order to improve student achievement.

No other indicators on the Dashboard showed orange, red or not met in 17-18

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

Performance Gaps

No student group was reported as two or more performance levels below the "all student" performance on any state indicator on the California School Dashboard.

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 1

Meet the identified goals in Three Dimensions of Student Achievement as stated in the EL Education Work Plan.

1. Mastery of Knowledge and Skills: Big Pine students will acquire the knowledge and skills to be college and career ready.
2. Character: Big Pine students will develop the performance and behavior character traits to contribute to making the world a better place.
3. High Quality Work: Big Pine students will create high quality products for authentic purposes and audiences.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Priority 2. A. Implementation of State Standards/Percent of Expeditions, Case Studies and Projects that name state standards for academic content and performance. **18-19** 2. A. 100% **Baseline** 2. A. 100%	2. A. 100%
Metric/Indicator Priority 2. B. ELL access to CCSS and ELD standards to gain content knowledge and language proficiency/	2. B. School Leaders' observations and review of lesson planning documents provide evidence that ELD standards and Integrated ELD strategies are

Expected	Actual
Teacher observation and review of case studies, expeditions and projects for teachers of ELL students.	incorporated to support ELL students in gaining content knowledge and language proficiency.
18-19 2. B. School Leader's observations and review of lesson planning documents provide evidence that ELD standards and Integrated ELD strategies are incorporated to support ELL students in gaining content knowledge and language proficiency.	
Baseline 2. B. School Leader's observations and review of lesson planning documents provide evidence that ELD standards and Integrated ELD strategies are incorporated to support ELL students in gaining content knowledge and language proficiency.	
Metric/Indicator Priority 3. A, B, C. Efforts to seek parental input, promote parental participation, and promote parental participation for parents of students with special needs/ Percent of students who had a parent/guardian or caring adult in attendance at their student led conference two times annually.	3. A, B, C: 100%
18-19 3. A, B, C: 100%	
Baseline 3, A., B, C: 99%	
Metric/Indicator Priority 4. A. Achievement on Statewide Assessments/Academic Indicator Performance Level: Improving to Green	4. A. Math 3-8 All Yellow SED Yellow Am Ind Yellow
18-19 4. A. Math 3-8 All Yellow SED Yellow Am Ind Orange	English Language Arts 3-8 All Yellow SED Yellow Am Ind Yellow
English Language Arts 3-8 All Yellow SED Orange Am Ind Yellow	Note: White student group is below 30 in number and is not reported as a subgroup
Note: White student group is below 30 in number and is not reported as a subgroup	

Expected	Actual
Baseline 4. A. Math 3-8 All Yellow SED Yellow Am Ind Orange English Language Arts 3-8 All Orange SED Red Am Ind Red Note: White student group is below 30 in number and is not reported as a subgroup	
Metric/Indicator Priority 4. B. Academic Performance Index **18-19** 4. B NA **Baseline** 4. B NA	4. B. NA
Metric/Indicator Priority 4. C. Percent of students who complete A-G requirements **18-19** 4. C. 100% **Baseline** 4. C. 100%	4. C. 91%
Metric/Indicator Priority 4. D. Percent of students who make progress on CELDT/Indicated by * as numbers are too small to report **18-19** 4. D. * **Baseline** 4. D. *	4. D. *
Metric/Indicator	4. E. *

Expected	Actual
Priority 4. E. English learner reclassification rate/Indicated by * as numbers are too small to report **18-19** 4. E. * **Baseline** 4. E. *	
Metric/Indicator Priorty 4. F. Percentage of students taking and passing AP exam with 3 or higher/Indicated by * as numbers are too small to report **18-19** 4. F. * **Baseline** 4. F. *	4. F. *
Metric/Indicator Priority 4. G. Percentage of students who demonstrate college preparedness on Early Assessment Program/Indicated by * as numbers are too small to report **18-19** 4. G.* **Baseline** 4. G. *	4. G. *
Metric/Indicator Priority 8. A. Pupil Outcomes: EL Education Implementation Review Score, **18-19** 8. A. 98+ **Baseline** 8. A. 2016 IR Score = 92	8. A. 107
Metric/Indicator 8. A.Pupil Outcomes: NWEA MAP and District Writing Benchmark Rubric (SBAC Aligned). Baseline NWEA MAP assessments given in late May 2017. Baseline data is being analyzed and will be reported in the 2018 LCAP as a result of the 17-18 LCAP review. Growth targets will also be determined and provided in the 2018 LCAP. In Fall 2017, after a training with NWEA Map Growth, we learned that Baseline data is not a useful metric in this context. We plan to report our	8. A. 1) 60% of students are meeting their growth target on NWEA MAP in ELA. (May 2019) 2) 60% of students are meeting their growth target on NWEA MAP reading. (May 2019) 3) 71% or more of students are meeting their growth target on NWEA MAP in math. (May 2019) 4) 65% of students achieved a 3 or better on one major process writing product this year. (by May 2019)

Expected	Actual
growth data for the May benchmark annually. May 2018 is the first available data for this metric. We will use the May Writing Benchmark score. **18-19** 8. A. 1) 60% or more of students are meeting their growth target on NWEA MAP in ELA. (May 2019) 2) 60% or more of students are meeting their growth target on NWEA MAP reading. (May 2019) 3) 60% or more of students are meeting their growth target on NWEA MAP in math. (May 2019) 4) 60% of students will achieve a 3 or better on one major process writing product each year. (May 2019) **Baseline** 8. A. 1) __% or more of students are meeting their growth target on NWEA MAP in ELA. 2) __% or more of students are meeting their growth target on NWEA MAP reading. 3) __% or more of students are meeting their growth target on NWEA MAP in math. 4) 40% Students will achieve a 3 or better on one major process writing product each year. (60% May 2017)	

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Staff will carry out actions, activities, and professional development as stated in the annual Expeditionary Learning Cooperative Agreement.	Staff made excellent progress on actions, activities and professional development as stated in the annual EL Education Cooperative Agreement.	Title 1 EL Education MOU 5800: Professional/Consulting Services And Operating Expenditures Other $6,427	Title 1 El Education MOU 5800: Professional/Consulting Services And Operating Expenditures Other $8,690

		Title 2 EL Education MOU 5800: Professional/Consulting Services And Operating Expenditures Other $7,574 LCFF EL Education MOU - General Fund Unrestricted 5800: Professional/Consulting Services And Operating Expenditures Supplemental $14,819 LCFF EL Edcuation MOU - General Fund Unrestricted 5800: Professional/Consulting Services And Operating Expenditures Concentration $11,180	Title 2 EL Education MOU 5800: Professional/Consulting Services And Operating Expenditures Other $5,530 LCFF EL Education MOU-General Fund Unrestricted 5800: Professional/Consulting Services And Operating Expenditures Supplemental $14,915 LCFF EL Education-General Fund Unrestricted 5800: Professional/Consulting Services And Operating Expenditures Concentration $10,365

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Implement all state standards within instructional practices of EL Education, including in case studies and in expeditions	State standards were implemented within instructional practices of EL Education, including in case studies and in expeditions	Lottery Instructional Materials Eureka Math Workbooks 4000-4999: Books And Supplies Other $5,950 LCFF Instructional Materials Eureka Math Workbooks 4000-4999: Books And Supplies Base $6,500 LCFF Expediton Resources (Books and Supplies) 4000-4999: Books And Supplies Base $8,325 LCFF Instructional Materials English 4000-4999: Books And Supplies Base $5,000 LCFF Textbook Replacement/Adoption 4000-	Lottery Instructional Materials Language Arts/History 4000-4999: Books And Supplies Other $16,138 LCFF Instructional Materials Eureka Math Workbooks 4000-4999: Books And Supplies Base $4,605 LCFF Expedition Resources (Books and Supplies) Language Arts 4000-4999: Books And Supplies Base $11,000 LCFF Instructional Material English 4000-4999: Books And Supplies Base $0.00 LCFF Textbook Replacement/Adoption Language

		4999: Books And Supplies Base $30,000	Arts 4000-4999: Books And Supplies Base $23,096

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide opportunities for all students to produce high quality products for authentic audiences	Opportunities were provided for all students to produce high quality products for authentic audiences	No Additional Cost	No Additional Cost

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide opportunities for all students to achieve academic and character goals identified in their student led conference portfolios	Opportunities were provided for all students to achieve academic and character goals identified in their student led conference portfolios	LCFF Binders and Supplies for SLCs 4000-4999: Books And Supplies Supplemental $1,026 LCFF Binders and dividers for SLCs 4000-4999: Books And Supplies Concentration $774	LCFF Binders and Supplies for SLCs 4000-4999: Books And Supplies Supplemental $129 LCFF Binders and Supplies for SLCs 4000-4999: Books And Supplies Concentration $90

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide opportunities for all students to demonstrate ownership of their learning and have confidence in their ability to present knowledge in student led conferences, presentations to authentic audiences and in community meetings	Opportunities were provided for all students to demonstrate ownership of their learning and have confidence in their ability to present knowledge in student led conferences, presentations to authentic audiences and in community meetings	No additional costs	No additional costs

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Provide the opportunity for all students to participate in the CAASPP.	The opportunity was provided for all students to participate in the CAASPP.	General Fund Test Fees 5800: Professional/Consulting Services And Operating Expenditures Base $2,000	General Fund Test Fees 4000-4999: Books And Supplies Base $333
		General Fund Snacks and Supplies for Testing 4000-4999: Books And Supplies Base $200	General Fund Snacks and Supplies for Testing 4000-4999: Books And Supplies Base $200

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide all students with the opportunity to engage in learning through projects, case studies or expeditions	All students were provided with the opportunity to engage in learning through projects, case studies or expeditions	LCFF Transportation EL Field Work 5700-5799: Transfers Of Direct Costs Supplemental $10,260	LCFF Transportation EL Field Work 5700-5799: Transfers Of Direct Costs Supplemental $11,528
		LCFF Transportation EL Field Work 5700-5799: Transfers Of Direct Costs Concentration $7,740	LCFF Transportation EL Field Work 5700-5799: Transfers Of Direct Costs Concentration $8,011
		LCFF Expedition Summer Institutes Salaries and Benefits 1000-1999: Certificated Personnel Salaries Supplemental $8,036	LCFF Expedition Summer Institutes Travel and Conferences 5000-5999: Services And Other Operating Expenditures Supplemental $6,936
		LCFF Expedition Summer Institutes Salaries and Benefits 1000-1999: Certificated Personnel Salaries Concentration $6,062	LCFF Expedition Summer Institutes Travel and Conferences 5000-5999: Services And Other Operating Expenditures Concentration $4,820
		LCFF Buyback Days Salaries and Benefits 1000-1999: Certificated Personnel Salaries Supplemental $12,019	LCFF Buyback Days Salaries and Benefits 1000-1999: Certificated Personnel Salaries Supplemental $8,489
		LCFF Buyback Days Salaries and Benefits 1000-1999: Certificated	LCFF Buyback Days Salaries and Benefits 1000-1999: Certificated

		Personnel Salaries Concentration $9,066	Personnel Salaries Concentration $5,899

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Implement and refine local assessment system using NWEA MAP and District Writing benchmark rubric	The local assessment system using NWEA MAP and District Writing benchmark rubric was implemented and continues to be refined.	Northwest Evaluation 5000-5999: Services And Other Operating Expenditures Supplemental $1,449 Northwest Evaluation 5000-5999: Services And Other Operating Expenditures Concentration $1,093	Northwest Evaluation 5000-5999: Services And Other Operating Expenditures Other $3,400

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide release time for teachers to calibrate and score writing assessments.	Release time was created for all teachers using a back to back staff meeting schedule and part day use of three substitutes.	4 hours for 2 teachers plus sub cost salaries and benefits 1000-1999: Certificated Personnel Salaries Supplemental $570 4 hours for 2 teachers plus sub cost salaries and benefits 1000-1999: Certificated Personnel Salaries Concentration $430	4 hours for all teachers plus sub cost salaries and benefits 1000-1999: Certificated Personnel Salaries Supplemental $2,696 4 hours for all teachers plus sub cost salaries and benefits 1000-1999: Certificated Personnel Salaries Concentration $1,873

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 implementation of the actions and services we had planned resulted growth on our EL Education Implementation Review score, and increased observational data demonstrating strong use of Core Practices. Student field work is varied and evident in all

grades. Writing and NWEA MAP benchmark assessments are calendared, completed and analyzed. The character traits of the Warrior Code were revised at the end of 17-18 and rolled out for 18-19 at community meetings for all grades.

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

Our metrics for this goal have all either maintained at the desired level, or increased. There is one measure that had a drop: 91% our students met a-g requirements instead of 100% This percentage reflects that one of our students was not able to complete a second year of foreign language, however that student did complete requirements to graduate.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There are no material differences between budgeted expenditures and estimated actual expenditures for this goal.

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

There are no changes planned for this goal. There will be a further review of our EL Education Work Plan progress, and emphasis may shift among the Core Practices, but there will be no change to the goal, expected outcomes, metrics or actions and services.

Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 2

Provide a safe, secure and healthy learning and working environment

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Priority 1. A, B, C. Basic Services and Conditions/ Local Indicator Report: Access to textbooks, adequate facilities, and appropriately assigned teachers. **18-19** 1. A. Met **Baseline** 1. A. Met	1. A. Met
Metric/Indicator Priority 5. A. Pupil Engagement/School attendance rate of 92% or better **18-19** 5. A. 92.5% **Baseline** 5. A. 92.44%	5. A. 95%

Expected	Actual
Metric/Indicator Priority 5. B. Pupil Engagement/Chronic absenteeism rate **18-19** 5. B. 20% **Baseline** 5. B. 34%	5.B. 17.4%
Metric/Indicator Priority 5. C. Pupil Engagement/ Percent of Middle School drop outs **18-19** 5. C. 0% **Baseline** 5. C. 0%	5. C. 0%
Metric/Indicator Priority 5. D. Pupil Engagement/Percent of High School drop outs **18-19** 5. D. 0% **Baseline** 5. D. 0%	5. D. 0%
Metric/Indicator Priority 5. E. Pupil Engagement/High School graduation rate **18-19** 5. E. 100% **Baseline** 5. E. 100%	5. E. 100%
Metric/Indicator Priority 6. A. School Climate/Suspension Rate **18-19** 6. A. 3.3% **Baseline** 6. A. 12.1%	6. A. 0.6%
Metric/Indicator Priority 6. B. School Climate/Expulsion Rate **18-19** 6. B. 0%	6. B. 0%

Expected	Actual
Baseline 6. B. 0%	
Metric/Indicator Priority 6. C School Climate /SLC Survey parent and student sense of safety and school connection at 4/5 We did not administer a survey at March SLCs as we projected. Instead we piloted the use of California Healthy Kids and California School Parent Surveys during the November SLC. We are tracking student and parent responses to the "I feel safe at my school/School is a safe place for my child percent agree of strongly agree. For school connections we will track the overall school connectedness percent agree or strongly agree for students, and parent agree or strongly agree that "School encourages me to an active partner with the school in educating my child."	Priority 6. C School Climate /California School Parent Survey and California Healthy Kids Survey: 98% of parents and 67% of students feel the school is safe. 95% of parents and 75% of students feel connected to the school.
18-19 Priority 6. C School Climate /California School Parent Survey and California Healthy Kids Survey: 90% of parents and 50% of students feel the school is safe. 90% of parents and 75% of students feel connected to the school.	6. C. Met
6. C. Met	
Baseline 6. C. Met	
Metric/Indicator Priority 8 Pupil Outcomes/PBIS feather data demonstrates a 4:1 ratio of positive reinforcement to referral	8. Met
18-19 8. Met	
Baseline 8. Met	

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide facilities needed to support student learning	Facilities needed to support student learning were provided.	Fund 40 Maintenance Project List 6000-6999: Capital Outlay Base $100,000 Fund 14 Deferred Maintenance 5000-5999: Services And Other Operating Expenditures Base $35,000	Fund 40 Maintenance Project List 6000-6999: Capital Outlay Base $86,510 Fund 14 Deferred Maintenance 5000-5999: Services And Other Operating Expenditures Base $68,035

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide equipment needed to support student learning, including technology	Equipment needed to support student learning, including technology was provided.	LCFF Technology Repairs, Upgrades and Maintenance 5XXX also 4000-4999: Books And Supplies Supplemental $12,981 General Fund Classroom Furniture 4000-4999: Books And Supplies Concentration $9,794 College Readiness Block Grant Technology 4000-4999: Books And Supplies Other $6,907 General Fund Classroom furniture 4000-4999: Books And Supplies Supplemental $6,840 General Fund Classroom furniture 4000-4999: Books And Supplies Concentration $5,160	LCFF Technology Repairs, Upgrades and Maintenance 5XXX, also 4XXX 4000-4999: Books And Supplies Supplemental $13,102 Below College Readiness Block Grant Technology 4000-4999: Books And Supplies Other $6,907 General Fund Classroom Furniture 4000-4999: Books And Supplies Supplemental $8,294 General Fund Classroom Furniture 4000-4999: Books And Supplies Concentration $5,763 LCFF Technology Repairs, Upgrades and Maintenance 5XXX, also 4XXX 4000-4999:

			Books And Supplies Concentration $9,104 LCFF Technology Repairs, Upgrades and Maintenance 5XXX, also 4XXX 4000-4999: Books And Supplies Other $9,110

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide standards aligned materials and supplies needed to support student learning	Standards aligned materials and supplies needed to support student learning were provided.	LCFF All Classroom Instructional Supplies Budgets 4000-4999: Books And Supplies Base $30,000	LCFF All Classroom Instructional Supplies Budgets 4000-4999: Books And Supplies Base $30,977

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide opportunities for students to learn about and participate in healthy lifestyle activities	Opportunities for students to learn about and participate in healthy lifestyle activities were provided.	LCFF Supplies Community Meetings and Field Days 4000-4999: Books And Supplies Supplemental $1.254 General Fund Supplies for community meetings, field days 4000-4999: Books And Supplies Concentration $946	LCFF Supplies Community Meetings and Field Days 4000-4999: Books And Supplies Supplemental $3,567 LCFF Supplies Community Meetings and Field Days 4000-4999: Books And Supplies Concentration $2,479

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide programs that foster positive behaviors and character development through the Warrior Code (Positive Behavior Intervention and Supports)	Programs that foster positive behaviors and character development through the Warrior Code (Positive Behavior Intervention and Supports) were provided.	General Fund Warrior Code Feather Tickets 4000-4999: Books And Supplies Supplemental $712	General Fund Warrior Code Feather Tickets 4000-4999: Books And Supplies Supplemental $275

		General Fund Feather Ticket Rewards Program 4000-4999: Books And Supplies Concentration $538 General Fund Awards assemblies 5XXX also 4000-4999: Books And Supplies Supplemental $912 General Fund Awards assemblies 5XXX also 4000-4999: Books And Supplies Concentration $688 General Fund Behavior Matrix Instructional Day (supplemental hours) salaries and benefits 2000-2999: Classified Personnel Salaries Supplemental $86 General Fund Behavior Matrix Instructional Day (supplemental hours) salaries and benefits 2000-2999: Classified Personnel Salaries Concentration $64	General Fund Feather Ticket Rewards Program 4000-4999: Books And Supplies Concentration $191 General Fund Award assemblies 5XXX also 4XXX 4000-4999: Books And Supplies Supplemental 564 General Fund Award assemblies 5XXX also 4XXX 4000-4999: Books And Supplies Concentration 392 General Fund Behavior Matrix Instructional Days (supplemental hours) salaries and benefits 2000-2999: Classified Personnel Salaries Supplemental $69 General Fund Behavior Matrix Instructional Days (supplemental hours) salaries and benefits 2000-2999: Classified Personnel Salaries Concentration $47

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The District will seek support and encourage open and honest communication with students, parents, employees and the extended community.	The District sought, supported, and encouraged open and honest communication with students, parents, employees and the extended community.	General Fund Beacon Paper, Color Copies and Mailings 5900: Communications Supplemental $525 LCFF Annual Climate Survey (SLC) for stakeholders, 2 days administrative time 1000-1999: Certificated Personnel Salaries Concentration $390	General Fund Beacon Paper, Color Copies and Mailings 5900: Communications Supplemental $656 LCFF Annual Climate Survey (SLC) for stakeholders, 2 days administrative time 1000-1999: Certificated Personnel Salaries Supplemental $863

		LCFF Annual Climate Survey (SLC) for stakeholders, 2 days administrative time 1000-1999: Certificated Personnel Salaries Supplemental $931 LCFF Annual Climate Survey (SLC) for stakeholders, 2 days administrative time 1000-1999: Certificated Personnel Salaries Concentration $702	LCFF Annual Climate Survey (SLC) for stakeholders, 2 days administrative time 1000-1999: Certificated Personnel Salaries Concentration $600 Above General Fund Beacon Paper, Color Copies and Mailings 5900: Communications Concentration $456

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The District will staff all classrooms with highly qualified teachers.	The District staffed all classrooms with highly qualified teachers.	LCFF Restricted and Unrestricted Teacher salaries and benefits 1000-1999: Certificated Personnel Salaries Base $1,317,817 NA Not Applicable NA Not Applicable NA Not Applicable NA NA Not Applicable NA NA Not Applicable NA NA Not Applicable NA	LCFF Restricted and Unrestricted Teacher salaries and benefits 1000-1999: Certificated Personnel Salaries Base $1,219,924

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Complete Fire Alarm System	Progress on the fire alarm system was made at a far reduced cost than anticipated.	Fund 40 Fire 6000-6999: Capital Outlay Base $175,400	Fund 40 Fire 6000-6999: Capital Outlay Base $37

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Make selected improvements to existing preschool building in collaboration with Child Care Connection, and connect to fire alarm system.	Improvements were made to the preschool building, including connection to the emergency alert system.	Fund 40 PRES 6000-6999: Capital Outlay Base $20,000	Fund 40 PRES 6000-6999: Capital Outlay Base $0.00

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Assess van transport and plan to trade in oldest Odyssey Van and plan to purchase a second transit van	The Board has deferred this action. No purchase at this time.	NA Not Applicable No purchase this year	NA Not Applicable
		NA Not Applicable No purchase this year	NA Not Applicable

Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Purchase Classroom Furniture and Athletic Room Lockers	Athletic room lockers were purchased and installed. Classroom furniture was purchased.	Lockers and Classroom Furniture 6000-6999: Capital Outlay Base $48,500	Lockers 6000-6999: Capital Outlay Base $16,895

Action 12

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Implement detention and recover tardies and provide opportunity for targeted academic support for high school students.	Detention after school was provided as an opportunity for student to recover tardies and receive academic support.	Teacher Activity Rate of Pay salaries and benefits 1000-1999: Certificated Personnel Salaries Supplemental $1,710	Teacher Activity Rate of Pay salaries and benefits 1000-1999: Certificated Personnel Salaries Supplemental $0.00

		Teacher Activity Rate of Pay salaries and benefits 1000-1999: Certificated Personnel Salaries Concentration $1,291	Teacher Activity Rate of Pay salaries and benefits 1000-1999: Certificated Personnel Salaries Concentration $0.00

Action 13

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Collaborate with Inyo County Agencies to improve SARB sanctions and attendance compliance, including transportation to Bishop for SARB meetings. Continue with research based practices identified in 17-18 needs assessment and implement Attendance Plan, including release time for SART members to meet during the school day.	Referral to the County SARB have declined in lieu of local options. SART members were not called for a meeting, instead SART directed activities were continued with fewer families that are now on our list of chronic absentees.	Ten Days of Administrator Time salaries and benefits 1000-1999: Certificated Personnel Salaries Supplemental $3,743 Ten Days of Administrator Time salaries and benefits 1000-1999: Certificated Personnel Salaries Concentration $2,824 One Day Substitute Time for Two Teachers salaries and benefits Supplemental $163 One Day Substitute Time for Two Teachers salaries and benefits 1000-1999: Certificated Personnel Salaries Concentration $124	10 Days of Administrator Time salaries and benefits 1000-1999: Certificated Personnel Salaries Supplemental $3,826 10 Days of Administrator Time salaries and benefits 1000-1999: Certificated Personnel Salaries Concentration $2,659 One Day Substitute Time for Two Teachers salaries and benefits 1000-1999: Certificated Personnel Salaries Supplemental $0.00 One Day Substitute Time for Two Teachers salaries and benefits 1000-1999: Certificated Personnel Salaries Concentration $0.00

Action 14

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain the staffing needed in order to keep class sizes small and avoid combination classes, by continuing to fund the elementary postions formerly funded by QEIA. The District will continue to fund the Care Intervention position.	We have continued to fund these two positions and have maintained small class sizes.	Title 1 Funds Elementary Care Teacher Salary and Benefits 1000-1999: Certificated Personnel Salaries Other $31,052	Title 1 Funds Elementary Care Teacher Salary and Benefits 1000-1999: Certificated Personnel Salaries Other $30,856

		Elementary Care Teacher Salary and Benefits 1000-1999: Certificated Personnel Salaries Supplemental $41,300 Elementary Care Teacher Salary and Benefits 1000-1999: Certificated Personnel Salaries Concentration $31,156 Elementary Class Size Reduction 1000-1999: Certificated Personnel Salaries Supplemental $46,611 Elementary Class Size Reduction 1000-1999: Certificated Personnel Salaries Concentration $35,163	Elementary Care Teacher Salary and Benefits 1000-1999: Certificated Personnel Salaries Supplemental $42,478 Elementary Care Teacher Salary and Benefits 1000-1999: Certificated Personnel Salaries Concentration $29,519 Elementary Class Size Reduction 1000-1999: Certificated Personnel Salaries Supplemental $49,558 Elementary Class Size Reduction 1000-1999: Certificated Personnel Salaries Concentration $34,439

Action 15

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Staff Learning Resource Center with one certificated special education teacher and an assistant with additional two hours of RTI included.	We continue to staff the Learning Resource Center with one certificated special education teacher and an assistant with additional two hours of RTI included.	Special Education Teacher salary and benefits 1000-1999: Certificated Personnel Salaries Other $89,468 Instructional Assistant RTI salary and benefits 2000-2999: Classified Personnel Salaries Supplemental $7,909 Instructional Assistant RTI salary and benefits 2000-2999: Classified Personnel Salaries Concentration $5,966 Instructional Assistant Special Education salary and benefits	Special Education Teacher salary and benefits 1000-1999: Certificated Personnel Salaries Other $89,013 Instructional Assistant RTI salary and benefits 2000-2999: Classified Personnel Salaries Supplemental $8,198 Instructional Assistant RTI salary and benefits 2000-2999: Classified Personnel Salaries Concentration $5,697 Instructional Assistant Special Education salary and benefits

		2000-2999: Classified Personnel Salaries Other $22,550	2000-2999: Classified Personnel Salaries Other $23,037

Action 16

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide van with driver for special education and alternative education placement in Bishop	We continue to provide a van with driver for special education and alternative education placement in Bishop	Special Education Van Driver salary and benefits 2000-2999: Classified Personnel Salaries Other $2,285	Special Education Van Driver salary and benefits 2000-2999: Classified Personnel Salaries Other $10,479

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 the district was successful in implementation of the actions and services set out in this goal. Notable improvements were made to elementary English Language Arts instructional materials due to the adoption and use of EL Education's ELA Modules. Community meetings focused on the revised character traits of the Warrior Code, increasing awareness and positive interactions. The fire alarm system is improved and the total school emergency alert system is completed. Van transport of special and alternative education needs is costly, but the district is still maintaining the service as there is not a Countywide plan that addressed these needs and students are in need of this service.

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

Suspension rates are in the green on the dashboard, parents and students rate the school district as safe, and indicate that they feel connected to it. The Care program and RTI program continue to provide vital support to students and classrooms.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 1 The Deferred Maintenance increases were for additional painting of boys and girls locker rooms and classroom carpeting. Action 8 Fire Alarm System was analyzed by a new specialist and we were able to update with far less expense than budgeted. Action 7 The expenditures for Highly Qualified Teachers were reduced due to teacher taking an unpaid leave of absence for the 2018/19 school year and substitute was paid at a lower range and step on the salary schedule. Hours for Art and PE teacher positions decreased. Action 9 Preschool Building improvements were made but were funded from general maintenance. Action 11 Lockers and Classroom furniture, the District budgeted $48,500 and has spent approximately $17,000. The District did not make all the

furniture purchases that had been anticipated. Action 16 Special Ed Van Driver. The hours for this position increased by 1/2 hour each day. There were also additional costs for health insurance and retiree benefits that were unforeseen.

