Local Control Accountability Plan and Annual Update (LCAP) Template

<u>Addendum:</u> General instructions & regulatory requirements.

<u>Appendix A</u>: Priorities 5 and 6 Rate Calculations

<u>Appendix B</u>: Guiding Questions: Use as prompts (not limits)

<u>LCFF Evaluation Rubrics</u>: 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
East Nicolaus Joint Union High	Mary Lynch Superintendent/Principal	mlynch@eastnicolaus.k12.ca.us (530) 656-2255

2017-20 Plan Summary

The Story

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

The mission and vision of East Nicolaus High School is to promote positive self-esteem, strong work ethics, and an education that enables all students to reach their highest levels of achievement to become exemplary citizens with life-long respect for learning, democratic values, and an understanding of world-wide diversity in order to meet future challenges.

East Nicolaus Joint Union High School District (ENHS) was established in 1924. The district is rural in character and the economy is agricultural with three major rivers bordering and crossing it. It is comprised of approximately 150 square miles in south Sutter County and is located approximately twenty miles north of Sacramento and twenty miles south of Yuba City, east of Highways 99 and 70. The district hosts one campus, a comprehensive high school (ENHS). The present ENHS campus was built in 1974. Three separate feeder school districts (Browns, Marcum Illinois, and Pleasant Grove) contribute to the make-up of the high school population. ENHS also attracts students from nine different school districts as inter-district applications and the school of choice protocol. Through partnerships with families and communities, ENHS provides academic excellence through 21st Century learning skills; a safe and small school environment; school pride and tradition; extra-curricular opportunities; and fostering of leadership for students.

Currently, the enrollment for 2017-2018 is 308 students. Our ethnicity of students for this year is 68.51% White; 20.78% Hispanic; 3.90% Asian; 1.30% African American; 0.32% Filipino; 0.32% Pacific Islander; 1.30% American Indian; and 3.57% Multiple.

LCAP Highlights

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

ELA: Current CA Schools dashboard for the fall 2017 reporting indicate that in the area of ELA ENHS is 22.8 points above level 3. This is a 5.6 point increase from last school year. This is an increase to our ELA status on the college are career status report.

MATH: In the area of Math the math department has created a placement test for students to take for our incoming students, The math department has created benchmark assessments to go along with their math units for the 2017-2018 school year and will use these benchmark assessments as baseline data for the upcoming years. Math has also met with the three local feeder school to do math articulation with each surrounding elementary school district.

Suspensions: ENHS has a an overall decrease in suspension rate of 1.2% from the previous reporting year.

Graduation Rate: We can continue to celebrate our graduation rate and currently looking at the CA School Dashboard for Fall 2017 ENHS continues to meet "Blue" level status and has a status of "Very High" with 96.9% showing an increase of 2% increase. As a school we need to continue to improve our graduation rate.

Review of Performance

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

Greatest Progress

Over the years, we have been addressing the suspension rate for our Hispanic students. The suspension rate for our Hispanic students has always been higher than our white group and socioeconomically disadvantaged. In the California Schools Dashboard, in the Spring 2017 report we achieved an overall category of an Orange level. With the following Hispanic category of we achieved the highest (blue) category which means that suspensions for the Hispanic population has gone down significantly by 3.2%.

In the Fall 2017 report from the CA School Dashboard we achieved an overall category of an Green level. This is an overall school improvement section from the last school report from the CA School Dashboard. ENHS had a decrease by 1.2% overall since the Spring 2017 school report. Our Socially disadvantaged population received a category listing of a Red again which means that we stayed in the same category level. Our White population went up and received a category of a Green Level which means we had an decrease in suspensions within this population by 3.3%.

The use of Restorative discipline model in 2016-2017 school year has been helpful with the current school year.   We will continue to educate and look at opportunities of training staff and students on Restorative Practices. In addition to Restorative Practices, we have also adopted a more comprehensive progressive discipline matrix that allows for more flexibility when dealing with suspension and discipline issues.

We have invested in the 2017-2018 school year in the professional development around school climate and training in EQ Schools.

Progress is also evident in our graduation rate. The CA School Dashboard for Fall 2017 ENHS continues to meet "Blue Performance Category" level status and has a status of "Very High" with 96.9% showing an increase of 2% increase. We plan to maintain this success by continuing our academic advising program, scholarship night, community FAFSA night where students and parents learn to fill out financial aid forms prior to senior year. This increases our graduation rate. In addition to educating students on grad requirements, the school is also looking at enhancing the instructional program to incorporate more professional development for teachers to assist with a-g requirements in both ELA and Math.

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

Greatest Needs

Preliminary Data from the 2017-2018 ELA CAASPP data shows that ENHS made the following percentage gains in the following areas: Standards Met Level 3: ENHS went from 34% in 2016-2017 school year to 38% in 2017-2018 school year. This is a 4% gain in this area. In a second area of Standards Not Met Level 1: ENHS went from 17% in 2016-2017 school year to 9% in 2017-2018 school year. This is a 8% decrease in this area. In a third area of Standards Nearly Met Level 2: ENHS went from 19% in 2016-2017 school year to 28% in 2017-2018 school year. This is a 9% increase in this area. In areas we need to improve on are in the following: Standards Exceeded Level 4: ENHS went from 28% in 2016-2017 school year to 24% in 2017-2018 school year. This is a 4% decrease in this area. Overall ENHS sees that we can make gains in the area of ELA with regards to CAASPP testing scores. We will continue to address this through collaboration and professional development. More specifically, with the adoption of a new California standards-based ELA for Grades 9-12 and our new adopted ELA textbook by the publisher Houghton-Mifflin/Harcourt, California Connections ENHS should see more gains in the outgoing years. Professional development should continue to be provided to support teachers to access the curriculum. The English Department will use formative assessments provided by the publisher.

Preliminary Data from the 2017-2018 MATH CAASPP data shows that ENHS made the following percentage gains in the following areas: Standards Met Level 3: ENHS went from 20% in 2016-2017 school year to 29% in 2017-2018 school year. This is a 9% gain in this area. In a second area of Standards Not Met Level 1: ENHS went from 44% in 2016-2017 school year to 40% in 2017-2018 school year. This is a 4% decrease in this area. In a third area of Standards Nearly Met Level 2: ENHS went from 27% in 2016-2017 school year to 29% in 2017-2018 school year. This is a 2% increase in this area. In areas we need to improve on are in the following: Standards Exceeded Level 4: ENHS went from 7% in 2016-2017 school year to 1% in 2017-2018 school year. This is a 6% decrease in this area. Overall ENHS sees that we can make gains in the area of MATH with regards to CAASPP testing scores. More specifically, the Math Department will continue to incorporate formative assessments throughout the year to assess students for placement and interventions. The county will provide training on formative assessments and support the development of Math formative assessment.

Over the years, we have been addressing the suspension rate for our Hispanic students. The suspension rate for our Hispanic students has always been higher than our white group and socioeconomically disadvantaged. In the California Schools Dashboard, in the Spring 2017 report we achieved an overall category of an Orange level. With the following Hispanic category of we achieved the highest (blue) category which means that suspensions for the Hispanic population has gone down significantly by 3.2%. Our Socially disadvantaged population received a category listing of a Red which means that we had an increase in suspensions with this student population by 6.3%. Our White population received a category of also a Red which means we had an increase in suspensions within this population by 5.3%.

In the Fall 2017 report from the CA School Dashboard we achieved an overall category of an Green level. This is an overall school improvement section from the last school report from the CA School Dashboard. ENHS had a decrease by 1.2% overall since the Spring 2017 school report. With the following Hispanic category of we achieved the category of Orange which means that suspensions for the Hispanic population has increased since the Spring 2017 by 2.6%. Our Socially disadvantaged population received a category listing of a Red again which means that we had an increase in suspensions from the Spring 2017 report with this student population by 3.3%. Our White population went up and received a category of a Green Level which means we had an decrease in suspensions within this population by 3.3%.

Although we have seen an overall shift in suspensions because of the use of Restorative Justices Practices we need to continue to use the Restorative Justice Implementation Practices which incorporates a non-punitive consequence.

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

Performance Gaps

The only area in which performance gaps are two or more levels away from all students is in the area of suspension rate according to the dashboard. Over the years, we have been addressing the suspension rate for our Hispanic students. The suspension rate for our Hispanic students has always been higher than our white group and socioeconomically disadvantaged. In the California Schools Dashboard, in the Spring 2017 report we achieved an overall category of an Orange level. With the following Hispanic category of we achieved the highest (blue) category which means that suspensions for the Hispanic population has gone down significantly by 3.2%. Our Socially disadvantaged population received a category listing of a Red which means that we had an increase in suspensions with this student population by 6.3%. Our White population received a category of also a Red which means we had an increase in suspensions within this population by 5.3%.

In the Fall 2017 report from the CA School Dashboard we achieved an overall category of an Green level. This is an overall school improvement section from the last school report from the CA School Dashboard. ENHS had a decrease by 1.2% overall since the Spring 2017 school report. With the following Hispanic category of we achieved the category of Orange which means that suspensions for the Hispanic population has increased since the Spring 2017 by 2.6%. Our Socially disadvantaged population received a category listing of a Red again which means that we had an increase in suspensions from the Spring 2017 report with this student population by 3.3%. Our White

population went up and received a category of a Green Level which means we had an decrease in suspensions within this population by 3.3%.

We plan to create at least one survey per year to pinpoint the issue. We will also investigating other ways to improve school climate through the use of on campus clubs with our students. This will creates the foundation of a positive school climate.

Local data is also needed for the instructional programs at ENHS. Currently, the only data is the CAASPP data. Teachers will be developing formative and summative assessments to create another source for sound instructional decisions. We will also research develop a writing assessment for incoming freshman.

ENHS Staff have started to develop benchmark assessments in all core subjects area to be able to create a process to identify students that need more instructional services.

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

Increased or Improved services

ENHS can look at increasing or improving services for low-income students, English learners, and foster youth by creating a more formalized process of identifying students that need intervention services or counseling services. In addition to improving services ENHS will continue to provide math intervention to all students that need support. Furthermore, ENHS will consult with SCSOS Educational Services to create and implement annual assessment goals to reach the needs of our lowest performing students. ENHS will continue to invest in Get Focused Stay Focused Curriculum for our freshman students so that our highest needs students have the same opportunities to learn about different post secondary options after high school.

Budget Summary

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

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures For LCAP Year	$3,929,869
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	$1,328,658.00

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

Maintenance and Operations
Consultation services
Food Services
Administrative Salaries
Contracted Services
Textbooks and materials beyond core

DESCRIPTION

Total Projected LCFF Revenues for LCAP Year

AMOUNT

$3,158,944

Annual Update

LCAP Year Reviewed: **2017-18**

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

1.0 Conditions of Learning
ENHS will hire and assign fully credentialed teachers, ensure that facilities are well maintained, implement California standards (CA Standards), and provide student access to standards-aligned materials while offering a broad course of study and access for all students.

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 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 1.1 Local Indicator – Basic Conditions at School Priority 1A **17-18** Maintain fully credentialed and appropriately assigned teachers **Baseline** All teachers are fully credentialed and appropriately assigned	ENHS for the 2017-2018 school year has two teachers on staff that are not fully credentialed in the areas of Agriculture and Art. ENHS in the 2017-2018 school year has one vacant teacher position in the area of Agriculture.

	Expected	Actual

Expected	Actual
Metric/Indicator 1.2a Local Indicator – Basic Conditions at School Priority 1B **17-18** Maintain standards-aligned instructional materials **Baseline** ELA/ELD and Math instructional materials are aligned to CA State Standards	At this time ENHS has new fully adopted ELA/ELD and Math instructional materials are aligned to CA State Standards. ENHS has worked with Sutter County Superintendent of Schools (SCSOS) and new adopted textbook publisher in the area of ELA/ELD and Math to make sure that materials are using aligned to new common core standards. There is still a need for aligned assessments.
Metric/Indicator 1.2b – Local Indicator – Basic Conditions at School **17-18** Work with Sutter County Superintendent of Schools to evaluate current materials and develop an adoption plan **Baseline** Science materials are not aligned to new the Next Generation Science Standards	ENHS in the 17-18 school year didn't work with Sutter County Superintendent of Schools to evaluate current materials and develop an adoption plan. ENHS is currently working on an MOU with SCSOS to develop an adoption cycle plan and to meet different subject areas professional development. Specific dates need to be determined.
Metric/Indicator 1.2c – Local Indicator – Basic Conditions at School **17-18** Attend Framework roll out offered by Sutter County Superintendent of Schools. Begin initial review of materials presented to SBE for recommendation **Baseline** HSS materials are aligned to standards, but not to the new HSS Framework	ENHS didn't attend any training's offered by the Sutter County Superintendent of Schools with regards to the new HSS Framework. ENHS is currently working on an MOU with SCSOS to develop an adoption cycle plan and to meet different subject areas professional development. Specific dates need to be determined. Professional Development Opportunities were offered by Principal and and SCSOS but teachers didn't go to them.
Metric/Indicator 1.3 - Local Indicator – Basic Conditions at School (FIT) Priority 1C **17-18** Maintain facilities in good repair as per FIT	ENHS completed its last school site inspection using the FIT process and has an overall summary of facility conditions as: Good Within the FIT process ENHS has one area that was considered Fair. The School facility section that was considered fair was in the are of Systems: Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC). In the area of Systems ENHS has deemed that Room 304: heating not working properly. Boys and Girls locker rooms: HVAC needs repair. It is not

Expected	Actual
Baseline Facilities are currently in good repair according to inspection tools.	distributing air properly. Currently ENHS has a Repairs and/or upgrades are plan to complete in the Summer 2018.
Metric/Indicator 1.4 Local Indicator – Implementation of CA State Standards Priority 2A/2B **17-18** Continue to provide an appropriate level of professional development for staff. **Baseline** Professional Development is currently provided in the areas of ELA/ELD, Math, History/Social Science, Science, and other technical subjects.	At this time ENHS has new fully adopted ELA/ELD and Math instructional materials are aligned to CA State Standards. ENHS has worked with Sutter County Superintendent of Schools (SCSOS) and new adopted textbook publisher in the area of ELA/ELD and Math to make sure that materials are using aligned to new common core standards. There is still a need for aligned assessments. Professional development was provided to every English Teacher and Administrator to align instruction and assessments to the ELA Standards. In the area of History/Social Science, Science, Agriculture, and other technical subjects ENHS has done very little on site professional development. We have had teachers attend professional development opportunities offsite to help the staff with the content subjects. ENHS is currently working on an MOU with SCSOS to develop an adoption cycle plan and to meet different subject areas professional development. Specific dates need to be determined. Professional Development Opportunities were offered by Principal and and SCSOS but teachers didn't go to them. ENHS currently has three days a week of after school tutoring in the area of Math for the 2017-2018 school year. Other teachers stay around and help students on a needed basis with collaboration from teachers and students. For 2018-2019 school year ENHS will be looking at providing after school intervention services in the area of Math 5 days a week. This will be based on local assessment data (benchmark assessments) and teacher/parent collaboration.
Metric/Indicator 1.5 Master Schedule Priority 7A, 7B, 7C **17-18** Continue to offer a broad course of study for ENHS students.	ENHS has a broad range of course of study for students that attend ENHS. ENHS this year has made sure that our CTE pathways in the areas of Agriscience and our Agricultural Mechanics pathway are following the state approved CTE pathway. ENHS has added a section of Food Service/Culinary Class this year. ENHS has created a freshman course called Get Focused Stay Focused in which this helps students create a 10 year life plan for while in high school and post secondary life.

Expected	Actual
Baseline Students have access to a broad course of study at ENHS through our different pathways.	
Metric/Indicator 1.6 Transportation Costs Priority 7B, 7C **17-18** Continue to supplement transportation costs **Baseline** ENHS supplements transportation costs for all district residents	ENHS continues to provide transportation to all district resident students.

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
• Maintain fully credentialed and appropriately assigned teachers	ENHS for the 2017-2018 school year has two teachers on staff that are not fully credentialed in the areas of Agriculture and Art. ENHS in the 2017-2018 school year has one vacant teacher position in the area of Agriculture but we filled the position in the month of April 2018.	1000,3000 Base 1,227,258	0000: Unrestricted 1,581,310

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
• Maintain standards-aligned instructional materials in ELA/ELD and Math	At this time ENHS has new fully adopted ELA/ELD and Math instructional materials are aligned	4000 4000 Supplemental 3,000	4000 4000-4999: Books And Supplies Supplemental 234.38

	to CA State Standards. ENHS has worked with Sutter County Superintendent of Schools (SCSOS) and new adopted textbook publisher in the area of ELA/ELD and Math to make sure that materials are using alinged to new common core standards. ENHS is currently working on an MOU with SCSOS to develop an adoption cycle plan and to meet different subject areas professional development. Specific dates need to be determined. English Textbook Adoption $35,983.04 English Spanish Books $1.35 English Spanish Books $18.61 English Spanish Books $1.59 English Spanish Books $21.99 English Spanish Books $18.21 English Spanish Books $1.74 English Spanish Books $23.98 English Spanish Books $113.64 English Spanish Books $33.27 Math Books $6,965.64 $42,948.68 Lottery $234.38 Supplemental		4000-4999: Books And Supplies Lottery 42,948.68

Action 3

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

| Work with Sutter County Superintendent of Schools to evaluate current Science materials and develop an adoption plan | ENHS in the 17-18 school year didn't work with Sutter County Superintendent of Schools to evaluate current materials and develop an adoption plan. ENHS is currently working on an MOU with SCSOS to develop an adoption cycle plan and to meet different subject areas professional development. Specific dates need to be determined. | 5000-5999: Services And Other Operating Expenditures Supplemental 2,000 | 5000-5999: Services And Other Operating Expenditures Supplemental 0 |

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Attend History/Social Science Framework roll out offered by Sutter County Superintendent of Schools. Begin initial review of materials presented to SBE for recommendation	ENHS didn't attend any training's offered by the Sutter County Superintendent of Schools with regards to the new HSS Framework. ENHS is currently working on an MOU with SCSOS to develop an adoption cycle plan and to meet different subject areas professional development. