

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
Sierra –Plumas Joint Unified School District/Sierra County Office of Education	Merrill Grant, ED. D. Superintendent	mgrant@spjUSD.org 530-993-1660

2017-20 Plan Summary

The Story

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

The Sierra-Plumas Joint Unified School District and Sierra County Office of Education serves all of Sierra County and the eastern quarter of Plumas County. A five person Governing Board, each member of which represents a defined geographical area of the District, governs the District. The District Governing Board also serves as the Sierra County Board of Education.

Sierra county lies northeast of Sacramento and borders the State of Nevada on the east. Located in the heart of the Northern Sierra Nevada Mountains, it contains one-half million acres of forestland forty-five mountain lakes, and an estimated seven hundred miles of trout streams. The eastern quarter of Plumas County lies within the boundaries of the Sierra-Plumas Joint Unified School District, and children from the towns of Vinton, Chilcoot, and Beckwourth attend school in Loyalton. Elevations within the District range from 2000 to nearly 9000 feet. Heavy snowfall and extreme temperatures are the general rule during the winter at the higher elevations. Eastern Sierra and Plumas County include the great Sierra Valley, once an ancient lakebed but is now the largest alpine valley in the Sierra Nevada range, a natural area for agriculture, timber production and mineral extraction operations. The western portion of the Sierra County is heavily forested, has timber management areas, and contains both lode and placer gold mining operations. Gold was discovered here in 1849, and the area is rich in early California history. Recreational activities abound including fishing, hunting, skiing, hiking, camping, boating, and visits to points of historical interest.

We envision schools where all children succeed, where all children feel safe, and where their curiosity is cultivated. We provide an educational environment that encourages productive, responsible citizens. It is our goal to equip students with the tools to live and to contribute successfully in a rapidly changing world. Our schools offer a challenging, meaningful, and relevant curriculum that values creativity, critical thinking, and effective communication. Our students learn to

appreciate beauty and care for the environment as well as each other and ultimately understand that their actions make a difference.

In order to streamline the District's efforts in promoting a quality teaching delivery system utilizing the latest in standards-based curriculum, educational technology tools, and a robust professional development plan, we are not specifically addressing certain state priorities with goals, actions, or services. For example the District's metrics in state priority 5, Pupil Engagement, are so strong to the positive in the areas of attendance rates, chronic absenteeism rates, dropout rates in both middle and high school, and high school graduation rates that we are not specifically designing improvement efforts to address these areas.

As we maneuver our LCAP to a streamlined document that truly reflects our District's improvement efforts, we are opting to keep our goals, actions, and services to a minimum to ensure quality focus, versus quantity bloat.

Administrators- 4
Bargaining Unit Representatives-4
Community- 3, 240
Principals-2.5
School Personnel- 66
Students-428
English Learners- 15
Foster Youth-2
Homeless Youth- 1
Pupils with Disabilities-46
Socio-economically disadvantaged- 47.7%

LCAP Highlights

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

This year's LCAP is focused on Student learning, professional development for all staff, and new standard based curriculum in science and social science at all grade levels. We continue to increase our stakeholder engagement through more meaningful methods, such as, more contact with parents, students, community members, and district wide meetings. By obtaining more feedback from all stakeholders in the community we can improve more areas in the education of our Sierra/Plumas County students.

This year the District hired a full time curriculum coordinator/instructional coach. This has provided our district with guidance in the adoption process for History/Social Studies curriculum, and to keep current curriculum ordered and up to date where need be. The instructional coach piece has allowed the district to provide support to staff with new curriculum and direction with Marzano/New Art & Science of Teaching Framework. The instructional coach also provides professional development to staff and organizes observation opportunities at other school sites in other school districts.

Review of Performance

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

Greatest Progress

The district hired a full time curriculum coordinator to guide the district in adopting current curriculum to meet California Common Core State Standards and to provide the necessary staff professional development in all areas of academics and behavioral needs. The full time curriculum coordinator also serves as an instructional coach for staff across the district.

This year the district implemented the Marzano/New Art & Science of Teaching Framework to guide our professional development.

All students 7-12 have chrome books that they are allowed to take home and use for their school assignments and projects.

Grades TK-6 have one to one chrome books and/or IPADS within the classroom to be used at school for classroom assignments and projects.

Our school district's dashboard shows that we are in the green for chronic absenteeism and in blue suspension rates. In several areas such as parent engagement, implementation of academic standards, and access to a broad course of study we have met standards.

Our school district will continue to move forward and keep doing what we are doing to continue our success as shown on the dashboard with our community forums, professional development for staff and our PBIS for each school site.

The district continues to be contracted with two therapist with Sierra County Behavioral Health. On the west side the therapist is there for one day a week and on the east side time was increased to two days a week to help provide more support for our students.

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

Sierra-Plumas Joint Unified School District has room for growth in both Language Arts and Math CAASPP scores for all grades tested. For the Fall of 2018 our dashboard indicates that we are in the yellow in Language Arts and in in the orange for Math grade 3-8. For Language Arts and math improvements we are working on intervention time with Title 1 teachers five days a week. The district is also working on remediation classes for 7th-8th in math to help in that area. Tutoring is offered at all school sites after school. The district will be hiring a full time intervention teacher for the Loyaltan Elementary School to address the intervention needs of the students grades 4th-6th and in addition provide three hours of intervention a day to grades k-3rd.

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

The district does not have any student subgroups that are two or more performance levels below the “all student” performance. The steps that we have taken to improve our student performance levels are:

- a) New math and language arts curriculum
- b) After school tutoring
- c) Full time curriculum coordinator/instructional coach
- d) Full time ELL aide
- e) Title 1 intervention teachers
- f) RTI/SST meetings for at-risk students

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.

No schools were identified.

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.

No schools were identified.

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.

No schools were identified.

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

All students receive instructional and services to support their intellectual, social, emotional, and physical development and will be engaged in school.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 5: Pupil Engagement (Engagement)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)
 Priority 9: Expelled Pupils – COEs Only (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

Metric/Indicator

Number of counseling hours

18-19

East Side 12 hours

West Side 6 hours

Baseline

East Side 6 hours

West Side 4 hours

14 hours were offered on East Side and 7 were on the West Side.

Metric/Indicator

Number of discipline log entries in PowerSchool

18-19

NA- discontinuing metric

Continued the use of this metric. 324 log entries for 2018-2019

Expected

Actual

Baseline

467 log entries for 2016-17

Metric/Indicator

Teacher log of students in after-school tutoring

18-19

Continue to serve students in the tutoring program.

Baseline

DES/DHS-averaged 22 students per week LES-averaged 30 students per week LHS-averaged 3 students per week

Metric/Indicator

English Learner Progress - ELPAC

18-19

Increase level 4 by 2% from baseline

Increase level 3 by 5% from baseline

Baseline

ELPAC 2017-2018 = 6.3% Level 4 43.8% Level 3

31.3% Level 2

18.8% Level 1

Metric/Indicator

EL Reclassification Rate

18-19

Maintain 20% reclassification rate

Baseline

Baseline 0%

Metric/Indicator

Chronic Absenteeism Rate

18-19

Improve rate by 2% based on prior year

Baseline

9.3%

Metric/Indicator

DES/DHS discontinued its after-school tutoring. It increased aide services to provide intervention services and implements increased Tier I supports in class.

LES averaged 24 students per week

LHS discontinued its after-school tutoring. It increased tutorial for every student for 1.5 hours weekly with classroom teachers. In addition, there is a peer-tutoring system in place during tutorial.

ELPAC data is unavailable for 2018-2019 at this point. Will update when available.

Reclassification rate was 0%

Chronic absenteeism rate improved by .05% from prior year

Attendance rate improved/declined by XX% from prior year

Expected

Attendance Rate

18-19

Increase attendance rate by 1% based on prior year

Baseline

16-17 94%

Metric/Indicator

Middle School Drop Out Rate

18-19

Maintain 0%

Baseline

0%

Metric/Indicator

High School Drop Out Rate

18-19

Maintain 0%

Baseline

0%

Metric/Indicator

Graduation Rate

18-19

Maintain 100%

Baseline

100%

Metric/Indicator

Suspension Rate

18-19

Maintain < 1%

Baseline

.7%

Metric/Indicator

Expulsion Rate

18-19

Maintain 0%

Baseline

Actual

Maintained 0% drop out rate

High school maintained 0% drop out rate

Maintained 100% graduation rate

Suspension rate was .4%.

Maintained 0% expulsion rate

Expected

Actual

0%

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
District will maintain or increase as needed the hours of our Sierra County Mental Health services to better meet the needs of our identified students.	District increased hours of Sierra County to better meet the needs of our students.	SCOE: IDEA Mental Health funds RS3327 OB2000-3000 IDEA Mental Health Resource 3327 \$4,371	IDEA Mental Health Resource 3327 \$4,371

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue the Multi-tiered System of Supports (MTSS) that is data driven throughout the district to address the needs of all students by aligning district initiatives, supports, and resources to improve student outcomes.	Continued the Multi-tiered System of Supports (MTSS) that is data driven throughout the district to address the needs of all students by aligning district initiatives, supports, and resources to improve student outcomes.	SPJUSD: MTSS RS 9020 OB4000-5000. California Scaled up Multi-Tiered System of Support (SUMS) \$7,500	SPJUSD: MTSS RS 9020 OB4000-5000. \$5,407

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Fund credentialed teachers for after school tutoring for all students in grades 1-12 in all core courses.	Funded two credentialed teachers for after school tutoring for all students in grades 1-6. The program was ended at the other two sites.	SPJUSD: Title 1 RS3010 OB1000-3000 Title 1 Resource 3010 \$14,663	SPJUSD: Title 1 RS3010 OB1000-3000 \$14,663

In addition to after school tutoring, the district paid for three hours of intervention for grades K-6 at the two elementary sites as well as increased aide intervention hours.

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Fund counselors to support ELs, FYS, and Low Income Students	Funded counselors to support ELs, FYS, and Low Income Students district-wide.	SCOE: RS0000 OB 5000 Unrestricted General Fund, Supplemental \$111,150	SCOE: RS0000 OB 5000 Unrestricted General Fund, Supplemental \$58,720

Analysis

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

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

All actions were implemented with fidelity. Action 1 increased mental health support hours.

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

The data shows an overall positive or maintenance effect for many of the metrics listed. All of the actions that were put into place such as counseling, tutoring, etc maintained the same as it was shown to be positive actions for our district. We provided counseling two days a week, tutoring was provided two days a week as well. MTSS was reviewed once a month at staff's professional development days, and systems that were put in place for MTSS such as RTI, SST, PBIS were used daily/weekly at each site in the district.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

District was not able to spend full amount of MTSS funding previously projected. Additional review of MTSS program will be made and expenditures adjusted to utilize funding. Expenditures for counselors to support ELs FYs and Low Income students was below anticipated expenditure due to the reduced actual costs in relation to expenditures anticipated. Counselor availability and review of staffing will be made to make sure needs of students will be met and adjust anticipated expenditures going forward if needed.

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

The District chose to remove after school tutoring from two of the three school because of low attendance(Goal 1 Action 3 discontinued). In it's place they offered increased intervention during the school day with instructional aides and credentialed teachers(Goal 1 Action 5). These changes are described in the explanation of services and actions section. Also, the district decided to use its district student reporting tool information as a metric to track success of programs based on outcomes in attendance, suspension, chronic absenteeism, and discipline log entries. This metric provides the most reliable data.

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

All students will engage in a rigorous, standards-based curriculum and acquire the knowledge, critical thinking skills, and characteristics needed for success in college, career, and life.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

Social Science and Science CCSS aligned curriculum are reviewed.

18-19

Science Curriculum be reviewed.

Baseline

No Science Curriculum

Metric/Indicator

% of students meeting A-G

18-19

Increase A-G rate by 1% from prior year

Baseline

75% of high school students have met A-G requirements

Actual

Science curriculum was not reviewed, however social science was reviewed and adopted.

A-G rate is currently at 75% maintained from baseline.

Expected

Actual

<p>Metric/Indicator % of students who are agriculture completers</p> <p>18-19 Increase agriculture completers by 1% from prior year</p> <p>Baseline 15% are Ag Completers</p>	<p>Increased agriculture completers rate by more than 1%. We are currently at 50% for 2018-2019.</p>
<p>Metric/Indicator CAASPP ELA</p> <p>18-19 55% of students will meet or exceed standards</p> <p>Baseline 45% of students met or exceeded standards</p>	<p>XX% of students met or exceeded standards (Data will be updated upon receipt of scores)</p>
<p>Metric/Indicator CAASPP Math</p> <p>18-19 52% of students will meet or exceed standards</p> <p>Baseline 42% of students met or exceeded standards</p>	<p>XX% of students met or exceeded standards (Data will be updated upon receipt of scores)</p>
<p>Metric/Indicator AP Passage Rate</p> <p>18-19 Increase passage rate by 2% from prior year</p> <p>Baseline 7% 2016-2017 and 2017-2018</p>	<p>Increased passage rate by XX% from prior year. (Data will be updated upon receipt of scores)</p>
<p>Metric/Indicator % of students who have access to standards aligned curriculum</p> <p>18-19 maintain 100%</p> <p>Baseline 100% of students have access to standards aligned curriculum.</p>	<p>100% of students have access to standards aligned curriculum.</p>

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Science adoption committee will take more time to explore curriculum.	The science adoption committee was disbanded in order to focus on social science adoption.	\$0	\$0

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Textbook adoption committee will be formed to review Social Science curriculum	Committee was formed. Curriculum review process took place and a formal adoption of social science curriculum occurred.	\$0	\$0

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Purchase Moby Max technology to support ELA and Math instruction.	Purchased Moby Max technology to support ELA and Math instruction.	SPJUSD: Unrestricted General Fund RS0000, OB5000 LCFF Base, Unrestricted \$5,180	SPJUSD: Unrestricted General Fund RS0000, OB5000 LCFF Base, Unrestricted \$0

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Implements ELD standards to support EL students with access to standards aligned curriculum.	Implemented ELD standards to support EL students with access to standards aligned curriculum.	SPJUSD: RS3010 OB2000-3000 Title I \$38,300	SPJUSD: RS3010 OB2000-3000 \$38,300

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.5 hrs/week for teachers. Teachers collaborate to create priority standards for their grades and subjects taught. A	Teachers collaborated 1.5 hours per week and created priority standards for their grades and subjects taught. A product of this	SPJUSD: Unrestricted General Fund RS0000 OB1000-3000 LCFF \$75,000	SPJUSD: Unrestricted General Fund RS0000 OB1000-3000 \$75,000

product of this collaboration is district wide priority standards that are sequenced throughout a broad course of study for all grade levels.

Get Focused, Stay Focused program provides unduplicated students and students with exceptional needs additional support in accessing and enrolling in a broad course of study.

STAR program used to assess student outcomes and performance to support class placement decisions.

collaboration was district wide priority standards that are sequenced throughout a broad course of study for all grade levels. This work is ongoing.

Get Focused, Stay Focused program provided unduplicated students and students with exceptional needs additional support in accessing and enrolling in a broad course of study.

STAR program was used to assess student outcomes and performance to support class placement decisions at a minimum of 4 x per year.

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 decided to wait on NGSS adoption for 2018-2019 because the adoption team needed more time to decide on the type of science program they want to implement (integrated or traditional). The District moved forward with the review and adoption process for history/social studies and adopted the following curriculum: Pearson for grades K-5; National Geographic/Cengage for grades 6-8; and McGraw Hill Impact! for grades 9-12. The District is continuing the implementation of Moby Max to support ELA Instruction. It continued to use ELD Standards aligned curriculum to support EL students with access to standards-based curriculum. As stated in the Actual Services, the District created 1.5 hours of professional development time every Wednesday from 1:30 - 3:00 to provide teachers with time to collaborate, learn highly effective teaching strategies, and create priority standards. The Get Focused, Stay Focused curriculum continued for a full-year course during Freshman year, with follow-up modules taking place in the spring for Sophomores, Juniors, and Seniors. This year, the District implemented calendarized STAR testing in reading and math four times per year or more if possible to assess progress towards learning goals.

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

The adoption of history/social studies curriculum provided our students access to the California History/Social Studies framework (Content, Literacy, Inquiry, and Civics) and to the current historical content that aligns with the FAIR Act. Teachers are able to monitor their students progress in ELA and Math using Moby Max, and have adjusted their instruction and level of content material accordingly in the online learning platform. Based on STAR assessment data, students received the interventions they required and instructional decisions to target growth areas occurred. From using data collected on students results staff were able to place students in the proper classes and interventions to meet their educational needs.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Moby Max purchased in FY16/17 for the 5 year program No additional expenditures.

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

The district did not proceed toward NGSS Adoption for 2018-2019(Goal 2 Action 1). This action change can be found in the explanation of services section. Instead, the adoption for History/Social Studies occurred (Goal 2 Action 2). The purchase of the K-12 curriculum in this subject will occur in the 2019-2020 budget.

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 staff will engage in professional development opportunities that enhance their knowledge of subject matter frameworks and standards, as well as deepening their skill-set in current instructional delivery.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

Records indicating how many staff attend professional development

18-19

85% of staff will engage in professional development

Baseline

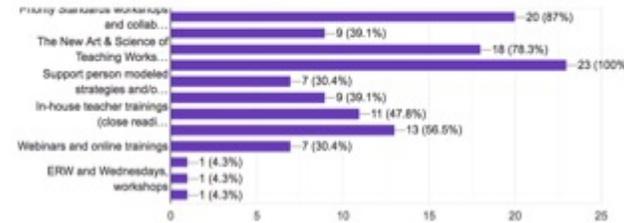
50% of staff has engaged in professional opportunities.

Actual

100% of staff attended professional development activities in the district.

1. Please check all of the teaching support services you have received this year. "Support Person" refers to either the district teacher support person or your site principal.

23 responses



Maintained at 1 teacher

Metric/Indicator

of certificated staff not Appropriately assigned or fully credentialed teachers

18-19

maintain at 1

Baseline

Expected

Actual

1

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
District will continue to fund professional development	The District continued to fund professional development. We implemented the Marzano Research Group's The New Art and Science of Teaching Framework to guide in-house professional development and funded teachers to attend outside professional development workshops as needed based on our goals.	SPJUSD: Title II, RS4035, OB1000-5000 Title II, Resource 4035, LCFF Base RS0000, Lottery RS 1100 \$5,588	SPJUSD: Title II, RS4035, OB1000-5000 Title II, Resource 4035, LCFF Base RS0000, Lottery RS 1100 \$5,331
		SPJUSD: LCFF Base RS0000 OB1000-3000,5000 Title II, Resource 4035, LCFF Base RS0000, Lottery RS 1100 \$37,784	SPJUSD: Classified Prof Dev RS7311, OB5000 SPJUSD: Unrestricted General Fund RS0000, OB5000 Title II, Resource 4035, LCFF Base RS0000, Lottery RS 1100 \$20,946
		SPJUSD: Lottery, RS 1100 OB5000 Title II, Resource 4035, LCFF Base RS0000, Lottery RS 1100 \$3,600	\$0

Analysis

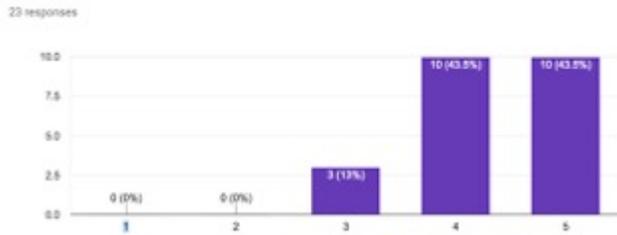
Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

In 2018-2019, professional development increased significantly with the implementation of the Marzano Research Group's The New Art and Science of Teaching Framework as the guide for instructional strategies that work. With the increase in the role of the curriculum coordinator as the director of professional development District-wide, much of the professional development occurred in-

house. Also, the curriculum coordinator worked as instructional coach district-wide and more time was spent with individual teachers in an effort to support each teachers goals towards proficiency in different teaching strategies.

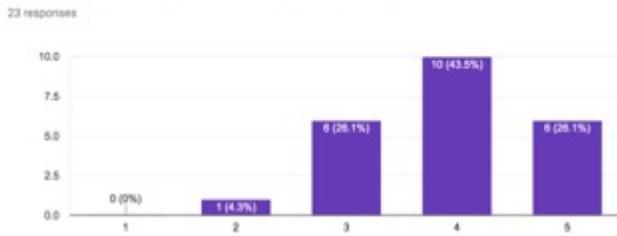
5. Leadership Question: Based on your experience with curriculum and instruction support in our district, please rate the level of support you feel.



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

The professional development experiences the teachers participated in, had a positive effect on the overall use of teachings strategies that produce more student engagement. It also had a positive effect on overall teacher confidence, motivation and inspiration.

6. Leadership Question: Based on your experience with curriculum and instruction support in our district, please rate the level of inspiration and motivation you feel or have felt by the work we've focused on.



Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The difference between budgeted expenditures and actual expenditures is a result of the actuals for trainings and conferences being less than we budgeted. In addition, with our Early Release Wednesday, the teachers stay in-house for a lot of their PD. Professional development will continue to be a priority for the district. Additional opportunities will be scheduled for staff to attend to increase quality teaching skills.

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

No change in metrics or goals.

Annual Update

LCAP Year Reviewed: **2018-19**

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

Goal 4

All schools and facilities are accessible, safe, and healthy places for students, staff, and community; and all classrooms are designed and furnished for optimal learning.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

Review of budget

18-19

Evidence indicates there is a plan in the district budget for facility contingencies.

Baseline

District has a plan for facility contingencies.

Metric/Indicator

Facility Inspection Tool

18-19

All sites will receive a rating of fair or better

Portables, DES, DHS will continue to maintain or improve their fair or better rating

Baseline

Actual

The School Board and the superintendent worked with the site principals and maintenance personnel to create site plans around deferred maintenance and facilities improvements.

Every site in the school district was rated Fair to Good.

Expected

LHS-Fair or better in all areas except external LES- Fair or better in all areas except systems and external
 SELPA-All areas good except structural
 DES-all fair or better
 DHS-all fair or better

Metric/Indicator

Superintendent/site administrators review of classroom needs

18-19

Continue deferred maintenance schedule as planned

Baseline

LES classrooms updated furniture such as chairs, tables, easels, bookshelves, and new dividers to be used by all classrooms when needed

DES/DHS also purchased new tables and chairs for classrooms

Metric/Indicator

Parent Survey

18-19

Baseline Established

Baseline

Will be established in 18-19

Metric/Indicator

California Healthy Kids Survey - % of students indicating a Very Safe or Safe on perceived safety at school

18-19

70%

Baseline

60%

Actual

All school administrators have created a FIT plan for their school sites and planned for deferred maintenance.

A formal district survey is scheduled to be given in the fall of 2019. No data for 2018-2019. The district used a survey our local education foundation gave to parents in the fall of 2018 to help determine stakeholder curricular hopes for the students of the district.

The Healthy Kids Survey is scheduled to be given in the fall of 2019. No data for 2018-2019.

Actions / Services

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

Action 1

Planned

Actual

Budgeted

Estimated Actual

Actions/Services	Actions/Services	Expenditures	Expenditures
District will continue to perform an annual inspection of facilities through the Facilities Inspection Tool. All schools will receive a rating of fair or better in all areas	This action occurred as stated in the plan. All schools in the district received a rating of Fair to Good.	\$0	\$0

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
District will continue to review classrooms for need of furniture and technology needs	The site principals, superintendent and maintenance personnel met in the fall and the spring to review classroom and technology needs.	<p>SPJUSD: Unrestricted Lottery RS1100, OB4000, 6000 LCFF Base and Non-Prop 20 Lottery Resource 1100 \$180,000</p> <p>SPJUSD: Unrestricted General Fund RS0000, OB4000, 6000 LCFF Base and Non-Prop 20 Lottery Resource 1100 \$90,000</p>	<p>SPJUSD: Unrestricted General Fund RS0000, OB4000, 6000 LCFF Base and Non-Prop 20 Lottery Resource 1100 \$174,875</p> <p>SPJUSD: Unrestricted General Fund RS0000, OB4000 LCFF Base and Non-Prop 20 Lottery Resource 1100 \$78,141</p>

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Stipend for Staff:</p> <p>Involve parents in decision making at the district level through school board meetings, community forums, school surveys, site council, parent groups, Community Advisory Committee on Special Education and the EL Parent Advisory Committee.</p> <p>Providing information about programs to parents through social media, school websites, newsletters, parent volunteers for</p>	Parents were involved at many levels of the decision-making. Parents serve on the board of site councils at all three states, PTO groups, EL Parent Advisory and Special Education Advisory Committees, as well as our Local Education Foundation (The Sierra Schools Foundation). In addition to the groups named above, parent input was actively sought after and achieved through the history/social studies adoption process in accordance with the California Adoption Process Protocols. All groups have a voice decisions		\$0

unduplicated students and students with exceptional needs.

pertaining to the learning environment and experience at Sierra-Plumas Joint Unified School District.

The District continued to use weekly all-calls to families at every school site to update parents on upcoming events and important information from one week to the next. It also continued to report information, call for volunteers, and communicate to parents and community stakeholders via social media, newsletters, and school websites.

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 is actively working towards improving its process around Deferred Maintenance in order to better meet the facility needs at each school site while staying within budget constrictions. This work is ongoing. All school sites in the district used the All-Call system weekly to inform parents and community stakeholders about important information as needed. Parents are actively involved in the school community through involvement in different site boards such as Site-Councils, ELAC and Special Education Advisory Committees, PTO's, The Sierra Schools Foundation, Sports Clubs and Booster Clubs, Coaching, volunteering, and working as aides at the different school sites. In addition, 60% of the Sierra-Plumas Joint Unified's teaching staff are parents of children who attend school in the district and therefore, know first-hand what is occurring in the schools and have input and the can communicate to the outside stakeholders important information. With the history/social studies adoption process, the district took two months for parent and stakeholder input and had parents on the textbook adoption advisory committee.

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

Parent participation in the school community is positive and the ability for stakeholders to have a voice happens naturally in our small, rural school district. The All-Call system reaches over 90% of our parents and for those who do not receive an All-Call, access to information is distributed through social media and school websites. This year, the district reviewed The Sierra Schools Foundation's parent/stakeholder survey to receive input from parents regarding curricular needs and hopes. This survey guided the district as it

made decisions around extra curricular courses it provided for its students as well as how it partnered with The Sierra Schools Foundation and The Sierra County Arts Council to bring an array of educational experiences to its students.

Other Feedback

"I think it's important to give the kids a good base of simple knowledge like being able to work on your own car or cook yourself a meal. Not all kids are taught this at home."

"Would like to see some students have enough education out of high school to get a decent job. In this area, unfortunately a lot of people don't consider higher education to be that important."

"I'd like to see a little money to help teachers attend seminars or to bring continuing ed for teachers on-site. Maybe something through Chapman or UNR-ed dept. that the teachers could get a unit or a few units for."

"I certainly appreciate all that Ms. Griffin does for FFA members and students, however I wish LHS had something to offer those students who are not interested in farm life and farm animals. Seems to me this is the only club/class with conferences and competitions, along with all of the other extra-curricular activities involved."

"Trades. There is a real shortage of trades people available to fill the important jobs in construction, service and mechanics."

"Bring back drivers ed, home ec, welding, auto mechanics."

"Historical awareness related to Sierra Co. In depth study of local communities/and their most related economies (lumber, farming, ranching, mining) and how changing economies have resulted/impacted the local way of life. Diorama and model displays could be traveling exhibits throughout the area."

"STEM in the elementary schools."

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

District personnel will continue to evaluate furniture and equipment needs for the students and update as necessary.

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

No formal survey was distributed to our parents this year (Parent Survey & Healthy Kids Survey Fall 2019)

Annual Update

LCAP Year Reviewed: **2018-19**

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

Goal 5

Foster youth and expelled students receive instruction and services to support their intellectual, social emotional, and physical development. (SCOE)

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 9: Expelled Pupils – COEs Only (Conditions of Learning)
 Priority 10: Foster Youth – COEs Only (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

Metric/Indicator

Enrollment Records

18-19

District will continue to review expelled students and services offered

Baseline

We have no expelled students

The District reviewed services offered to expelled students and Foster Youth students.

Metric/Indicator

Enrollment Records

18-19

Our district only has 2 foster youth enrolled

Baseline

Only 2 foster youth enrolled at this time

At the end of 2018-2019 school year, there were three total Foster Youth enrolled in the district.

Metric/Indicator

of foster parents trained in the county

18-19

Offer TIPS-MAPP training to 100% of Foster Parents

The District offered the TIPS-MAPP training to 100% of foster parents through a partnership with Sierra County Social Services.

Expected

Actual

Baseline

No TIPS-MAPP training available

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
District will continue to provide a foster youth liaison to monitor services	The District continued to provide a foster youth liaison to monitor services and to continue the partnership with Sierra County Social Services as needed.	SCOE: Foster Youth RS7366, OB2000-3000 Foster Youth RS7366 \$6,636	SPJUSD: Unrestricted General Fund,k RS0000, OB2000-3000 SCOE: Unrestricted General Fund, RS0000, OB2000-3000 LCFF Base, Unrestricted \$6,636

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 continued to provide support services to Foster Youth and their parents. It collaborated with Sierra County Social Services to meet the needs of all of their Foster Youth and Expelled student populations. We had no expelled students in 2018-2019.

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

The support for Foster Youth has been ongoing and robust. Foster parents partner with the school district and social services to ensure their needs are met, and all agencies have open and on-going communications to ensure all parties support the students as needed. All three Foster Youth have remained stable in their current foster homes for this school year and continue to be steadily enrolled in our district.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

District did not receive any Foster Youth grant funds and utilized unrestricted general funds to support foster youth students and program.

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

No changes were made.

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?

The Local Education Foundation - The Sierra Schools Foundation - made up of parents, teachers, administrators from a variety of grade levels met once a month and provided two grant cycles per year (one in June and one in December) to support schools, teachers and students throughout the district. The LEF interfaced regularly with the school district and provided parent survey data and other information to the district.

Superintendent presented school district information to community organizations throughout the year (County Board of Supervisors, The Rotary and Lions Clubs, The Sierra Schools Foundation, etc).

Administration team for the school district met every Tuesday throughout the school year to work on LCAP updates, plan professional development each Wednesday for staff members at each school site in the school district.

On June 5, 2019 Mr. Jones(Principal at Loyaltton High School) and Ms. White(Principal at Loyaltton Elementary) met with parents, community members, and board members at a State of the Schools Meeting for all school sites in our school district. At the meeting the LCAP was reviewed with all of these stakeholders.

In the fall and spring of each year, the EL Coordinator and EL Aide brought together EL students and their parents for a dinner and information-gathering session to assess access to services and to promote parent engagement. The dates for these dinners were held were: October 10, 2018 and June 10, 2019.

On May 10th, each member of the leadership team presented it's 2018-2019 accomplishments and it's 2019-2020 goals to the school board members at a board retreat dedicated to training and LCAP review.

In February the school board members receive a copy of the LCAP to review and then meet with Administration to go over with and ask any questions they have.

The LCAP is also on the school district website for any community member, parents, or teachers to view.

The teacher's bargaining unit also has a copy available to refer to with any questions.

Students' also shared input through our community forums as well.

Our community forums were held on the following dates:

Loyalton & Downieville School Community Forms- June 5, 2019 @ 6 pm at Loyalton Elementary School

Downieville Elementary & Jr./Sr. High School June 10, 2019 @ 6pm at Downieville

Public Hearing – March 7, 2019

Board Approval – June 11, 2019

Impact on LCAP and Annual Update

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

After meeting with board members and other stakeholders throughout our area it was important from input received that we work on providing intervention support to students. After looking at the data and listening to stakeholders the school board agreed to hire a full time intervention teacher for the Loyalton Elementary School site. They will have a full time intervention teacher for 2019-2020 school year after it was passed at the May 14th, 2019 school board meeting.

LEAs are working with all stakeholders to respond to their questions and use their input to help with creating goals. LEAs work with school board members to address questions and discuss the goals of our district for the bettering of our students. From discussion at the community forums the public was in agreement with our goals for our LCAP, one of the newer focuses they wanted us to start looking at in the future is our school safety plans. The admin team created a Safety Task Force which consist of the administration team, school board member, Sheriff, Highway Patrol, and Probation dept. There was a meeting held on May 28, 2019 to create a plan to move forward with safety enhancements in our school district. There is another meeting to scheduled in June to continue with a walk through of each plant to address areas of concern.

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

All students receive instructional and services to support their intellectual, social, emotional, and physical development and will be engaged in school.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 5: Pupil Engagement (Engagement)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)
 Priority 9: Expelled Pupils – COEs Only (Conditions of Learning)

Local Priorities:

Identified Need:

These needs were identified and addressed after looking at our current student population and the needs that we were seeing from them in regards to issues we were dealing with when it came to student issues on a daily basis in the classrooms.

After school tutoring program is reviewed and evaluated throughout the year.

Counseling services are reviewed and evaluated.

Discipline issues are reviewed and evaluated.

We are providing a lot of support for our students with the needs of more social, and emotional support. We want to continue providing our services to the students in need. The district will continue to expand hours as needed for contracted employees to keep providing more support for our students as needed.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Number of counseling hours	East Side 6 hours West Side 4 hours	East Side 8 hours West Side 6 hours	East Side 12 hours West Side 6 hours	East Side 14 hours West Side 8 hours
Number of discipline log entries in PowerSchool	467 log entries for 2016-17	Reduce log entries by 10%	NA- discontinuing metric	Reduce log entries by 10% from prior year
Teacher log of students in after-school tutoring	DES/DHS-averaged 22 students per week LES-averaged 30 students per week LHS-averaged 3 students per week	Continue to serve students in the tutoring program.	Continue to serve students in the tutoring program.	NA- discontinuing metric
English Learner Progress - ELPAC	ELPAC 2017-2018 = 6.3% Level 4 43.8% Level 3 31.3% Level 2 18.8% Level 1	NA CELDT	Increase level 4 by 2% from baseline Increase level 3 by 5% from baseline	Increase level 4 by 2% from prior year goal Increase level 3 by 5% from prior year goal
EL Reclassification Rate	Baseline 0%	20%	Maintain 20% reclassification rate	Maintain 20% reclassification rate ****
Chronic Absenteeism Rate	9.3%	Improve rate by 2% based on prior year	Improve rate by 2% based on prior year	Improve rate by 2% based on prior year *****
Attendance Rate	16-17 94%	Increase attendance rate by 2% based on prior year	Increase attendance rate by 1% based on prior year	Maintain 97% or higher attendance rate.
Middle School Drop Out Rate	0%	Maintain 0%	Maintain 0%	Maintain 0%
High School Drop Out Rate	0%	Maintain 0%	Maintain 0%	Maintain 0%
Graduation Rate	100%	Maintain 100%	Maintain 100%	Maintain 100%
Suspension Rate	.7%	Maintain < 1%	Maintain < 1%	Maintain < 1%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Expulsion Rate	0%	Maintain 0%	Maintain 0%	Maintain 0%

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)

Specific Schools: Site Specific

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

New Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

District will increase the hours of our Sierra County Mental Health services to better meet the needs of our identified students.

2018-19 Actions/Services

District will maintain or increase as needed the hours of our Sierra County Mental Health services to better meet the needs of our identified students.

2019-20 Actions/Services

District will maintain or increase as needed the hours of our Sierra County Mental Health services to better meet the needs of our identified students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$4,293	\$4,371	\$4,371
Source	IDEA Mental Health Resource 3327	IDEA Mental Health Resource 3327	IDEA Mental Health Resource 3327
Budget Reference	IDEA Mental Health Resource 3327	SCOE: IDEA Mental Health funds RS3327 OB2000-3000	SCOE: IDEA Mental Health funds RS3327 OB2000-3000

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)

Specific Schools: Site Specific

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

New Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

Implement a Multi-tiered System of Supports (MTSS) that is data driven throughout the district to address the needs of all students by aligning district initiatives, supports, and resources to improve student outcome.

2018-19 Actions/Services

Continue the Multi-tiered System of Supports (MTSS) that is data driven throughout the district to address the needs of all students by aligning district initiatives, supports, and resources to improve student outcomes.

2019-20 Actions/Services

Continue the Multi-tiered System of Supports (MTSS) that is data driven throughout the district to address the needs of all students by aligning district initiatives, supports, and resources to improve student outcomes.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$10,000	\$7,500	\$7,500
Source	California Scaled up Multi-Tiered System of Support (SUMS)	California Scaled up Multi-Tiered System of Support (SUMS)	LCFF Unrestricted Funds
Budget Reference	SPJUSD: MTSS RS9020, OB1000-4000	SPJUSD: MTSS RS 9020 OB4000-5000.	SPJUSD: Unrestricted General Funds , RS0000, OB4000- 5000

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)

Specific Schools: Site Specific

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Modified Action

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

Unchanged Action

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

Modified Action

2017-18 Actions/Services

Fund credentialed teachers for after school tutoring for all students in grades 1-12.

2018-19 Actions/Services

Fund credentialed teachers for after school tutoring for all students in grades 1-12 in all core courses.

2019-20 Actions/Services

This action has been discontinued.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$66,847	\$14,663	
Source	Title 1 Resource 3010	Title 1 Resource 3010	
Budget Reference	SPJUSD: Title 1 RS3010 OB1000-4000	SPJUSD: Title 1 RS3010 OB1000-3000	
Amount	\$20,153		
Source	Title 1 Resource 3010		
Budget Reference	SPJUSD: Unrestricted General Fund RS0000, OB1000-4000		

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
[Add Students to be Served selection here]

Location(s):

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

Specific Schools: Site Specific
[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)

[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

NA

Fund counselors to support ELs, FYS, and Low Income Students

Fund counselors to support ELs, FYS, and Low Income Students

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		\$111,150	\$111,150
Source		Unrestricted General Fund, Supplemental	Unrestricted General Fund, Supplemental
Budget Reference		SCOE: RS0000 OB 5000	SCOE: RS0000 OB 5000

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)

Specific Schools: Loyalton Elementary School

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

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

NA

NA

Hire Full Time Certificated Intervention Specialist to provide daily remediation and intervention supports.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			\$85,000
Source			Title 1 Resource 3010
Budget Reference			SPJUSD: Title 1 RS3010 OB1000-3000 SPJUSD: Title 4 RS4127 OB1000-3000 and Low Performing Students BG RS7510, OB1000-3000

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

2017-18 Actions/Services

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

2018-19 Actions/Services

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

New Action

2019-20 Actions/Services

NA

NA

Purchase and implement K-12/FUELED online learning platform to enhance curricular options including credit recovery, AP, elective options and interventions.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			\$10,000
Source			LCFF Base, Unrestricted
Budget Reference			SPJUSD: Unrestricted General Fund RS0000, OB5000

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

All students will engage in a rigorous, standards-based curriculum and acquire the knowledge, critical thinking skills, and characteristics needed for success in college, career, and life.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

The district sees this as a need as we are currently updating our school district's curriculum through state adoptions as we have not updated curriculum in several years. As we review it each year we identify the need of the curriculum that will be focused on for that year for adoption.

Curriculum is reviewed yearly to determine if the district is offering the most current state adopted materials that are aligned with CCSS.

The district reviews the courses that are being offered to determine if the students have a broad course of study available. Students have access to courses that satisfy the requirements for entrance to both US and CSU or state board-approved career technical education standards and frameworks.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Social Science and Science CCSS aligned curriculum are reviewed.	No Science Curriculum	Science Curriculum will be reviewed.	Science Curriculum be reviewed.	Social Science curriculum will be purchased
% of students meeting A-G	75% of high school students have met A-G requirements	90% meet A-G	Increase A-G rate by 1% from prior year	Increase A-G rate by 1% from prior year
% of students who are agriculture completers	15% are Ag Completers	Increase agriculture completers by 1% from prior year	Increase agriculture completers by 1% from prior year	Increase agriculture completers by 1% from prior year
CAASPP ELA	45% of students met or exceeded standards	50% of students will meet or exceed standards	55% of students will meet or exceed standards	57% of students will meet or exceed standards
CAASPP Math	42% of students met or exceeded standards	47% of students will meet or exceed standards	52% of students will meet or exceed standards	57% of students will meet or exceed standards
AP Passage Rate	7% 2016-2017 and 2017-2018	NA- new metric in 18-19	Increase passage rate by 2% from prior year	Increase passage rate by 2% from prior year
% of students who have access to standards aligned curriculum	100% of students have access to standards aligned curriculum.	NA-new metric in 18-19	maintain 100%	maintain 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)

Specific Schools: Site Specific

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

New Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

Textbook adoption committee will be formed to review Science curriculum.

2018-19 Actions/Services

Science adoption committee will take more time to explore curriculum.

2019-20 Actions/Services

This action is discontinued.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,000	\$0	
Source	LCFF Base, Unrestricted Supplemental		
Budget Reference	SPJUSD: Unrestricted General Fund RS0000, OB4000		

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)

Specific Schools: Site Specific

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

New Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

Available Social Science curriculum will be reviewed.

2018-19 Actions/Services

Textbook adoption committee will be formed to review Social Science curriculum

2019-20 Actions/Services

Social Science curriculum will be purchased and implemented.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$36,000	\$0	\$10,000
Source	LCFF Base, Unrestricted Supplemental		LCFF Base, Unrestricted
Budget Reference	SPJUSD: Unrestricted General Fund RS0000, OB4000		SPJUSD: Unrestricted General Fund RS0000, OB4000

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)

Specific Schools: Site Specific

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Modified Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

Increase ELA test results by 5% over baseline

2018-19 Actions/Services

Purchase Moby Max technology to support ELA and Math instruction.

2019-20 Actions/Services

Provide Moby Max technology to support ELA and Math instruction.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2,000	\$5,180	0
Source	LCFF Base, Unrestricted Supplemental	LCFF Base, Unrestricted	
Budget Reference	SPJUSD: Unrestricted General Fund RS0000, OB1000-4000	SPJUSD: Unrestricted General Fund RS0000, OB5000	

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)

Specific Student Groups: English Learners

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

New Action

Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

Implements ELD standards to support EL students with access to standards aligned curriculum.

Implement ELD standards to support EL students with access to standards aligned curriculum.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		\$38,300	\$38,300
Source		Title I	Title I
Budget Reference		SPJUSD: RS3010 OB2000-3000	SPJUSD: RS3010 OB2000-3000

Action 5

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

Students to be Served:

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

Location(s):

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

All

All Schools

OR

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

Students to be Served:

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

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
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
N/A	<p>1.5 hrs/week for teachers. Teachers collaborate to create priority standards for their grades and subjects taught. A product of this collaboration is district wide priority standards that are sequenced throughout a broad course of study for all grade levels.</p> <p>Get Focused, Stay Focused program provides unduplicated students and students with exceptional needs additional support in accessing and enrolling in a broad course of study.</p> <p>STAR program used to assess student outcomes and performance to support class placement decisions.</p>	<p>1.5 hrs/week for teachers. Teachers collaborate to create priority standards for their grades and subjects taught. A product of this collaboration is district wide priority standards that are sequenced throughout a broad course of study for all grade levels.</p> <p>Get Focused, Stay Focused program provides unduplicated students and students with exceptional needs additional support in accessing and enrolling in a broad course of study.</p> <p>STAR program used to assess minimum of 4X per year student outcomes and performance to support class placement decisions.</p>

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		\$75,000	\$75,000
Source		LCFF	LCFF
Budget Reference		SPJUSD: Unrestricted General Fund RS0000 OB1000-3000	SPJUSD: Unrestricted General Fund RS0000 OB1000-3000

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

New Action

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

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

2017-18 Actions/Services

NA

2018-19 Actions/Services

NA

2019-20 Actions/Services

Adopt and implement Marzano Research - Art and Science of Teaching framework to guide professional development.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			\$6,000
Source			Title II, Resource 4035, LCFF Base RS0000, Lottery RS 1100
Budget Reference			SPJUSD: RS4035 Title II, Unrest GF RS0000, Lottery RS1100, OB5000

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)

Specific Schools: site specific

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

2017-18 Actions/Services

NA

2018-19 Actions/Services

NA

2019-20 Actions/Services

Purchase and implement online intervention curriculum Edgenuity for all students grades 7-12.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			\$6,990
Source			Title 1 Resource 3010
Budget Reference			SPJUSD: Title 1 RS3010 OB1000-4000

Action 8

Specific Grade Spans: K-6

OR

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

Budgeted Expenditures

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)

All

Location(s):

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

Specific Schools: Loyaltown High School, Downieville
Junior/Senior High School
Specific Grade Spans: Grade 7 and 9

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

2017-18 Actions/Services

N/A

2018-19 Actions/Services

N/A

2019-20 Actions/Services

Pilot College Preparatory Mathematics (CPM) program for grade 7 and Algebra 1.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			\$8,000
Source			LCFF Base, Unrestricted
Budget Reference			SPJUSD: Unrestricted General Funds , RS0000, OB4000-5000

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 staff will engage in professional development opportunities that enhance their knowledge of subject matter frameworks and standards, as well as deepening their skill-set in current instructional delivery.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)

Local Priorities:

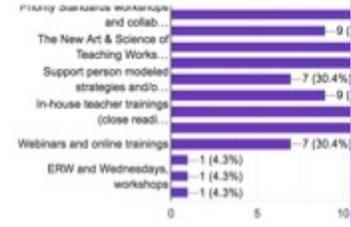
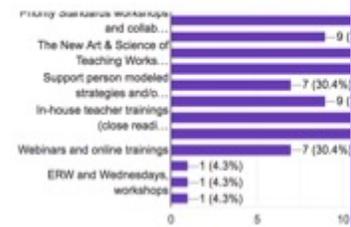
Identified Need:

The district feels it is important to support staff and help to keep staff up to date on latest teaching methods, provide opportunities to deepen their current skill set, and provide opportunities to learn about new curriculum.

With the new curriculum being adopted across several areas it is important to give teachers the support they need to be able to understand and teach new curriculum.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Records indicating how many staff attend professional development	50% of staff has engaged in professional opportunities.	75% of staff will engage in professional development.	85% of staff will engage in professional development	100% of staff will engage in professional development

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>1. Please check all of the teaching support this year. "Support Person" refers to either person or your site principal.</p> <p>23 responses</p> 			
1 certificated staff not Appropriately assigned or fully credentialed teachers	1	N/A	maintain at 1	maintain at 1 or less
District wide teacher survey	<p>80% will receive in-house professional development training and 85% will meet one-on-one with instructional coach (18-19 will be baseline).</p> <p>1. Please check all of the teaching support this year. "Support Person" refers to either person or your site principal.</p> <p>23 responses</p> 	NA	NA	100% of respondents will state that they participated in district-wide professional development around The New Art and Science of Teaching and 85% will meet with instructional coach at least twice a year to review goals.

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)

Specific Schools: Site Specific

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

2017-18 Actions/Services

District will fund professional development

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

Modified Action

2018-19 Actions/Services

District will continue to fund professional development

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

Unchanged Action

2019-20 Actions/Services

District will continue to fund professional development and provide professional development on early release days every Wednesday

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$14,404	\$5,588	\$46,972
Source	Title II, Resource 4035	Title II, Resource 4035, LCFF Base RS0000, Lottery RS 1100	Title II, Resource 4035, LCFF Base RS0000, Lottery RS 1100
Budget Reference	SPJUSD: Title II, RS4035, OB1000-5000	SPJUSD: Title II, RS4035, OB1000-5000	SPJUSD: Title II, RS4035, OB1000-5000

Amount		\$37,784	\$37,784
Source		Title II, Resource 4035, LCFF Base RS0000, Lottery RS 1100	Title II, Resource 4035, LCFF Base RS0000, Lottery RS 1100
Budget Reference		SPJUSD: LCFF Base RS0000 OB1000-3000,5000	SPJUSD: LCFF Base RS0000 OB1000-3000,5000
Amount		\$3,600	\$3,600
Source		Title II, Resource 4035, LCFF Base RS0000, Lottery RS 1100	Title II, Resource 4035, LCFF Base RS0000, Lottery RS 1100
Budget Reference		SPJUSD: Lottery, RS 1100 OB5000	SPJUSD: Lottery, RS 1100 OB5000

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 4

All schools and facilities are accessible, safe, and healthy places for students, staff, and community; and all classrooms are designed and furnished for optimal learning.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Identified Need:

Each year administrators review facilities to make sure they are maintained at a sufficient level to provide for clean and safe facilities. Administrators and maintenance people meet after each FIT report and go over the areas that need attention at each site and come up with a pan of what needs to be addressed to keep our sites up to date.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Review of budget	District has a plan for facility contingencies.	Evidence indicates there is a plan in the district budget for facility contingencies.	Evidence indicates there is a plan in the district budget for facility contingencies.	Evidence indicates there is a plan in the district budget for facility contingencies.
Facility Inspection Tool	LHS-Fair or better in all areas except external LES- Fair or better in all areas except systems and external	LHS, LES, SELPA all areas will receive fair or better rating	All sites will receive a rating of fair or better Portables, DES, DHS will continue to maintain	All sites will receive a rating of fair or better Portables, DES, DHS will continue to maintain

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	SELPA-All areas good except structural DES-all fair or better DHS-all fair or better	Portables, DES, DHS will continue to maintain or improve their fair or better rating	or improve their fair or better rating	or improve their fair or better rating
Superintendent/site administrators review of classroom needs	LES classrooms updated furniture such as chairs, tables, easels, bookshelves, and new dividers to be used by all classrooms when needed DES/DHS also purchased new tables and chairs for classrooms	Continue deferred maintenance schedule as planned	Continue deferred maintenance schedule as planned	Continue deferred maintenance schedule as planned
Parent Survey	XX of parents indicated that it is a safe environment (18-19)	NA	Baseline Established	No Baseline was established Will be established Fall 2019
California Healthy Kids Survey - % of students indicating a Very Safe or Safe on perceived safety at school	60%	NA	70%	Survey is to be given in Fall of 2019

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)

Specific Schools: Site Specific

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

District will continue to perform an annual inspection of facilities through the Facilities Inspection Tool. All schools will receive a rating of fair or better in all areas

2018-19 Actions/Services

District will continue to perform an annual inspection of facilities through the Facilities Inspection Tool. All schools will receive a rating of fair or better in all areas

2019-20 Actions/Services

District will continue to perform an annual inspection of facilities through the Facilities Inspection Tool. All schools will receive a rating of fair or better in all areas

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2,500	\$0	\$0
Source	Unrestricted General Fund		
Budget Reference	SCOE: RS0000, OB2000-3000		

Action 2

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

Students to be Served:

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

Location(s):

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

All

Specific Schools: Site Specific

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

District will continue to review classrooms for need of furniture and technology needs

2018-19 Actions/Services

District will continue to review classrooms for need of furniture and technology needs

2019-20 Actions/Services

District will continue to review classrooms for need of furniture and technology needs

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$26,000	\$180,000	\$180,000
Source	LCFF Base and Non-Prop 20 Lottery Resource 1100	LCFF Base and Non-Prop 20 Lottery Resource 1100	LCFF Base and Non-Prop 20 Lottery Resource 1100
Budget Reference	SPJUSD: Unrestricted Lottery RS1100, OB4000, 6000	SPJUSD: Unrestricted Lottery RS1100, OB4000, 6000	SPJUSD: Unrestricted Lottery RS1100, OB4000, 6000
Amount	\$130,000	\$90,000	\$90,000
Source	LCFF Base and Non-Prop 20 Lottery Resource 1100	LCFF Base and Non-Prop 20 Lottery Resource 1100	LCFF Base and Non-Prop 20 Lottery Resource 1100
Budget Reference	SPJUSD: Unrestricted General Fund RS0000, OB4000, 6000	SPJUSD: Unrestricted General Fund RS0000, OB4000, 6000	SPJUSD: Unrestricted General Fund RS0000, OB4000, 6000

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

New Action

Unchanged Action

2017-18 Actions/Services

N/A – New for 2018-19

2018-19 Actions/Services

Stipend for Staff:

Involve parents in decision making at the district level through school board meetings, community forums, school surveys, site council, parent groups, Community Advisory Committee on Special Education and the EL Parent Advisory Committee.

Providing information about programs to parents through social media, school websites, newsletters, parent volunteers for unduplicated students and students with exceptional needs.

2019-20 Actions/Services

Stipend for Staff:

Involve parents in decision making at the district level through school board meetings, community forums, school surveys, site council, parent groups, Community Advisory Committee on Special Education and the EL Parent Advisory Committee.

Providing information about programs to parents through social media, school websites, newsletters, parent volunteers for unduplicated students and students with exceptional needs.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
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Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

Goal 5

Foster youth and expelled students receive instruction and services to support their intellectual, social emotional, and physical development. (SCOE)

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 9: Expelled Pupils – COEs Only (Conditions of Learning)
 Priority 10: Foster Youth – COEs Only (Conditions of Learning)

Local Priorities:

Identified Need:

District reviews each year if any students were expelled and if they are receiving appropriate educational pathways.

District will review each year if any foster youth were enrolled and that they are receiving appropriate placement and services.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Enrollment Records	We have no expelled students	We have no expelled students	District will continue to review expelled students and services offered	District will continue to review expelled students and services offered
Enrollment Records	Only 2 foster youth enrolled at this time	Only 2 foster youth enrolled	Our district only has 2 foster youth enrolled	District will continue to review that appropriate services are being offered to foster youth

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
# of foster parents trained in the county	No TIPS-MAPP training available	Offer TIPS-MAPP training to 100% of Foster Parents	Offer TIPS-MAPP training to 100% of Foster Parents	Offer TIPS-MAPP training to 100% of Foster Parents
% of Foster Youth who maintain school placement through out the school year (school stability).				Baseline will be established
% of eligible Foster Youth who graduate with their class.				Baseline will be established

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)

Foster Youth

Scope of Services:

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

Limited to Unduplicated Student Group(s)

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
District will continue to provide a foster youth liaison to monitor services	District will continue to provide a foster youth liaison to monitor services	District will continue to provide a foster youth liaison to monitor services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$6,200	\$6,636	\$6,636
Source	Foster Youth RS7366	LCFF Base, Unrestricted	LCFF Base, Unrestricted
Budget Reference	SCOE: Foster Youth RS7366, OB2000-3000	SCOE: Unrestricted General Fund, RS0000, OB2000-3000	SCOE: Unrestricted General Fund, RS0000, OB2000-3000

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds

\$313,850

Percentage to Increase or Improve Services

6.96%

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).

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

\$263,309

Percentage to Increase or Improve Services

6.23%

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 4) Our low incomes students suffer household trauma and have social-emotional needs caused by the stresses on low income families. To address this need, the school district provides a contracted counselor twice a week for students that need to receive counseling for issues that will better help support them in their daily lives. While all students have access to this counselor, the counselor primarily serves the needs of our low income and other unduplicated students. We believe this action is the most effective service to provide because our next alternative considered was character based curriculum on conflict resolution. Based on our experience, the counselor more directly and comprehensively meets the needs of our unduplicated students.

With the district providing more counseling time, intervention time, and tutoring twice a week with two teachers we are able to reach more students across the grade levels from Transitional Kindergarten through 6th grade. Students that have been receiving these services have been showing growth in homework getting completed, improvement in grades, learning how to handle emotional situations better, and communicating their needs.

(Goal 5, Action 1) Work closely with agencies to meet the needs of foster youth students. Liason works closely with foster families with check ins to see if needs are being met, if there is any updated information that needs to be communicated between one another, updates foster families on any new services that are offered, etc...

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds

\$261,949

Percentage to Increase or Improve Services

6.34%

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).

Sierra-Plumas Joint Unified School District/Sierra County Office of Education 2018-19 reported an unduplicated student count of 187, determined using the rolling average calculation. The District used the funding provided through the Local Control Funding Formula along with significant funding from the general fund and other sources to provide for the district's major goals of providing all students in Grades K-12 with academic instruction and practice in English Language Arts and Mathematics to enable all students to achieve academic success in all core areas and to leave our schools as high school graduates with transition plans for productive futures. A major focus of our funding has been to provide students with the support they need to gain the skills in elementary school to be able to access the more rigorous core areas in high school. This is accomplished in a major way through funding professional development for staff, hiring an intervention instructor to work closely with teachers and students, and providing paraprofessionals to support struggling learners. Funding is also provided to ensure that schools are inviting, safe places for students to learn. Other major school goals include efforts to cultivate programs and activities that support student physical, social, and emotional growth and development. While we have few English Learners and even fewer foster youth, these groups are supported directly and immediately through the use of paraprofessionals, research based intervention programs, and classroom instruction that is designed to meet the varying needs of students. Because of the small school sizes we enjoy in our district, programs we design for our unduplicated student population are often available to the general student population. Students who may not qualify as Title I students but who need support, find that they are able to be included in support programs because of the small population. English Learners and Foster Youth are welcomed and frequently joined by other students who also benefit from the support they are provided. In high schools, major efforts are given to providing intervention, remediation, and enrichment courses even when only a small number of students need or desire the courses. Response to Intervention occurs quickly and students do not maintain poor attendance or poor academic achievement without notice. This has allowed our schools to enjoy high graduation and low truancy rates. Our efforts at developing school culture have resulted in no expulsions for several years and a very low suspension rate.

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	579,772.00	482,390.00	319,397.00	579,772.00	727,303.00	1,626,472.00
	0.00	137,741.00	0.00	0.00	0.00	0.00
California Scaled up Multi-Tiered System of Support (SUMS)	7,500.00	0.00	10,000.00	7,500.00	0.00	17,500.00
Foster Youth RS7366	6,636.00	0.00	6,200.00	0.00	0.00	6,200.00
IDEA Mental Health Resource 3327	4,371.00	0.00	4,293.00	4,371.00	4,371.00	13,035.00
LCFF	75,000.00	0.00	0.00	75,000.00	75,000.00	150,000.00
LCFF Base and Non-Prop 20 Lottery Resource 1100	270,000.00	253,016.00	156,000.00	270,000.00	270,000.00	696,000.00
LCFF Base, Unrestricted	5,180.00	6,636.00	0.00	11,816.00	34,636.00	46,452.00
LCFF Base, Unrestricted Supplemental	0.00	0.00	39,000.00	0.00	0.00	39,000.00
LCFF Unrestricted Funds	0.00	0.00	0.00	0.00	7,500.00	7,500.00
Title 1 Resource 3010	14,663.00	0.00	87,000.00	14,663.00	91,990.00	193,653.00
Title I	38,300.00	0.00	0.00	38,300.00	38,300.00	76,600.00
Title II, Resource 4035	0.00	0.00	14,404.00	0.00	0.00	14,404.00
Title II, Resource 4035, LCFF Base RS0000, Lottery RS 1100	46,972.00	26,277.00	0.00	46,972.00	94,356.00	141,328.00
Unrestricted General Fund	0.00	0.00	2,500.00	0.00	0.00	2,500.00
Unrestricted General Fund, Supplemental	111,150.00	58,720.00	0.00	111,150.00	111,150.00	222,300.00

* 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	579,772.00	482,390.00	319,397.00	579,772.00	727,303.00	1,626,472.00
	0.00	0.00	0.00	0.00	6,000.00	6,000.00
IDEA Mental Health Resource 3327	0.00	4,371.00	4,293.00	0.00	0.00	4,293.00
SCOE: RS0000 OB 5000	111,150.00	58,720.00	0.00	111,150.00	111,150.00	222,300.00
SCOE: Foster Youth RS7366, OB2000-3000	6,636.00	0.00	6,200.00	0.00	0.00	6,200.00
SCOE: IDEA Mental Health funds RS3327 OB2000-3000	4,371.00	0.00	0.00	4,371.00	4,371.00	8,742.00
SCOE: RS0000, OB2000-3000	0.00	0.00	2,500.00	0.00	0.00	2,500.00
SCOE: Unrestricted General Fund, RS0000, OB2000-3000	0.00	6,636.00	0.00	6,636.00	6,636.00	13,272.00
SPJUSD: LCFF Base RS0000 OB1000-3000,5000	37,784.00	0.00	0.00	37,784.00	37,784.00	75,568.00
SPJUSD: Lottery, RS 1100 OB5000	3,600.00	0.00	0.00	3,600.00	3,600.00	7,200.00
SPJUSD: MTSS RS 9020 OB4000-5000.	7,500.00	5,407.00	0.00	7,500.00	0.00	7,500.00
SPJUSD: MTSS RS9020, OB1000-4000	0.00	0.00	10,000.00	0.00	0.00	10,000.00
SPJUSD: RS3010 OB2000-3000	38,300.00	38,300.00	0.00	38,300.00	38,300.00	76,600.00
SPJUSD: Title 1 RS3010 OB1000-3000	14,663.00	14,663.00	0.00	14,663.00	85,000.00	99,663.00
SPJUSD: Title 1 RS3010 OB1000-4000	0.00	0.00	66,847.00	0.00	6,990.00	73,837.00
SPJUSD: Title II, RS4035, OB1000-5000	5,588.00	5,331.00	14,404.00	5,588.00	46,972.00	66,964.00
SPJUSD: Unrestricted General Fund RS0000 OB1000-3000	75,000.00	75,000.00	0.00	75,000.00	75,000.00	150,000.00
SPJUSD: Unrestricted General Fund RS0000, OB1000-4000	0.00	0.00	22,153.00	0.00	0.00	22,153.00
SPJUSD: Unrestricted General Fund RS0000, OB4000	0.00	78,141.00	37,000.00	0.00	10,000.00	47,000.00
SPJUSD: Unrestricted General Fund RS0000, OB4000, 6000	90,000.00	174,875.00	130,000.00	90,000.00	90,000.00	310,000.00
SPJUSD: Unrestricted General Fund RS0000, OB5000	5,180.00	20,946.00	0.00	5,180.00	10,000.00	15,180.00
SPJUSD: Unrestricted General Funds , RS0000, OB4000- 5000	0.00	0.00	0.00	0.00	7,500.00	7,500.00
SPJUSD: Unrestricted General Funds , RS0000, OB4000-5000	0.00	0.00	0.00	0.00	8,000.00	8,000.00
SPJUSD: Unrestricted Lottery RS1100, OB4000, 6000	180,000.00	0.00	26,000.00	180,000.00	180,000.00	386,000.00

* 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	579,772.00	482,390.00	319,397.00	579,772.00	727,303.00	1,626,472.00
		0.00	0.00	0.00	0.00	0.00	0.00
	Title II, Resource 4035, LCFF Base RS0000, Lottery RS 1100	0.00	0.00	0.00	0.00	6,000.00	6,000.00
IDEA Mental Health Resource 3327		0.00	4,371.00	0.00	0.00	0.00	0.00
IDEA Mental Health Resource 3327	IDEA Mental Health Resource 3327	0.00	0.00	4,293.00	0.00	0.00	4,293.00
SCOE: RS0000 OB 5000	Unrestricted General Fund, Supplemental	111,150.00	58,720.00	0.00	111,150.00	111,150.00	222,300.00
SCOE: Foster Youth RS7366, OB2000-3000	Foster Youth RS7366	6,636.00	0.00	6,200.00	0.00	0.00	6,200.00
SCOE: IDEA Mental Health funds RS3327 OB2000-3000	IDEA Mental Health Resource 3327	4,371.00	0.00	0.00	4,371.00	4,371.00	8,742.00
SCOE: RS0000, OB2000- 3000	Unrestricted General Fund	0.00	0.00	2,500.00	0.00	0.00	2,500.00
SCOE: Unrestricted General Fund, RS0000, OB2000-3000	LCFF Base, Unrestricted	0.00	6,636.00	0.00	6,636.00	6,636.00	13,272.00
SPJUSD: LCFF Base RS0000 OB1000-3000,5000	Title II, Resource 4035, LCFF Base RS0000, Lottery RS 1100	37,784.00	0.00	0.00	37,784.00	37,784.00	75,568.00
SPJUSD: Lottery, RS 1100 OB5000	Title II, Resource 4035, LCFF Base RS0000, Lottery RS 1100	3,600.00	0.00	0.00	3,600.00	3,600.00	7,200.00
SPJUSD: MTSS RS 9020 OB4000-5000.		0.00	5,407.00	0.00	0.00	0.00	0.00
SPJUSD: MTSS RS 9020 OB4000-5000.	California Scaled up Multi- Tiered System of Support (SUMS)	7,500.00	0.00	0.00	7,500.00	0.00	7,500.00
SPJUSD: MTSS RS9020, OB1000-4000	California Scaled up Multi- Tiered System of Support (SUMS)	0.00	0.00	10,000.00	0.00	0.00	10,000.00
SPJUSD: RS3010 OB2000- 3000		0.00	38,300.00	0.00	0.00	0.00	0.00

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
SPJUSD: RS3010 OB2000-3000	Title I	38,300.00	0.00	0.00	38,300.00	38,300.00	76,600.00
SPJUSD: Title 1 RS3010 OB1000-3000		0.00	14,663.00	0.00	0.00	0.00	0.00
SPJUSD: Title 1 RS3010 OB1000-3000	Title 1 Resource 3010	14,663.00	0.00	0.00	14,663.00	85,000.00	99,663.00
SPJUSD: Title 1 RS3010 OB1000-4000	Title 1 Resource 3010	0.00	0.00	66,847.00	0.00	6,990.00	73,837.00
SPJUSD: Title II, RS4035, OB1000-5000	Title II, Resource 4035	0.00	0.00	14,404.00	0.00	0.00	14,404.00
SPJUSD: Title II, RS4035, OB1000-5000	Title II, Resource 4035, LCFF Base RS0000, Lottery RS 1100	5,588.00	5,331.00	0.00	5,588.00	46,972.00	52,560.00
SPJUSD: Unrestricted General Fund RS0000 OB1000-3000		0.00	75,000.00	0.00	0.00	0.00	0.00
SPJUSD: Unrestricted General Fund RS0000 OB1000-3000	LCFF	75,000.00	0.00	0.00	75,000.00	75,000.00	150,000.00
SPJUSD: Unrestricted General Fund RS0000, OB1000-4000	LCFF Base, Unrestricted Supplemental	0.00	0.00	2,000.00	0.00	0.00	2,000.00
SPJUSD: Unrestricted General Fund RS0000, OB1000-4000	Title 1 Resource 3010	0.00	0.00	20,153.00	0.00	0.00	20,153.00
SPJUSD: Unrestricted General Fund RS0000, OB4000	LCFF Base and Non-Prop 20 Lottery Resource 1100	0.00	78,141.00	0.00	0.00	0.00	0.00
SPJUSD: Unrestricted General Fund RS0000, OB4000	LCFF Base, Unrestricted	0.00	0.00	0.00	0.00	10,000.00	10,000.00
SPJUSD: Unrestricted General Fund RS0000, OB4000	LCFF Base, Unrestricted Supplemental	0.00	0.00	37,000.00	0.00	0.00	37,000.00
SPJUSD: Unrestricted General Fund RS0000, OB4000, 6000	LCFF Base and Non-Prop 20 Lottery Resource 1100	90,000.00	174,875.00	130,000.00	90,000.00	90,000.00	310,000.00

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
SPJUSD: Unrestricted General Fund RS0000, OB5000	LCFF Base, Unrestricted	5,180.00	0.00	0.00	5,180.00	10,000.00	15,180.00
SPJUSD: Unrestricted General Fund RS0000, OB5000	Title II, Resource 4035, LCFF Base RS0000, Lottery RS 1100	0.00	20,946.00	0.00	0.00	0.00	0.00
SPJUSD: Unrestricted General Funds , RS0000, OB4000- 5000	LCFF Unrestricted Funds	0.00	0.00	0.00	0.00	7,500.00	7,500.00
SPJUSD: Unrestricted General Funds , RS0000, OB4000-5000	LCFF Base, Unrestricted	0.00	0.00	0.00	0.00	8,000.00	8,000.00
SPJUSD: Unrestricted Lottery RS1100, OB4000, 6000	LCFF Base and Non-Prop 20 Lottery Resource 1100	180,000.00	0.00	26,000.00	180,000.00	180,000.00	386,000.00

* 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	137,684.00	83,161.00	101,293.00	137,684.00	218,021.00	456,998.00
Goal 2	118,480.00	113,300.00	39,000.00	118,480.00	144,290.00	301,770.00
Goal 3	46,972.00	26,277.00	14,404.00	46,972.00	88,356.00	149,732.00
Goal 4	270,000.00	253,016.00	158,500.00	270,000.00	270,000.00	698,500.00
Goal 5	6,636.00	6,636.00	6,200.00	6,636.00	6,636.00	19,472.00

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

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

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