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

We will reduce our funding set asides for the preschool and fire alarm systems.

Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 3

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 5. E. Graduation Rate/ Maintain or increase the percentage of students meeting state and local graduation requirements a. All students will have a senior exit interview which will transition to Passage presentations at grades 5, 8, 10 and 12 by 2018-19. b. All students will have a career portfolio. c. Student self assessment rubrics for the Habits of Scholarship will demonstrate individual growth. (score of 3 or 4 on rubric)	5. E. Graduation Rate/ Maintain or increase the percentage of students meeting state and local graduation requirements a. All students will have Passage presentations at grades 6, 8, and 12. b. All students will have a Career/Passage portfolio. c. Student self assessment rubrics for the Warrior Code Habits of Character will demonstrate individual growth. 5. E. 100% a. Met b. Met c. Met

Expected	Actual
18-19 5. E. Graduation Rate/ Maintain or increase the percentage of students meeting state and local graduation requirements a. All students will have Passage presentations at grades 6, 8, and 12. b. All students will have a Career/Passage portfolio. c. Student self assessment rubrics for the Warrior Code Habits of Character will demonstrate individual growth. 5. E. 100% a. Met b. Met c. Met	
Baseline 5. E. 100% a. Met b. Met c. Met	
Metric/Indicator 7. A, B, C. Access to a Broad Course of Study/Student Information System Course Enrollment Report **18-19** 7. A. 100% **Baseline** 7. A. 100% of students, including unduplicated pupils and students with disabilities, are enrolled in a broad course of study.	7. A. 100%

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Staff will recognize and celebrate students who demonstrate understanding of and act in accordance with the Warrior Code.	Staff recognizes and celebrates students who demonstrate understanding of and act in accordance with the Warrior Code.	ASB Warrior Code and Academic Rewards 4000-4999: Books And Supplies Supplemental $513 ASB Warrior Code and Academic Rewards 4000-4999: Books And Supplies Concentration $387	ASB Warrior Code and Academic Rewards 4000-4999: Books And Supplies Supplemental $708 ASB Warrior Code and Academic Rewards 4000-4999: Books And Supplies Concentration $492

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Staff will take all actions necessary so that all students graduate with completed career portfolios. The district will maintain a certificated counselor to support career choices and portfolio completion as well as administer practice tests and PSATs and SATs for all high school students. The counselor will provide comprehensive school counseling support specifically for unduplicated pupils.	Staff took the actions necessary so that all students graduate with completed career portfolios. The district employs a certificated counselor to support career choices and portfolio completion as well as administer practice tests and PSATs and SATs for all high school students. The counselor provides comprehensive school counseling support specifically for unduplicated pupils.	General Fund Resource Code 5810 Career Counselor Salary and Benefits 1000-1999: Certificated Personnel Salaries Other $12,114 LCFF Career Counselor Salary and Benefits 1000-1999: Certificated Personnel Salaries Supplemental $34,834 LCFF Career Technician Salary and Benefits 5800: Professional/Consulting Services And Operating Expenditures Concentration $26,278 General Fund Road Trip Nation Subscription 5000-5999: Services And Other Operating Expenditures Supplemental $145 General Fund Road Trip Nation Subscription 5000-5999: Services And Other Operating Expenditures Concentration $110 General Fund Supplies and materials for portfolios 4000-	General Fund Resource 5810 Career Counselor Salary and Benefits 1000-1999: Certificated Personnel Salaries Other $12,184 LCFF Career Counselor Salary and Benefits 1000-1999: Certificated Personnel Salaries Supplemental $44,157 LCFF Career Counselor Salary and Benefits 1000-1999: Certificated Personnel Salaries Concentration $30,685 General Fund Road Trip Nation Subscription 5000-5999: Services And Other Operating Expenditures Supplemental $0.00 General Fund Road Trip Nation Subscription 5000-5999: Services And Other Operating Expenditures Concentration $0.00 General Fund Supplies and materials for portfolios 4000-

		4999: Books And Supplies Supplemental $114 General Fund Supplies and materials for portfolios 4000-4999: Books And Supplies Concentration $86	4999: Books And Supplies Supplemental $0.00 General Fund Supplies and materials for portfolios 4000-4999: Books And Supplies Concentration $0.00

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Fully implement Passages for students in grades 6, 8 and 12.	Staff fully implemented Passages for students in grades 6, 8 and 12.	No additional cost	

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide all students access to the courses needed in order to meet graduation requirements.	The district provided all students access to the courses needed in order to meet graduation requirements.	LCFF Online 5800: Professional/Consulting Services And Operating Expenditures Supplemental $5,472 LCFF Online 5800: Professional/Consulting Services And Operating Expenditures Concentration $4,128	LCFF Online 5800: Professional/Consulting Services And Operating Expenditures Supplemental $4,254 LCFF Online 5800: Professional/Consulting Services And Operating Expenditures Concentration $2,956

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.

The district achieved a high level of success in implementation of this goal. All of the actions were fully carried out. The Passages team spent many hours in preparation and planning, and the outcome was a more consistent quality of student engagement and presentation.

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

Every metric for the goal was met and/or showed further growth.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 7 Budgeted expenditures for Career Counselor salary and benefits less than what is estimated to be the actual costs for 2018/19.

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

There are no changes planned for this goal.

Stakeholder Engagement

LCAP Year: **2019-20**

Involvement Process for LCAP and Annual Update

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

From August 2018 through June 2019, BPUSD has engaged in several activities to gain input from all the relevant stakeholders regarding the district's current strengths and needs. A careful planning process, gathering input from key stakeholders was used to set priorities and create goals. Metrics were reported and discussed with each group as results have become available. Specific dates of meetings, stakeholders included and outcomes from those meetings are documented in the update section below.

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

Board hearing June 3, 2019. Board Approval June 11, 2019

District Board Meetings are productive venues for LCAP progress reporting and discussions for action and strategies. In addition to the governing board and superintendent, the following participants are also present: Principal, Bargaining Unit Representatives, Student Representative, Community Members. 8/15/18, 10/1/18, 11/5/18, 12/10/18, 1/7/19, 2/4/19, 3/4/19, 4/1/19, 5/6/19, 6/3/19, 6/11/19

Big Pine District-Tribe Collaborative (Collaborative) Meetings (Indian Education Center representatives, Title VII Liaison, tribal administrator, Indian Education Parent advisory representative, BPUSD principal, BPUSD Superintendent) 9/20/18, 2/11/19, 4/2/19, 4/18/19

EL Instructional Leadership Team (ILT) Meetings (Grade span teacher representatives and BPUSD administrators, EL school designer) 8/13/18, 10/2/18, 10/23/18, 11/14/18, 1/5/19, 2/26/19, 3/6/19, 4/3/19, 5/7/19

District Advisory Council (DAC) Meetings (designated by the Board as the parent advisory group for LCAP. Included teachers, community member, parent, classified and student representatives) focused on LCAP input: 11/15/18, 3/4/19, 5/16/19

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

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

Staff, Student, Parent Surveys conducted during student led conference week November 2018

Impact on LCAP and Annual Update

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

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

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

There are two foster youth currently enrolled in the district for the 18-19 school year. There are no homeless students reported in the district as of April 2019. There are five English Language Learners in the elementary (4.63%) identified in the district in 18-19, and four RFEP high school students (14.8%). Actions and services in this LCAP are available to any of these subgroups of students should they enroll, and the district is aware of and will provide all accommodations required by law to expedite the success of students within these subgroups of the unduplicated population.

1. Criteria for credentialing within the EL Network has resulted in a major push to embed NWEA MAP Growth into our local assessment system. We are developing clearly articulated systems for use of NWEA MAP to measure student growth. This work is reflected in Goal 1 Action 8.

2. Goal 1, which is the implementation of EL Education (formerly Expeditionary Learning) is our major area of focus for district transformation of teaching and learning. Annually we discuss our progress and outcomes and recommit to the EL Work Plan. Our EL Work Plan continues to have an area of focus on building a culture of writing as described in EL Core Practice 14. We are also working on lesson design, curriculum mapping and expedition planning. Our Priority 8 indicator is measured by NWEA MAP Growth data.

3. Within the work of EL Education implementation, we integrate state standards and have the intent to improve the achievement of all student groups on CAASPP. We also keep our focus on college and career readiness by maintaining our career portfolios and our series of Passage presentations. Passages are scheduled during our March SLC week for grades 6, 8 and 12. Stakeholder engagement session identified a need to move Passages to a later date, during a full day that will allow students (and teachers), who are looking forward to the Passage years, to be an audience for the current year Passage presentation. This area of discussion reinforced our implementation of Goal 1 and Goal 3 Action 3.

4. Implementation of character education, social and emotional learning supports, and maintenance of a safe and effective learning environment is the third area of focus. Within that area two facility projects were addressed in 2017-18, replacement of horns and connections for the fire alarm system, and minor repairs of the preschool. Those projects are listed in Goal 2 Actions 8 and 9. Those facility goals are at a sustainable level and for 18-19 will be replaced with replacement of the roofs on the gym and high school building, as well as painting exteriors and interiors.

We also agreed that due to the revision of the Core Practices for EL and the change from having two systems of character (performance and relational) that we would combine our Warrior Code and Habits of Scholarship into one Code for Habits of Character. That work was implemented in 18-19. We are all referencing the Warrior Code and have developed a Crew Map which articulates learning targets and expectations for instruction and support of the character traits. See Metric 5. E . in Goal 3.

5. A replacement plan for chromebooks is ongoing. Tech Teaching stations are in place in all classrooms. This is reflected in Goal 2 Action 2.

6. Continued support of furniture designed for 21st century classrooms is desired, but we have completed the locker room upgrades. This is found in Goal 2 Action 11.

7. Purchase of another van to support field work is requested. This change is found in Goal 2 Action 10. The Board has deferred a new purchase at this time.

8. We have a continued emphasis on our response to absences, truancies and suspension rates, found in Goal 2 and specifically in Action 12, implementation of the Attendance Plan.

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

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

Unchanged Goal

Goal 1

Meet the identified goals in Three Dimensions of Student Achievement as stated in the EL Education Work Plan.

1. Mastery of Knowledge and Skills: Big Pine students will acquire the knowledge and skills to be college and career ready.
2. Character: Big Pine students will develop the performance and behavior character traits to contribute to making the world a better place.
3. High Quality Work: Big Pine students will create high quality products for authentic purposes and audiences.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

The Big Pine Elementary was identified as a school ranked in decile 2 on the 2005 Academic Performance Index, and became a Quality Education Investment Act (QEIA) school. State test scores have fluctuated dramatically in subsequent years, due to a small student population, however, overall students are performing below state averages for proficiency, and improvement is desired. Expeditionary Learning (now known as EL Education) was implemented starting in 2012-13 as a transformative reform model to improve outcomes for students.In the 15-16 school year there were a number of changes in District staffing as well as a 6 month delay of services from EL due to a change in school designers. Starting 16-17 retirements and resignations have led to significant staffing turnover at the high school level. We have also had gaps (three consecutive years with 6 month gaps) in EL service and multiple changes in our School Designer support position. The commitment to EL was re-examined and re-affirmed in 17-18 by all stakeholders with an expectation that eight to ten years of implementation would be needed to see full potential. A key factor for continuing and becoming a credentialed EL School District in the network will be to have students demonstrate individual growth on NWEA MAP assessments.

In 2018-2019 we have again had changes to our EL School Designer as well as our Regional Director. It is also the first year of using the revised EL Core Practices, and the full implementation of a new Implementation Review (IR) Rubric. We expect there may be a change to our score on the IR, as there are new Core Practices included and there are some changes to evidence collection.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 2. A. Implementation of State Standards/Percent of Expeditions, Case Studies and Projects that name state standards for academic content and performance.	2. A. 100%	2. A. 100%	2. A. 100%	2. A. 100%
Priority 2. B. ELL access to CCSS and ELD standards to gain content knowledge and language proficiency/ Teacher observation and review of case studies, expeditions and projects for teachers of ELL students.	2. B. School Leader's observations and review of lesson planning documents provide evidence that ELD standards and Integrated ELD strategies are incorporated to support ELL students in gaining content knowledge and language proficiency.	2. B. School Leader's observations and review of lesson planning documents provide evidence that ELD standards and Integrated ELD strategies are incorporated to support ELL students in gaining content knowledge and language proficiency.	2. B. School Leader's observations and review of lesson planning documents provide evidence that ELD standards and Integrated ELD strategies are incorporated to support ELL students in gaining content knowledge and language proficiency.	2. B. School Leader's observations and review of lesson planning documents provide evidence that ELD standards and Integrated ELD strategies are incorporated to support ELL students in gaining content knowledge and language proficiency.
Priority 3. A, B, C. Efforts to seek parental input, promote parental participation, and promote parental participation for parents of students with special needs/ Percent of	3, A., B, C: 99%	3. A. B. C: 100%	3. A, B, C: 100%	3. A, B, C: 100%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
students who had a parent/guardian or caring adult in attendance at their student led conference two times annually.				
Priority 4. A. Achievement on Statewide Assessments/Academic Indicator Performance Level: Improving to Green	4. A. Math 3-8 All Yellow SED Yellow Am Ind Orange English Language Arts 3-8 All Orange SED Red Am Ind Red Note: White student group is below 30 in number and is not reported as a subgroup	4. A. Math 3-8 All Yellow SED Yellow Am Ind Yellow English Language Arts 3-8 All Yellow SED Yellow Am Ind Yellow Note: White student group is below 30 in number and is not reported as a subgroup	4. A. Math 3-8 All Yellow SED Yellow Am Ind Yellow English Language Arts 3-8 All Yellow SED Yellow Am Ind Yellow Note: White student group is below 30 in number and is not reported as a subgroup	4. A. Math 3-8 All Green SED Green Am Ind Yellow English Language Arts 3-8 All Green SED Yellow Am Ind Green Note: White student group is below 30 in number and is not reported as a subgroup
Priority 4. B. Academic Performance Index	4. B NA	4. B NA	4. B NA	4. B NA
Priority 4. C. Percent of students who complete A-G requirements	4. C. 100%	4. C. 91%	4. C. 100%	4. C. 100%
Priority 4. D. Percent of students who make progress on CELDT/Indicated by * as numbers are too small to report	4. D. *	4. D.*	4. D. *	4. D. *

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 4. E. English learner reclassification rate/Indicated by * as numbers are too small to report	4. E. *	4. E. *	4. E. *	4. E. *
Priorty 4. F. Percentage of students taking and passing AP exam with 3 or higher/Indicated by * as numbers are too small to report	4. F. *	4. F. *	4. F. *	4. F. *
Priority 4. G. Percentage of students who demonstrate college preparedness on Early Assessment Program/Indicated by * as numbers are too small to report	4. G. *	4. G. *	4. G.*	4. G. *
Priority 8. A. Pupil Outcomes: EL Education Implementation Review Score,	8. A. 2016 IR Score = 92	8. A. 107	8. A. 98+	8. A. 98+
8. A.Pupil Outcomes: NWEA MAP and District Writing Benchmark Rubric (SBAC Aligned). Baseline NWEA MAP assessments given in late May 2017. Baseline data is being analyzed and will be reported in the 2018 LCAP as a result of the 17-18 LCAP	8. A. 1) __% or more of students are meeting their growth target on NWEA MAP in ELA. 2) __% or more of students are meeting their growth target on NWEA MAP reading. 3) __% or more of students are meeting	8. A. 1) 60% or more of students are meeting their growth target on NWEA MAP in ELA. (May 2018) 2) 60% or more of students are meeting their growth target on NWEA MAP reading. (May 2018)	8. A. 1) 60% or more of students are meeting their growth target on NWEA MAP in ELA. (May 2019) 2) 60% or more of students are meeting their growth target on NWEA MAP reading. (May 2019)	8. A. 1) 60% or more of students are meeting their growth target on NWEA MAP in ELA. (May 2020) 2) 60% or more of students are meeting their growth target on NWEA MAP reading. (May 2020)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
review. Growth targets will also be determined and provided in the 2018 LCAP. In Fall 2017, after a training with NWEA Map Growth, we learned that Baseline data is not a useful metric in this context. We plan to report our growth data for the May benchmark annually. May 2018 is the first available data for this metric. We will use the May Writing Benchmark score.	their growth target on NWEA MAP in math. 4) 40% Students will achieve a 3 or better on one major process writing product each year. (60% May 2017)	3) 71% or more of students are meeting their growth target on NWEA MAP in math. (May 2018) 4) 65% of students achieved a 3 or better on one major process writing product.	3) 60% or more of students are meeting their growth target on NWEA MAP in math. (May 2019) 4) 65% of students will achieve a 3 or better on one major process writing product each year. (May 2019)	3) 60% or more of students are meeting their growth target on NWEA MAP in math. (May 2020) 4) 65% of students will achieve a 3 or better on one major process writing product each year. (May 2020)

Planned Actions / Services

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

Action 1

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

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

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

English Learners Foster Youth Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Staff will carry out actions, activities, and professional development as stated in the annual EL Education Cooperative Agreement.	Staff will carry out actions, activities, and professional development as stated in the annual EL Education Cooperative Agreement.	Staff will carry out actions, activities, and professional development as stated in the annual EL Education cooperative agreement.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$6,427	$8,690	$8,690
Source	Other	Other	Other
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Title 1 EL Education MOU	5800: Professional/Consulting Services And Operating Expenditures Title 1 EL Education MOU	5800: Professional/Consulting Services And Operating Expenditures Title 1 EL Education MOU
Amount	$7,574	$5,530	$5,530
Source	Other	Other	Other
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Title 2 EL Education MOU	5800: Professional/Consulting Services And Operating Expenditures Title 2 EL Education MOU	5800: Professional/Consulting Services And Operating Expenditures Title 2 EL Education MOU

Amount	$10,487	$14,915	$14,915
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures LCFF EL Edcuation MOU - General Fund Unrestricted	5800: Professional/Consulting Services And Operating Expenditures LCFF EL Education MOU - General Fund Unrestricted	5800: Professional/Consulting Services And Operating Expenditures LCFF EL Education MOU - General Fund Unrestricted
Amount	$7,912	$10,365	$10,365
Source	Concentration	Concentration	Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures LCFF EL Edcuation MOU - General Fund Unrestricted	5800: Professional/Consulting Services And Operating Expenditures LCFF EL Edcuation MOU - General Fund Unrestricted	5800: Professional/Consulting Services And Operating Expenditures LCFF EL Edcuation MOU - General Fund Unrestricted

Action 2

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

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

All

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

All Schools

OR

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

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

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Implement all state standards within instructional practices of Expeditionary Learning, including in case studies and in expeditions	Implement all state standards within instructional practices of EL Education, including in case studies and in expeditions	Implement all state standards within instructional practices of EL Education, including in case studies and in expeditions

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0.00	$16,138	$5,950
Source	Other	Other	Other
Budget Reference	4000-4999: Books And Supplies Lottery Instructional Materials Eureka Math Workbooks	4000-4999: Books And Supplies Lottery Instructional Materials Eureka Math Workbooks	4000-4999: Books And Supplies Lottery Instructional Materials Eureka Math Workbooks
Amount	$4,445	$4,605	$4,605
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies LCFF Eureka Math Workbooks	4000-4999: Books And Supplies LCFF Instructional Materials Eureka Math Workbooks	4000-4999: Books And Supplies LCFF Instructional Materials Eureka Math Workbooks
Amount	$4,339	$11,000	$8,325
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies LCFF Expedition Resources (Books and Supplies)	4000-4999: Books And Supplies LCFF Expediton Resources (Books and Supplies)	4000-4999: Books And Supplies LCFF Expediton Resources (Books and Supplies)
Amount	0.00	$0.00	$5,000
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies LCFF Instructional Materials English	4000-4999: Books And Supplies LCFF Instructional Materials English	4000-4999: Books And Supplies LCFF Instructional Materials English

Amount	0.00	$23,096	$30,000
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies LCFF Textbook Adoption	4000-4999: Books And Supplies LCFF Textbook Replacement/Adoption	4000-4999: Books And Supplies LCFF Textbook Replacement/Adoption

Action 3

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

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

All

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

All Schools

OR

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

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

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Unchanged Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Provide opportunities for all students to produce high quality products for authentic audiences	Provide opportunities for all students to produce high quality products for authentic audiences	Provide opportunities for all students to produce high quality products for authentic audiences

Budgeted Expenditures

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

Action 4

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

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

All

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

All Schools

OR

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

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

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Unchanged Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Provide opportunities for all students to achieve academic and character goals identified in their student led conference portfolios	Provide opportunities for all students to achieve academic and character goals identified in their student led conference portfolios	Provide opportunities for all students to achieve academic and character goals identified in their student led conference portfolios

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0.00	$129	$310
Source	Supplemental	Supplemental	Supplemental
Budget Reference	4000-4999: Books And Supplies LCFF Binders and dividers for SLCs	4000-4999: Books And Supplies LCFF Binders and Supplies for SLCs	4000-4999: Books And Supplies LCFF Binders and Supplies for SLCs

Amount	0.00	$90	$215
Source	Concentration	Concentration	Concentration
Budget Reference	4000-4999: Books And Supplies LCFF Binders and dividers for SLCs	4000-4999: Books And Supplies LCFF Binders and dividers for SLCs	4000-4999: Books And Supplies LCFF Binders and dividers for SLCs

Action 5

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

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

All

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

All Schools

OR

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

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

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

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

Budgeted Expenditures

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

Action 6

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

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

All

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

All Schools

OR

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

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

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Provide the opportunity for all students to participate in the CAASPP.	Provide the opportunity for all students to participate in the CAASPP.	Provide the opportunity for all students to participate in the CAASPP.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$740	$333	$800
Source	Base	Base	Base
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures General Fund Test fees	5800: Professional/Consulting Services And Operating Expenditures General Fund Test Fees	5800: Professional/Consulting Services And Operating Expenditures General Fund Test Fees
Amount	$200	$200	$200
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies General Fund Snacks for testing	4000-4999: Books And Supplies General Fund Snacks and Supplies for Testing	4000-4999: Books And Supplies General Fund Snacks and Supplies for Testing

Action 7

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

English Learners
Foster Youth
Low Income

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

LEA-wide

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

All Schools

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Provide all students with the opportunity to engage in learning through projects, case studies or expeditions	Provide all students with the opportunity to engage in learning through projects, case studies or expeditions	Provide all students with the opportunity to engage in learning through projects, case studies or expeditions

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$8,294	$11,528	$11,800
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5700-5799: Transfers Of Direct Costs LCFF Transportation EL Field Work	5700-5799: Transfers Of Direct Costs LCFF Transportation EL Field Work	5700-5799: Transfers Of Direct Costs LCFF Transportation EL Field Work
Amount	$6,258	$8,011	$8,200
Source	Concentration	Concentration	Concentration
Budget Reference	5700-5799: Transfers Of Direct Costs LCFF Transportation EL Field Work	5700-5799: Transfers Of Direct Costs LCFF Transportation EL Field Work	5700-5799: Transfers Of Direct Costs LCFF Transportation EL Field Work
Amount	$8,036	$6,936	$6,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries LCFF Expedition Summer Institutes Salaries and Benefits	5800: Professional/Consulting Services And Operating Expenditures LCFF Expedition Summer Institutes Travel and Conferences	5800: Professional/Consulting Services And Operating Expenditures LCFF Expedition Summer Institutes Travel and Conferences
Amount	$6,062	$4,820	$4,000
Source	Concentration	Concentration	Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries LCFF Expedition Summer Institutes Salaries and Benefits	5800: Professional/Consulting Services And Operating Expenditures LCFF Expedition Summer Institutes Travel and Conferences	5800: Professional/Consulting Services And Operating Expenditures LCFF Expedition Summer Institutes Travel and Conferences

Amount	$11,900	$8,489	$16,931
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries LCFF Buyback Days Salaries and Benefits	1000-1999: Certificated Personnel Salaries LCFF Buyback Days Salaries and Benefits	1000-1999: Certificated Personnel Salaries LCFF Buyback Days Salaries and Benefits
Amount	$8,977	$5,899	$11,767
Source	Concentration	Concentration	Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries LCFF Buyback Days Salaries and Benefits	1000-1999: Certificated Personnel Salaries LCFF Buyback Days Salaries and Benefits	1000-1999: Certificated Personnel Salaries LCFF Buyback Days Salaries and Benefits

Action 8

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

English Learners
Foster Youth
Low Income

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

LEA-wide

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

All Schools

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Create local assessment system using NWEA MAP and District Writing benchmarks.	Implement and refine local assessment system using NWEA MAP and District Writing benchmarks.	Implement local assessment system using NWEA MAP and District Writing benchmarks.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$54	$3,400	$2,006
Source	Supplemental	Other	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures Northwest Evaluation	5000-5999: Services And Other Operating Expenditures Northwest Evaluation LPSBG	5000-5999: Services And Other Operating Expenditures Northwest Evaluation
Amount	$41	0.00	$1,394
Source	Concentration		Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Northwest Evaluation		5000-5999: Services And Other Operating Expenditures Northwest Evaluation

Action 9

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

English Learners
Foster Youth
Low Income

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

LEA-wide

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

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New Action	Unchanged Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Provide release time for teachers to calibrate and score writing assessments.	Provide release time for teachers to calibrate and score writing assessments.	Provide release time for teachers to calibrate and score writing assessments.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$466	$2,696	$2,750
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries 4 hours for 2 teachers plus sub cost salaries and benefits	1000-1999: Certificated Personnel Salaries 4 hours for 2 teachers plus sub cost salaries and benefits	1000-1999: Certificated Personnel Salaries 4 hours for 2 teachers plus sub cost salaries and benefits
Amount	$351	$1,873	$1,910
Source	Concentration	Concentration	Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries 4 hours for 2 teachers plus sub cost salaries and benefits	1000-1999: Certificated Personnel Salaries 4 hours for 2 teachers plus sub cost salaries and benefits	1000-1999: Certificated Personnel Salaries 4 hours for 2 teachers plus sub cost salaries and 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.

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

Unchanged Goal

Goal 2

Provide a safe, secure and healthy learning and working environment

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

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

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 1. A, B, C. Basic Services and Conditions/ Local Indicator Report: Access to textbooks, adequate facilities, and appropriately assigned teachers.	1. A. Met	1. A. Met	1. A. Met	1. A. Met

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 5. A. Pupil Engagement/School attendance rate of 90% or better	5. A. 92.44%	5. A. 92.5%	5. A. 92.5%	5. A. 92.5%
Priority 5. B. Pupil Engagement/Chronic absenteeism rate	5. B. 34%	5. B. 17%	5. B. 14%	5 B. 11%
Priority 5. C. Pupil Engagement/ Percent of Middle School drop outs	5. C. 0%	5. C. 0%	5. C. 0%	5. C. 0%
Priority 5. D. Pupil Engagement/Percent of High School drop outs	5. D. 0%	5. D. 0%	5. D. 0%	5. D. 0%
Priority 5. E. Pupil Engagement/High School graduation rate	5. E. 100%	5. E. 100%	5. E. 100%	5. E. 100%
Priority 6. A. School Climate/Suspension Rate	6. A. 12.1%	6. A. 0.6%	6. A. 3.0%	6. B. 3.0%
Priority 6. B. School Climate/Expulsion Rate	6. B. 0%	6. B. 0%	6. B. 0%	6. B. 0%
Priority 6. C School Climate /SLC Survey parent and student sense of safety and school connection at 4/5 We did not administer a survey at March SLCs as we projected. Instead we piloted the use of California Healthy Kids and California School Parent Surveys during	6. C. Met	Priority 6. C School Climate /California School Parent Survey and California Healthy Kids Survey : 90% of parents and 50% of students feel the school is safe. 90% of parents and 75% of students feel connected to the school.	Priority 6. C School Climate /California School Parent Survey and California Healthy Kids Survey: 98% of parents and 67% of students feel the school is safe. 95% of parents and 75% of students feel connected to the school.	Priority 6. C School Climate /California School Parent Survey and California Healthy Kids Survey: 90% of parents and 50% of students feel the school is safe. 90% of parents and 75% of students feel connected to the school.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
the November SLC. We are tracking student and parent responses to the "I feel safe at my school/School is a safe place for my child percent agree of strongly agree. For school connections we will track the overall school connectedness percent agree or strongly agree for students, and parent agree or strongly agree that "School encourages me to an active partner with the school in educating my child."		6. C. Met	6. C. Met	6. C. Met
Priority 8 Pupil Outcomes/PBIS feather data demonstrates a 4:1 ratio of positive reinforcement to referral	8. Met	8. Met	8. Met	8. Met

Planned Actions / Services

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

Action 1

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

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

All

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

All Schools

OR

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

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

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Provide facilities needed to support student learning	Provide facilities needed to support student learning	Provide facilities needed to support student learning

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$14,500	$86,510	$100,000
Source	Base	Base	Base
Budget Reference	6000-6999: Capital Outlay Fund 40 Maintenance Project List	6000-6999: Capital Outlay Fund 40 Maintenance Project List	6000-6999: Capital Outlay Fund 40 Maintenance Project List
Amount	$37,022	$68,035	$35,000
Source	Base	Base	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures Fund 14 Deferred Maintenance	5000-5999: Services And Other Operating Expenditures Fund 14 Deferred Maintenance	5000-5999: Services And Other Operating Expenditures Fund 14 Deferred Maintenance

Action 2

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

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)

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

OR

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

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

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Provide equipment needed to support student learning, including technology	Provide equipment needed to support student learning, including technology	Provide equipment needed to support student learning, including technology

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$12,394	$13,102	$14,750
Source	Supplemental	Supplemental	Supplemental
Budget Reference	4000-4999: Books And Supplies LCFF Technology upgrades, repairs and replacements 5XXX also	4000-4999: Books And Supplies LCFF Technology Repairs, Upgrades and Maintenance 5XXX also	4000-4999: Books And Supplies LCFF Technology Repairs, Upgrades and Maintenance 5XXX also
Amount	$9,350	$9,104	$10,250
Source	Concentration	Concentration	Concentration
Budget Reference	4000-4999: Books And Supplies General Fund Classroom furniture	4000-4999: Books And Supplies General Fund Classroom Furniture	4000-4999: Books And Supplies LCFF Technology Repairs, Upgrades and Maintenance 5XXX also

Amount	$51,425	$6,907	0.00
Source	Other	Other	
Budget Reference	4000-4999: Books And Supplies College Readiness Block Grant Technology	4000-4999: Books And Supplies College Readiness Block Grant Technology	
Amount	$6,467	$8,294	$6,840
Source	Supplemental	Supplemental	Supplemental
Budget Reference	4000-4999: Books And Supplies General Fund Classroom furniture	4000-4999: Books And Supplies General Fund Classroom furniture	4000-4999: Books And Supplies General Fund Classroom furniture
Amount	$4,879	$5,763	$5,160
Source	Concentration	Concentration	Concentration
Budget Reference	4000-4999: Books And Supplies General Fund Classroom furniture	4000-4999: Books And Supplies General Fund Classroom furniture	4000-4999: Books And Supplies General Fund Classroom furniture
Amount		9110	
Source		Other	
Budget Reference		4000-4999: Books And Supplies TITLE IV Technology	

Action 3

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

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

All

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

All Schools

OR

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

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

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Provide standards aligned materials and supplies needed to support student learning	Provide standards aligned materials and supplies needed to support student learning	Provide standards aligned materials and supplies needed to support student learning

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$38,834	$30,977	$30,000
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies General Fund All classroom instructional supply budgets	4000-4999: Books And Supplies LCFF All Classroom Instructional Supplies Budgets	4000-4999: Books And Supplies LCFF All Classroom Instructional Supplies Budgets

Action 4

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

English Learners
Foster Youth
Low Income

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

LEA-wide

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

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Provide opportunities for students to learn about and participate in healthy lifestyle activities	Provide opportunities for students to learn about and participate in healthy lifestyle activities	Provide opportunities for students to learn about and participate in healthy lifestyle activities

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$1,259	$3,567	$3,658
Source	Supplemental	Supplemental	Supplemental
Budget Reference	4000-4999: Books And Supplies General Fund Supplies for community meetings, field days	4000-4999: Books And Supplies LCFF Supplies Community Meetings and Field Days	4000-4999: Books And Supplies LCFF Supplies Community Meetings and Field Days
Amount	$950	$2,497	$2,542
Source	Concentration	Concentration	Concentration
Budget Reference	4000-4999: Books And Supplies General Fund Supplies for community meetings, field days	4000-4999: Books And Supplies General Fund Supplies for community meetings, field days	4000-4999: Books And Supplies General Fund Supplies for community meetings, field days

Action 5

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Provide programs that foster positive behaviors and character development through the Warrior Code (Positive Behavior Intervention and Supports)	Provide programs that foster positive behaviors and character development through the Warrior Code (Positive Behavior Intervention and Supports)	Provide programs that foster positive behaviors and character development through the Warrior Code (Positive Behavior Intervention and Supports)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$250	$275	$1,475
Source	Supplemental	Supplemental	Supplemental
Budget Reference	4000-4999: Books And Supplies General Fund Feather Ticket Rewards Program	4000-4999: Books And Supplies General Fund Warrior Code Feather Tickets	4000-4999: Books And Supplies General Fund Warrior Code Feather Tickets
Amount	$188	$191	$1,025
Source	Concentration	Concentration	Concentration
Budget Reference	4000-4999: Books And Supplies General Fund Feather Ticket Rewards Program	4000-4999: Books And Supplies General Fund Feather Ticket Rewards Program	4000-4999: Books And Supplies General Fund Feather Ticket Rewards Program

Amount	$329	$564	$944
Source	Supplemental	Supplemental	Supplemental
Budget Reference	4000-4999: Books And Supplies General Fund Awards assemblies 5XXX also	4000-4999: Books And Supplies General Fund Awards assemblies 5XXX also	4000-4999: Books And Supplies General Fund Awards assemblies 5XXX also
Amount	$249	$392	$656
Source	Concentration	Concentration	Concentration
Budget Reference	4000-4999: Books And Supplies General Fund Awards assemblies 5XXX aksi	4000-4999: Books And Supplies General Fund Awards assemblies 5XXX also	4000-4999: Books And Supplies General Fund Awards assemblies 5XXX also
Amount	$51	$69	$88
Source	Supplemental	Supplemental	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries General Fund Behavior Matrix Instructional Day (supplemental hours) salaries and benefits	2000-2999: Classified Personnel Salaries General Fund Behavior Matrix Instructional Day (supplemental hours) salaries and benefits	2000-2999: Classified Personnel Salaries General Fund Behavior Matrix Instructional Day (supplemental hours) salaries and benefits
Amount	$38	$47	$66
Source	Concentration	Concentration	Concentration
Budget Reference	2000-2999: Classified Personnel Salaries General Fund Behavior Matrix Instructional Day (supplemental hours) salaries and benefits	2000-2999: Classified Personnel Salaries General Fund Behavior Matrix Instructional Day (supplemental hours) salaries and benefits	2000-2999: Classified Personnel Salaries General Fund Behavior Matrix Instructional Day (supplemental hours) salaries and benefits

Action 6

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
The District will seek support and encourage open and honest communication with students, parents, employees and the extended community.	The District will seek support and encourage open and honest communication with students, parents, employees and the extended community.	The District will seek support and encourage open and honest communication with students, parents, employees and the extended community.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$516	$656	$656
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5900: Communications General Fund Big Pine Beacon (paper and mailing costs)	5900: Communications General Fund Beacon Paper, Color Copies and Mailings	5900: Communications General Fund Beacon Paper, Color Copies and Mailings
Amount	$389	$456	$456
Source	Concentration	Concentration	Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries General Fund Feather Ticket Rewards Program	5900: Communications General Fund Beacon Paper, Color Copies and Mailings	5000-5999: Services And Other Operating Expenditures General Fund Beacon Paper, Color Copies and Mailings

Amount	$922	$863	$889
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries LCFF Annual Climate Survey (SLC) for stakeholders, 2 days administrative time	1000-1999: Certificated Personnel Salaries LCFF Annual Climate Survey (SLC) for stakeholders, 2 days administrative time	1000-1999: Certificated Personnel Salaries LCFF Annual Climate Survey (SLC) for stakeholders, 2 days administrative time
Amount	$695	$600	$618
Source	Concentration	Concentration	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries LCFF Annual Climate Survey (SLC) for stakeholders, 2 days administrative time	1000-1999: Certificated Personnel Salaries LCFF Annual Climate Survey (SLC) for stakeholders, 2 days administrative time	1000-1999: Certificated Personnel Salaries LCFF Annual Climate Survey (SLC) for stakeholders, 2 days administrative time

Action 7

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

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

All

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

All Schools

OR

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

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

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
The District will staff all classrooms with highly qualified teachers and maintain the position formerly funded by QEIA in order to keep class sizes small and avoid combination classes In 15-16 the District began a three year pilot of an Elementary Care teacher position for academic intervention and behavior support. In 16-17 the Resource teacher provided additional academic intervention and behavior support time. The Care position will continue based upon data of student progress, and on budget considerations. Allocation of Resource time will continue base upon data of student progress. Evaluate in the 17-18 year for ongoing support.	The District will staff all classrooms with highly qualified teachers.	The District will staff all classrooms with highly qualified teachers.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$1,279,434	$1,219,924	$1,357,352
Source	Base	Base	Base
Budget Reference	1000-1999: Certificated Personnel Salaries LCFF Restricted and Unrestricted Teacher salaries and benefits	1000-1999: Certificated Personnel Salaries LCFF Restricted and Unrestricted Teacher salaries and benefits	1000-1999: Certificated Personnel Salaries LCFF Restricted and Unrestricted Teacher salaries and benefits

Amount	$30,003	NA	NA
Source	Other		
Budget Reference	1000-1999: Certificated Personnel Salaries Title 1 Funds Elementary Care Teacher salaries and benefits	Not Applicable NA	Not Applicable NA
Amount	$85,747		
Source	Supplemental		
Budget Reference	1000-1999: Certificated Personnel Salaries Elementary Care Teacher salaries and benefits	Not Applicable	Not Applicable
Amount	$64,686	NA	NA
Source	Concentration		
Budget Reference	1000-1999: Certificated Personnel Salaries Elementary Care Teacher salaries and benefits	Not Applicable NA	Not Applicable NA
Amount	$7,754	NA	NA
Source	Supplemental		
Budget Reference	2000-2999: Classified Personnel Salaries Instructional Assistant (RTI) Salary and Benefits	Not Applicable NA	Not Applicable NA
Amount	$5,849	NA	NA
Source	Concentration		
Budget Reference	2000-2999: Classified Personnel Salaries Instructional Assistant (RTI) Salary and Benefits	Not Applicable NA	Not Applicable NA

Amount	$86,442	NA	NA
Source	Other		
Budget Reference	1000-1999: Certificated Personnel Salaries Resource 6500 &3310 Special Ed Teacher salary and benefits	Not Applicable NA	Not Applicable NA

Action 8

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

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

All

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

All Schools

OR

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

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

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New Action	Unchanged Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Modernize Fire Alarm System	Complete Fire Alarm System	Certify Completion of Fire Alarm System

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$9271	$37	$20,000
Source	Base	Base	Base
Budget Reference	6000-6999: Capital Outlay Fund 40 Fire	6000-6999: Capital Outlay Fund 40 Fire	6000-6999: Capital Outlay Fund 40 Fire

Action 9

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

Low Income

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

Schoolwide

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

All Schools
Specific Schools: Elementary
Specific Grade Spans: TK-1

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New Action	Modified Action	Modified Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Upgrade Preschool Building in Collaboration with Child Care Connection (Fire Alarm)	Make selected improvements to existing preschool building in collaboration with Child Care Connection, and connect to intercom system.	Make selected improvements to existing preschool building in collaboration with Child Care Connection

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$2,352	$0.00	$10,000
Source	Base	Base	Base
Budget Reference	6000-6999: Capital Outlay Fund 40 PRES, Fund 01 Classified salaries and benefits	6000-6999: Capital Outlay Fund 40 PRES	6000-6999: Capital Outlay Fund 40 PRES

Action 10

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

English Learners
Foster Youth
Low Income

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

LEA-wide

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

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New Action	Modified Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Purchase Student Passenger Van for Field Work and Activities	Assess van transport and plan to trade in oldest Odyssey Van and plan to purchase a second transit van	Purchase Student Passenger Van for Field Work and Activities pending review of budget.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$22,984	No purchase this year	$11,800
Source	Supplemental		Supplemental
Budget Reference	6000-6999: Capital Outlay Purchased from Bishop Ford	Not Applicable NA	6000-6999: Capital Outlay Transit Van Purchase
Amount	$17,339	No purchase this year	$8,200
Source	Concentration		Concentration
Budget Reference	6000-6999: Capital Outlay Purchased from Bishop Ford	Not Applicable NA	6000-6999: Capital Outlay Transit van purchase

Action 11

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

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

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

OR

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

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

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

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

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New Action	Modified Action	Modified Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Purchase Classroom Furniture	Purchase Classroom Furniture and Athletic Room Lockers	Purchase Classroom Furniture

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0.00	$16,895	0.00
Source	Base	Base	Base
Budget Reference	6000-6999: Capital Outlay	6000-6999: Capital Outlay Lockers	6000-6999: Capital Outlay Classroom Furniture

Action 12

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

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

[Add Students to be Served selection here]

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

Specific Grade Spans: 7-12
[Add Location(s) selection here]

OR

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

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

English Learners
Foster Youth
Low Income
[Add Students to be Served selection here]

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

LEA-wide
[Add Scope of Services selection here]

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

Specific Grade Spans: 7-12
[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New Action	Modified Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Implement detention program and Saturday School to recover tardies and absences, and provide opportunity for targeted academic support.	Implement detention and recover tardies and provide opportunity for targeted academic support for high school students.	Implement detention and recover tardies and provide opportunity for targeted academic support for high school students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$1,693	$0.00	$1,400
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Teacher Activity Rate of Pay salaries and benefits	1000-1999: Certificated Personnel Salaries Teacher Activity Rate of Pay salaries and benefits	1000-1999: Certificated Personnel Salaries Teacher Activity Rate of Pay salaries and benefits
Amount	$1,278	$0.00	$975
Source	Concentration	Concentration	Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Teacher Activity Rate of Pay salaries and benefits	1000-1999: Certificated Personnel Salaries Teacher Activity Rate of Pay salaries and benefits	1000-1999: Certificated Personnel Salaries Teacher Activity Rate of Pay salaries and benefits

Action 13

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

English Learners
Foster Youth
Low Income

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

LEA-wide

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

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New Action	Modified Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Collaborate with Inyo County Agencies to improve SARB sanctions and attendance compliance	Collaborate with Inyo County Agencies to improve SARB sanctions and attendance compliance, including transportation to Bishop for SARB meetings. Continue with research based practices identified in 17-18 needs assessment and implement Attendance Plan, including release time for SART members to meet during the school day.	Collaborate with Inyo County Agencies to improve SARB sanctions and attendance compliance, including transportation to Bishop for SARB meetings. Continue with research based practices identified in 17-18 needs assessment and implement Attendance Plan, including release time for SART members to meet during the school day.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$3,670	$3,826	$3,940
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Ten Days of Administrator Time salaries and benefits	1000-1999: Certificated Personnel Salaries Ten Days of Administrator Time salaries and benefits	1000-1999: Certificated Personnel Salaries Ten Days of Administrator Time salaries and benefits
Amount	$2,768	$2,659	$2,738
Source	Concentration	Concentration	Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Ten Days of Administrator Time salaries and benefits	1000-1999: Certificated Personnel Salaries Ten Days of Administrator Time salaries and benefits	1000-1999: Certificated Personnel Salaries Ten Days of Administrator Time salaries and benefits

Amount	$161	$0.00	$165
Source	Supplemental	Supplemental	Supplemental
Budget Reference	One Day Substitute Time for Two Teachers salaries and benefits	One Day Substitute Time for Two Teachers salaries and benefits	One Day Substitute Time for Two Teachers salaries and benefits
Amount	$123	$0.00	$126
Source	Concentration	Concentration	Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries One Day Substitute Time for Two Teachers salaries and benefits	1000-1999: Certificated Personnel Salaries One Day Substitute Time for Two Teachers salaries and benefits	1000-1999: Certificated Personnel Salaries One Day Substitute Time for Two Teachers salaries and benefits

Action 14

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

English Learners
Foster Youth
Low Income

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

LEA-wide

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

Actions/Services

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

This action was not implemented in 17-18. See update.	Maintain the staffing needed in order to keep class sizes small and avoid combination classes, by continuing to fund the elementary postions formerly funded by QEIA. The District will continue to fund the Care Intervention position.	Maintain the staffing needed in order to keep class sizes small and avoid combination classes, by continuing to fund the elementary postions formerly funded by QEIA. The District will continue to fund the Care Intervention position.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	NA	$30,856	$30,856
Source		Other	Other
Budget Reference	Not Applicable NA	1000-1999: Certificated Personnel Salaries Title 1 Funds Elementary Care Teacher Salary and Benefits	1000-1999: Certificated Personnel Salaries Title 1 Funds Elementary Care Teacher Salary and Benefits
Amount	NA	$42,478	$44,279
Source		Supplemental	Supplemental
Budget Reference	Not Applicable NA	1000-1999: Certificated Personnel Salaries Elementary Care Teacher Salary and Benefits	1000-1999: Certificated Personnel Salaries Elementary Care Teacher Salary and Benefits
Amount	NA	$29,519	$30,783
Source		Concentration	Concentration
Budget Reference	Not Applicable NA	1000-1999: Certificated Personnel Salaries Elementary Care Teacher Salary and Benefits	1000-1999: Certificated Personnel Salaries Elementary Care Teacher Salary and Benefits
Amount	NA	$49,558	$51,044
Source		Supplemental	Supplemental
Budget Reference	Not Applicable NA	1000-1999: Certificated Personnel Salaries Elementary Class Size Reduction	1000-1999: Certificated Personnel Salaries Elementary Class Size Reduction

Amount	NA	$34,439	$35,471
Source		Concentration	Concentration
Budget Reference	Not Applicable NA	1000-1999: Certificated Personnel Salaries Elementary Class Size Reduction	1000-1999: Certificated Personnel Salaries Elementary Class Size Reduction

Action 15

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

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

Students with Disabilities

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

OR

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

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

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
	New Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
This action was not implemented in 17-18. See update.	Staff Learning Resource Center with one certificated special education teacher and an assistant with additional two hours of RTI included.	Staff Learning Resource Center with one certificated special education teacher and an assistant with additional two hours of RTI included.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	NA	$89,013	$91,683
Source		Other	Other
Budget Reference	Not Applicable NA	1000-1999: Certificated Personnel Salaries Special Education Teacher salary and benefits	1000-1999: Certificated Personnel Salaries Special Education Teacher salary and benefits
Amount	NA	$8,198	$8,443
Source		Supplemental	Supplemental
Budget Reference	Not Applicable NA	2000-2999: Classified Personnel Salaries Instructional Assistant RTI salary and benefits	2000-2999: Classified Personnel Salaries Instructional Assistant RTI salary and benefits
Amount	NA	$5,697	$5,868
Source		Concentration	Concentration
Budget Reference	Not Applicable NA	2000-2999: Classified Personnel Salaries Instructional Assistant RTI salary and benefits	2000-2999: Classified Personnel Salaries Instructional Assistant RTI salary and benefits
Amount	NA	$23,037	$23,728
Source		Other	Other
Budget Reference	Not Applicable NA	2000-2999: Classified Personnel Salaries Instructional Assistant Special Education salary and benefits	2000-2999: Classified Personnel Salaries Instructional Assistant Special Education salary and benefits

Action 16

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

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

Students with Disabilities

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

OR

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

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

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
	New Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
This action was not listed in the LCAP for 17-18. See update.	Provide van with driver for special education and alternative education placement in Bishop	Provide van with driver for special education and alternative education placement in Bishop

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	NA	$10,479	$10,793
Source		Other	Other
Budget Reference	Not Applicable NA	2000-2999: Classified Personnel Salaries Special Education Van Driver salary and benefits	2000-2999: Classified Personnel Salaries Special Education Van Driver salary and 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.

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

Unchanged Goal

Goal 3

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Identified Need:

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

There have been staff turnover in the career center and we wish to retain quality career portfolios for all students. We are also working to integrate Career and Passage portfolios.

We added the Core Practice of Passages to our work plan in 16-17 as our EL Implementation Review Score in that area was one of our lowest. (A Passage is a student presentation, (to a panel audience), of goals, reflections, achievements and high quality work over a period of time, providing evidence of readiness to move the next level.) Senior Exit Interviews were transitioned into Passages in 16-17 and in 17-18 grades 6, 8 and 12 all made Passage presentations. Passage presentations were reviewed and adjustments to rubrics and student support documents were made, and Passages were again completed in grades 6, 8 and 12 in 2018-19 with plans to continue into the future.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
5. E. Graduation Rate/ Maintain or increase the percentage of students meeting state and local graduation requirements a. All students will have a senior exit interview which will transition to Passage presentations at grades 5, 8, 10 and 12 by 2018-19. b. All students will have a career portfolio. c. Student self assessment rubrics for the Habits of Scholarship will demonstrate individual growth. (score of 3 or 4 on rubric)	5. E. 100% a. Met b. Met c. Met	5. E. 100% a. Met b. Met c. Met	5. E. Graduation Rate/ Maintain or increase the percentage of students meeting state and local graduation requirements a. All students will have Passage presentations at grades 6, 8, and 12. b. All students will have a Career/Passage portfolio. c. Student self assessment rubrics for the Warrior Code Habits of Character will demonstrate individual growth. 5. E. 100% a. Met b. Met c. Met	5. E. Graduation Rate/ Maintain or increase the percentage of students meeting state and local graduation requirements a. All students will have Passage presentations at grades 6, 8, and 12. b. All students will have a Career/Passage portfolio. c. Student self assessment rubrics for the Warrior Code Habits of Character will demonstrate individual growth. 5. E. 100% a. Met b. Met c. Met
7. A, B, C. Access to a Broad Course of Study/Student Information System Course Enrollment Report	7. A. 100% of students, including unduplicated pupils and students with disabilities, are enrolled in a broad course of study.	7. A. 100%	7. A. 100%	7. A. 100%

Planned Actions / Services

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

Action 1

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

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

All

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

All Schools

OR

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

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

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Modified Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Staff will recognize and celebrate students who demonstrate understanding of and act in accordance with the Habits of Scholarship.	Staff will recognize and celebrate students who demonstrate understanding of and act in accordance with the Warrior Code.	Staff will recognize and celebrate students who demonstrate understanding of and act in accordance with the Warrior Code.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0.00	$708	$513
Source	Supplemental	Supplemental	Supplemental
Budget Reference	4000-4999: Books And Supplies ASB Warrior Code and Academic Rewards	4000-4999: Books And Supplies ASB Warrior Code and Academic Rewards	4000-4999: Books And Supplies ASB Warrior Code and Academic Rewards

Amount	0.00	$492	$387
Source	Concentration	Concentration	Concentration
Budget Reference	4000-4999: Books And Supplies ASB Warrior Code and Academic Rewards	4000-4999: Books And Supplies ASB Warrior Code and Academic Rewards	4000-4999: Books And Supplies ASB Warrior Code and Academic Rewards

Action 2

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

English Learners
Foster Youth
Low Income

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

LEA-wide

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

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Modified Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Staff will take all actions necessary so that all students graduate with completed career portfolios. The district will maintain a career technician to support career choices and portfolio completion, as well as administer	Staff will take all actions necessary so that all students graduate with completed career portfolios. The district will maintain a certificated counselor to support career choices and portfolio completion as well as administer	Staff will take all actions necessary so that all students graduate with completed career portfolios. The district will maintain a certificated counselor to support career choices and portfolio completion as well as administer

practice tests and PSATs and SATs for all high school students.	practice tests and PSATs and SATs for all high school students. The counselor will provide comprehensive school counseling support specifically for unduplicated pupils.	practice tests and PSATs and SATs for all high school students. The counselor will provide comprehensive school counseling support specifically for unduplicated pupils.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$11,704	$12,184	$12,184
Source	Other	Other	Other
Budget Reference	1000-1999: Certificated Personnel Salaries General Fund Resource 5810 Career Technician Salary and Benefits	1000-1999: Certificated Personnel Salaries General Fund Resource Code 5810 Career Counselor Salary and Benefits	1000-1999: Certificated Personnel Salaries General Fund Resource Code 5810 Career Counselor Salary and Benefits
Amount	$33,656	$44,157	$45,696
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries LCFF Career Technician Salary and Benefits	1000-1999: Certificated Personnel Salaries LCFF Career Counselor Salary and Benefits	1000-1999: Certificated Personnel Salaries LCFF Career Counselor Salary and Benefits
Amount	$25,389	$30,685	$31,755
Source	Concentration	Concentration	Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures LCFF Career Technician Salary and Benefits	5800: Professional/Consulting Services And Operating Expenditures LCFF Career Technician Salary and Benefits	5800: Professional/Consulting Services And Operating Expenditures LCFF Career Technician Salary and Benefits

Amount	0.00	$0.00	$145
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures General Fund Road Trip Nation Subscription	5000-5999: Services And Other Operating Expenditures General Fund Road Trip Nation Subscription	5000-5999: Services And Other Operating Expenditures General Fund Road Trip Nation Subscription
Amount	0.00	$0.00	$110
Source	Concentration	Concentration	Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures General Fund Road Trip Nation Subscription	5000-5999: Services And Other Operating Expenditures General Fund Road Trip Nation Subscription	5000-5999: Services And Other Operating Expenditures General Fund Road Trip Nation Subscription
Amount	0.00	$0.00	$114
Source	Supplemental	Supplemental	Supplemental
Budget Reference	4000-4999: Books And Supplies General Fund Supplies and materials for portfolios	4000-4999: Books And Supplies General Fund Supplies and materials for portfolios	3000-3999: Employee Benefits General Fund Supplies and materials for portfolios
Amount	0.00	$0.00	$86
Source	Concentration	Concentration	Concentration
Budget Reference	4000-4999: Books And Supplies General Fund Supplies and materials for portfolios	4000-4999: Books And Supplies General Fund Supplies and materials for portfolios	4000-4999: Books And Supplies General Fund Supplies and materials for portfolios

Action 3

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

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

All

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

All Schools
Specific Grade Spans: Grades 6, 8 and 10

OR

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

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

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New Action	Modified Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Begin implementation of Passages at 5th grade. Refine Passages for 8th, 10th and 12th grade students.	Fully implement Passages for students in grades 6, 8 and 12.	Fully implement Passages for students in grades 6, 8 and 12.

Budgeted Expenditures

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

Action 4

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

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All [Add Students to be Served selection here]	Specific Grade Spans: Grades 9-12 [Add Location(s) selection here]

OR

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

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

[Add Students to be Served selection here]	[Add Scope of Services selection here]	Specific Schools: Big Pine High School [Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Provide all students access to the courses needed in order to meet graduation requirements.	Provide all students access to the courses needed in order to meet graduation requirements.	Provide all students access to the courses needed in order to meet graduation requirements.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$5,472	$4,254	$4,254
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures LCFF Odysseyware	5800: Professional/Consulting Services And Operating Expenditures LCFF Online	5800: Professional/Consulting Services And Operating Expenditures LCFF Online
Amount	$4,128	$2,956	$2,956
Source	Concentration	Concentration	Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures LCFF Odysseyware	5800: Professional/Consulting Services And Operating Expenditures LCFF Online	5800: Professional/Consulting Services And Operating Expenditures LCFF Online

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$282,356	25.45%

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

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

Goal 1 Action 1, the implementation of EL Core Practices specifically addresses the needs of our students through high quality, differentiated instruction, and a high level of engagement in hands on and place based learning activities. Improvement of instructional practice will assist all students, but all of the EL Core Practices have components that improve services to unduplicated pupils by 25% or more. Through differentiation some EL Core Practices also increase service directly to unduplicated pupils.

Goal 1 Action 7, asks students to engage in learning through projects, case studies and expeditions increases access to core subjects for unduplicated pupils, allows unduplicated pupils flexibility and choice, and provides teachers opportunities to differentiate, thus improving services for unduplicated pupils.

Goal 1 Action 8, the implementation of NWEA MAP Growth assessments directly supports the unduplicated pupils by individually tracking their academic growth. Three assessments annually allow staff to respond and remediate with specific instruction. Not all students need as frequent assessment and remediation, thus 100% of unduplicated pupils who need additional service are identified and provided increased supports.

Goal 1 Action 9, provides an opportunity for teachers to calibrate and score writing assessments in collaboration. This supports the elimination of unconscious bias in scoring, and also creates a forum to identify trends in student writing that can be addressed with additional instructional support. These actions result in improved services for unduplicated pupils.

Goal 2 Action 2, increases access to technology for unduplicated pupils, allowing digital access for disadvantaged students, many of whom do not have internet or computers at home. Use of adaptive programming for core academic support also provides another method to increase services to unduplicated pupils as they use specific targeted instructional supports online.

Goal 2 Action 4, supports community meetings in which students engage in healthy lifestyle activities. The structure and support of the community meeting is designed to improve services to unduplicated pupils.

Goal 2 Action 5, our Warrior Code activities foster positive behaviors and character development which result in improved services to unduplicated pupils.

Goal 2 Action 6, relates to our encouragement of open and honest communication within our school community. The Big Pine Beacon communicates positive messages about the activities of all students, including unduplicated students.

Goal 2 Action 10, has increased the number of classes engaging in field work, taking advantage of our wonderful outdoor classroom venues in the Eastern Sierra, due to the acquisition of vans, and even more so with the transit van acquired in 17-18. Our unduplicated students have improved service due to the exposure they are getting to natural wonders and service learning that they have not been exposed to prior to these excursions.

Goal 2 Action 12, provides detention as a place for recovery of tardies and to provide targeted academic support to unduplicated pupils, resulting in increased services to unduplicated pupils.

Goal 2 Action 13, our Attendance Plan supports all students but provides a pyramid of interventions to increase services to unduplicated pupils.

Goal 2 Action 14, provides for continued services from an intervention teacher, and an additional elementary teacher to avoid combination classes and to keep class sizes low. This action increases support of unduplicated pupils, above what would normally be provided to all students.

Goal 3 Action 2, maintains a certificated Counselor to support the many actions necessary for students to graduate College and Career Ready. Unduplicated pupils receive increased support with career portfolios, UC and USC eligibility, and with specific counseling.

The Big Pine Unified School District has an unduplicated pupil count of 79% for the 2018-19 school year. We are above the 55% threshold which makes us eligible to provide district wide services instead of targeted services. Many of our actions are district wide, with an intent to improve and increase services that will benefit all students, and especially students who are foster youth, English Learners and low-income. We are also attentive to the needs of special education students, and our American Indian students.

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$290,243	25.64%

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

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

Goal 1 Action 1, the implementation of EL Core Practices specifically addresses the needs of our students through high quality, differentiated instruction, and a high level of engagement in hands on and place based learning activities. Improvement of instructional practice will assist all students, but all of the EL Core Practices have components that improve services to unduplicated pupils by 26% or more. Through differentiation some EL Core Practices also increase service directly to unduplicated pupils.

Goal 1 Action 7, asking students to engage in learning through projects, case studies and expeditions increases access to core subjects for unduplicated pupils, allows unduplicated pupils flexibility and choice, and provides teachers opportunities to differentiate, thus improving services for unduplicated pupils.

Goal 1 Action 8, the implementation of NWEA MAP Growth assessments directly supports the unduplicated pupils by individually tracking their academic growth. Three assessments annually allow staff to respond and remediate with specific instruction. Not all students need as frequent assessment and remediation, thus 100% of unduplicated pupils who need additional service are identified and provided increased supports.

Goal 1 Action 9, we provide an opportunity for teachers to calibrate and score writing assessments in collaboration. This supports the elimination of unconscious bias in scoring, and also creates a forum to identify trends in student writing that can be addressed with additional instructional support. These actions result in improved services for unduplicated pupils.

Goal 2 Action 2, increases access to technology for unduplicated pupils, allowing digital access for disadvantaged students, many of whom do not have internet or computers at home. Use of adaptive programming for core academic support also provides another method to increase services to unduplicated pupils as they use specific targeted instructional supports online.

Goal 2 Action 4, we have community meetings in which students engage in healthy lifestyle activities. The structure and support of the community meeting is designed to improve services to unduplicated pupils.

Goal 2 Action 5, our Warrior Code activities foster positive behaviors and character development which results in improved services to unduplicated pupils.

Goal 2 Action 6, related to our encouragement of open and honest communication within our school community. The Big Pine Beacon communicates positive messages about the activities of all students, including unduplicated students.

Goal 2 Action 10, the number of classes engaging in field work, taking advantage of our wonderful outdoor classroom venues in the Eastern Sierra, has increased due to the acquisition of vans, and even more so with the transit van acquire in 17-18. Our unduplicated students have improved service due to the exposure they are getting to natural wonders and service learning that they have not been exposed to prior to these excursions.

Goal 2 Action 12, to provide detention, recovery of tardies and provide targeted academic support to unduplicated pupils all are increased services to unduplicated pupils.

Goal 2 Action 13, our Attendance Plan supports all students but provides a pyramid of interventions to increase services to unduplicated pupils.

Goal 2 Action 14, provides for continued services from an intervention teacher, and an additional elementary teacher to avoid combination classes and to keep class sizes low. This action increases support of unduplicated pupils, above what would normally be provided to all students.

Goal 3 Action 2, maintaining a certificated Counselor to support the many actions necessary for students to graduate College and Career Ready. Unduplicated pupils receive increased support with career portfolios, UC and USC eligibility, and with specific counseling.

The Big Pine Unified School District has an unduplicated pupil count of 75% for the 2017-18 school year. We are above the 55% threshold required for providing district wide services. Many of our actions are district wide, with an intent to improve and increase services that will benefit the unduplicated population.

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$325,621	21%

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

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

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

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

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

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

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

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

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

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

3. Use technology to support differentiation.

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

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

Addendum

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

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

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

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

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

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

Instructions: Linked Table of Contents

Plan Summary

Annual Update

Stakeholder Engagement

Goals, Actions, and Services

Planned Actions/Services

Demonstration of Increased or Improved Services for Unduplicated Students

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

Plan Summary

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

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

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

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

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

Comprehensive Support and Improvement

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

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

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

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

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. EC identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. EC requires

charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, EC Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

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

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. (Link to State Priorities)

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

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

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

Location(s)

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

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

Actions/Services

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

New/Modified/Unchanged:

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

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

Charter schools may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the "Goals, Actions, and Services" section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

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

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

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

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

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

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

Priority 2: Implementation of State Standards addresses:

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

Priority 3: Parental Involvement addresses:

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

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

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

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

A. School attendance rates;
B. Chronic absenteeism rates;
C. Middle school dropout rates;
D. High school dropout rates; and
E. High school graduation rates;

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

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

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

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

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

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

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

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

Local Priorities address:

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

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

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

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

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

(e) "Expulsion rate" shall be calculated as follows:
  (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
  (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

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

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

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

7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

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

Prepared by the California Department of Education, January 2019

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	2,338,890.25	2,058,755.00	1,975,173.00	2,058,773.00	2,224,580.00	6,258,526.00
	0.00	0.00	0.00	0.00	0.00	0.00
Base	1,778,742.00	1,461,612.00	1,391,137.00	1,461,612.00	1,601,282.00	4,454,031.00
Concentration	162,140.00	156,537.00	167,899.00	156,555.00	177,461.00	501,915.00
Other	184,327.00	215,344.00	193,575.00	215,344.00	189,414.00	598,333.00
Supplemental	213,681.25	225,262.00	222,562.00	225,262.00	256,423.00	704,247.00

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

Total Expenditures by Object Type						
Object Type	**2018-19 Annual Update Budgeted**	**2018-19 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**	**2017-18 through 2019-20 Total**
All Expenditure Types	2,338,890.25	2,058,755.00	1,975,173.00	2,058,773.00	2,224,580.00	6,258,526.00
	163.00	0.00	161.00	0.00	165.00	326.00
1000-1999: Certificated Personnel Salaries	1,687,413.00	1,609,718.00	1,639,002.00	1,579,033.00	1,743,392.00	4,961,427.00
2000-2999: Classified Personnel Salaries	38,860.00	47,527.00	13,692.00	47,527.00	48,986.00	110,205.00
3000-3999: Employee Benefits	0.00	0.00	0.00	0.00	114.00	114.00
4000-4999: Books And Supplies	134,354.25	147,516.00	135,558.00	147,201.00	132,891.00	415,650.00
5000-5999: Services And Other Operating Expenditures	37,797.00	83,191.00	67,978.00	71,435.00	39,111.00	178,524.00
5700-5799: Transfers Of Direct Costs	18,000.00	19,539.00	14,552.00	19,539.00	20,000.00	54,091.00
5800: Professional/Consulting Services And Operating Expenditures	77,878.00	46,710.00	37,268.00	89,484.00	89,265.00	216,017.00
5900: Communications	525.00	1,112.00	516.00	1,112.00	656.00	2,284.00
6000-6999: Capital Outlay	343,900.00	103,442.00	66,446.00	103,442.00	150,000.00	319,888.00

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

Total Expenditures by Object Type and Funding Source							
Object Type	**Funding Source**	**2018-19 Annual Update Budgeted**	**2018-19 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**	**2017-18 through 2019-20 Total**
All Expenditure Types	All Funding Sources	2,338,890.25	2,058,755.00	1,975,173.00	2,058,773.00	2,224,580.00	6,258,526.00
		0.00	0.00	0.00	0.00	0.00	0.00
	Supplemental	163.00	0.00	161.00	0.00	165.00	326.00
1000-1999: Certificated Personnel Salaries	Base	1,317,817.00	1,219,924.00	1,279,434.00	1,219,924.00	1,357,352.00	3,856,710.00
1000-1999: Certificated Personnel Salaries	Concentration	87,208.00	105,674.00	85,329.00	74,989.00	83,770.00	244,088.00
1000-1999: Certificated Personnel Salaries	Other	132,634.00	132,053.00	128,149.00	132,053.00	134,723.00	394,925.00
1000-1999: Certificated Personnel Salaries	Supplemental	149,754.00	152,067.00	146,090.00	152,067.00	167,547.00	465,704.00
2000-2999: Classified Personnel Salaries	Concentration	6,030.00	5,744.00	5,887.00	5,744.00	5,934.00	17,565.00
2000-2999: Classified Personnel Salaries	Other	24,835.00	33,516.00	0.00	33,516.00	34,521.00	68,037.00
2000-2999: Classified Personnel Salaries	Supplemental	7,995.00	8,267.00	7,805.00	8,267.00	8,531.00	24,603.00
3000-3999: Employee Benefits	Supplemental	0.00	0.00	0.00	0.00	114.00	114.00
4000-4999: Books And Supplies	Base	80,025.00	70,211.00	47,818.00	69,878.00	78,130.00	195,826.00
4000-4999: Books And Supplies	Concentration	18,373.00	18,511.00	15,616.00	18,529.00	20,321.00	54,466.00
4000-4999: Books And Supplies	Other	12,857.00	32,155.00	51,425.00	32,155.00	5,950.00	89,530.00
4000-4999: Books And Supplies	Supplemental	23,099.25	26,639.00	20,699.00	26,639.00	28,490.00	75,828.00
5000-5999: Services And Other Operating Expenditures	Base	35,000.00	68,035.00	37,022.00	68,035.00	35,000.00	140,057.00
5000-5999: Services And Other Operating Expenditures	Concentration	1,203.00	4,820.00	25,430.00	0.00	1,960.00	27,390.00
5000-5999: Services And Other Operating Expenditures	Other	0.00	3,400.00	0.00	3,400.00	0.00	3,400.00
5000-5999: Services And Other Operating Expenditures	Supplemental	1,594.00	6,936.00	5,526.00	0.00	2,151.00	7,677.00

Total Expenditures by Object Type and Funding Source							
Object Type	**Funding Source**	**2018-19 Annual Update Budgeted**	**2018-19 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**	**2017-18 through 2019-20 Total**
5700-5799: Transfers Of Direct Costs	Concentration	7,740.00	8,011.00	6,258.00	8,011.00	8,200.00	22,469.00
5700-5799: Transfers Of Direct Costs	Supplemental	10,260.00	11,528.00	8,294.00	11,528.00	11,800.00	31,622.00
5800: Professional/Consulting Services And Operating Expenditures	Base	2,000.00	0.00	740.00	333.00	800.00	1,873.00
5800: Professional/Consulting Services And Operating Expenditures	Concentration	41,586.00	13,321.00	12,040.00	48,826.00	49,076.00	109,942.00
5800: Professional/Consulting Services And Operating Expenditures	Other	14,001.00	14,220.00	14,001.00	14,220.00	14,220.00	42,441.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental	20,291.00	19,169.00	10,487.00	26,105.00	25,169.00	61,761.00
5900: Communications	Concentration	0.00	456.00	0.00	456.00	0.00	456.00
5900: Communications	Supplemental	525.00	656.00	516.00	656.00	656.00	1,828.00
6000-6999: Capital Outlay	Base	343,900.00	103,442.00	26,123.00	103,442.00	130,000.00	259,565.00
6000-6999: Capital Outlay	Concentration	0.00	0.00	17,339.00	0.00	8,200.00	25,539.00
6000-6999: Capital Outlay	Supplemental	0.00	0.00	22,984.00	0.00	11,800.00	34,784.00

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

Total Expenditures by Goal						
Goal	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	156,500.00	148,743.00	92,563.00	148,743.00	161,663.00	402,969.00
Goal 2	2,098,209.25	1,814,576.00	1,802,261.00	1,814,594.00	1,964,717.00	5,581,572.00
Goal 3	84,181.00	95,436.00	80,349.00	95,436.00	98,200.00	273,985.00
Goal 4			0.00	0.00	0.00	0.00

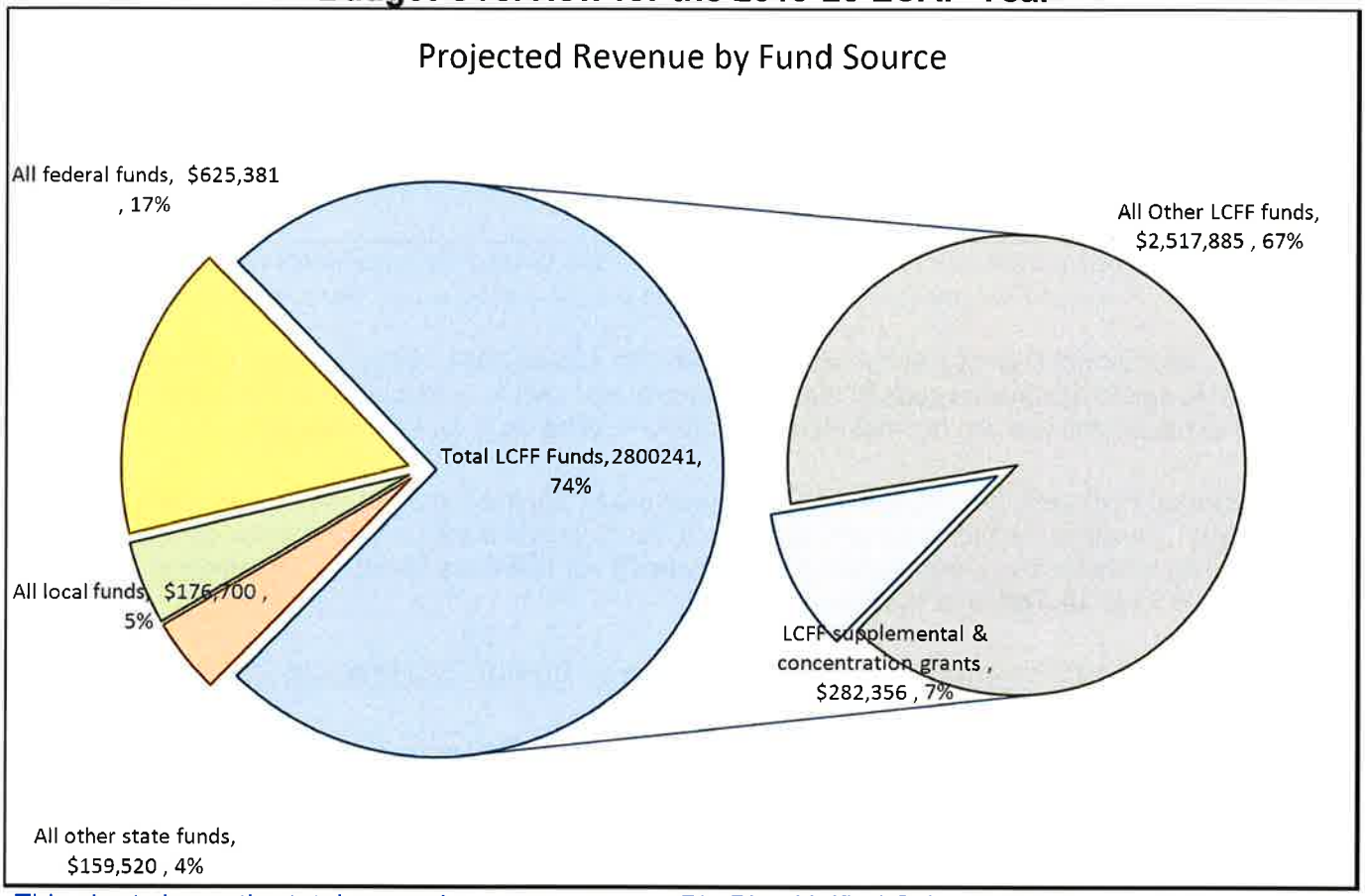
* Totals based on expenditure amounts in goal and annual update sections.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Big Pine Unified School District
CDS Code: 14632480000000
Local Control and Accountability Plan (LCAP) Year: 2019-20
LEA contact information: Pamela Jones, Superintendent

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

Budget Overview for the 2019-20 LCAP Year

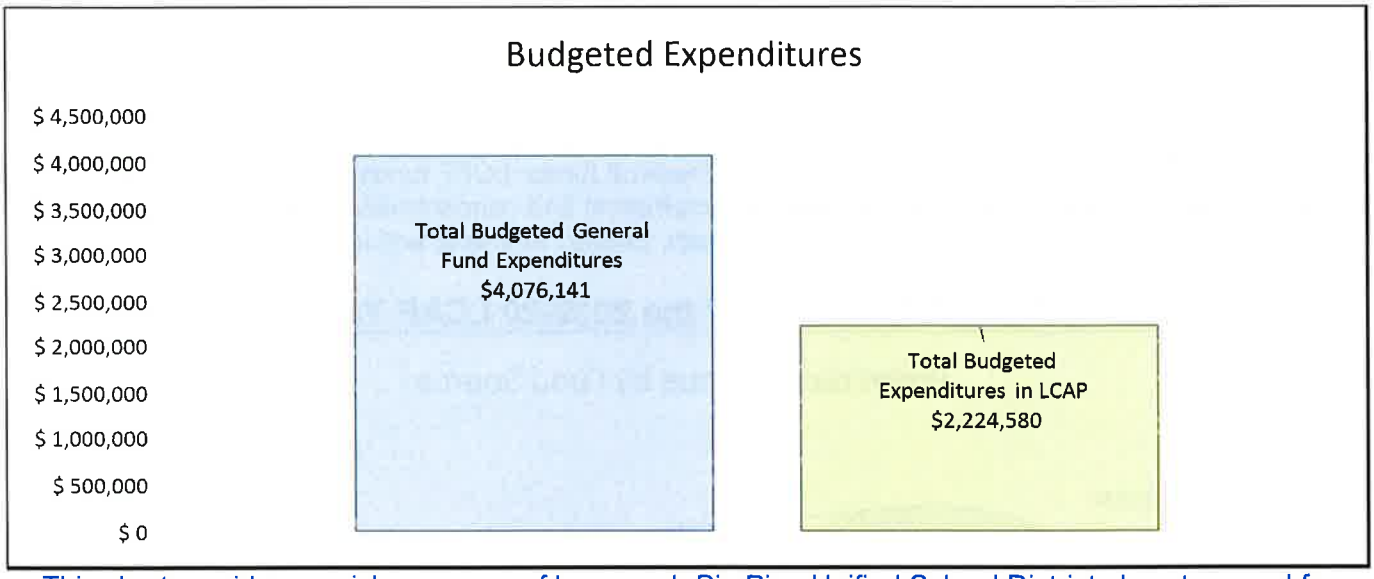


This chart shows the total general purpose revenue Big Pine Unified School District expects to receive in the coming year from all sources.

The total revenue projected for Big Pine Unified School District is $3,761,842, of which $2,800,241 is Local Control Funding Formula (LCFF), $159,520 is other state funds, $176,700 is local funds, and $625,381 is federal funds. Of the $2,800,241 in LCFF Funds, $282,356 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Big Pine Unified School District plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

Big Pine Unified School District plans to spend $4,076,141 for the 2019-20 school year. Of that amount, $2,224,580 is tied to actions/services in the LCAP and $1,851,561 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Costs excluded from the LCAP Budget are approximately $1.8 million and include, but are not limited to, the following: Facilities maintenance and operations, Administrative cost including salaries and benefits, Contracted services for Legal and Annual Audit, Contracts for Business Services. Transfers to Fund 13, Cafeteria and Fund 14, Deferred Maintenance.

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

In 2019-20, Big Pine Unified School District is projecting it will receive $282,356 based on the enrollment of foster youth, English learner, and low-income students. Big Pine Unified School District must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Big Pine Unified School District plans to spend $433,884 on actions to meet this requirement.

The additional improved services described in the LCAP include the following:
Foster youth, English Learners and low-income students make up 79% of the Big Pine Unified School District's total enrollment for the 2018-19 school year. District enrollment is above the 55% threshold which allows flexibility to provide district wide services instead of targeted services. Many of the district's LCAP actions and services are district wide, with an intent to improve and increase services that will benefit all students, and especially students who are foster youth, English Learners and low-income. The district is also attentive to the needs of special education students, and a significant sub group of American Indian students.

Goal 1 Action 1, the implementation of EL Core Practices specifically addresses the needs of Big Pine students through high quality, differentiated instruction, and a high level of engagement in hands on and place based learning activities. Improvement of instructional practice assists all students, but all of the EL Core Practices have components that improve services to unduplicated pupils by 25% or more. Through differentiation some EL Core Practices also increase service directly to unduplicated pupils.

Goal 1 Action 7, asks students to engage in learning through projects, case studies and expeditions increases access to core subjects for high needs students, allows high needs students flexibility and choice, and provides teachers opportunities to differentiate, thus improving services for high needs students.

Goal 1 Action 8, the implementation of NWEA MAP Growth assessments directly supports high needs students by individually tracking their academic growth. Three assessments annually allow staff to respond and remediate with specific instruction. Not all students need as frequent assessment and remediation, thus 100% of high needs students who need additional service are identified and provided increased supports.

Goal 1 Action 9, provides an opportunity for teachers to calibrate and score writing assessments in collaboration. This supports the elimination of unconscious bias in scoring, and also creates a forum to identify trends in student writing that can be addressed with additional instructional support. These actions result in improved services for high needs students.

Goal 2 Action 2, increases access to technology for high needs students, allowing digital access for disadvantaged students, many of whom do not have internet or computers at home. Use of adaptive programming for core academic support also provides another method to increase services to high needs students as they use specific targeted instructional supports online.

Goal 2 Action 4, supports community meetings in which students engage in healthy lifestyle activities. The structure and support of the community meeting is designed to improve services to high needs students.

Goal 2 Action 5, our Warrior Code activities foster positive behaviors and character development which result in improved services to high needs students.

Goal 2 Action 6, relates to our encouragement of open and honest communication within our school community. The Big Pine Beacon communicates positive messages about the activities of all students, including high needs students.

Goal 2 Action 10, has increased the number of classes engaging in field work, taking advantage of our wonderful outdoor classroom venues in the Eastern Sierra, due to the acquisition of vans, and even more so with the transit van acquired in 17-18. Our high needs students have improved service due to the exposure they are getting to natural wonders and service learning that they have not been exposed to prior to these excursions.

Goal 2 Action 12, provides detention as a place for recovery of tardies and to provide targeted academic support to high needs students, resulting in increased services to them.

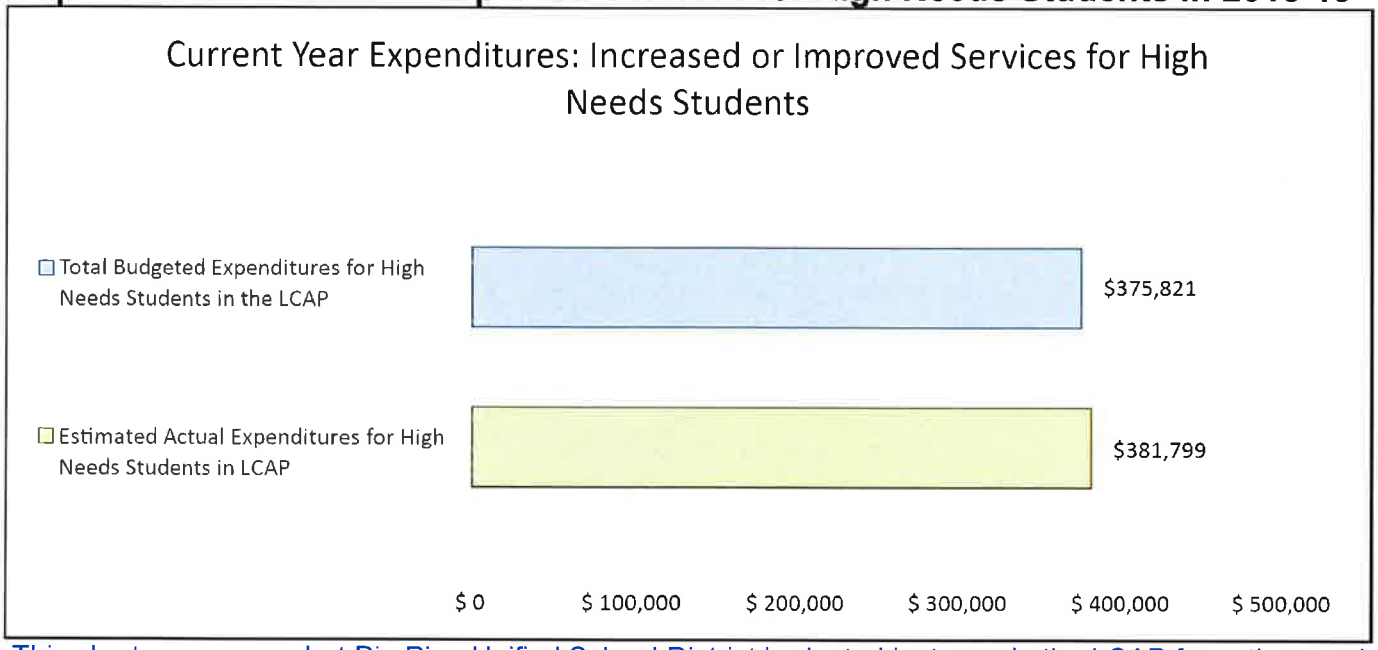
Goal 2 Action 13, our Attendance Plan supports all students but provides a pyramid of interventions to increase services to high needs students.

Goal 2 Action 14, provides for continued services from an intervention teacher, and an additional elementary teacher to avoid combination classes and to keep class sizes low. This action increases support of high needs students, above what would normally be provided to all students.

Goal 3 Action 2, maintains a certificated Counselor to support the many actions necessary for students to graduate College and Career Ready. High needs students receive increased support with career portfolios, UC and USC eligibility, and with specific counseling.

LCFF Budget Overview for Parents

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



This chart compares what Big Pine Unified School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Big Pine Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2018-19, Big Pine Unified School District's LCAP budgeted $375,821 for planned actions to increase or improve services for high needs students. Big Pine Unified School District estimates that it will actually spend $381,799 for actions to increase or improve services for high needs students in 2018-19.

The difference between the budgeted and actual expenditures of $5978 had the following impact on Big Pine Unified School District's ability to increase or improve services for high needs students:
The difference between budgeted and actual expenditures overall was immaterial.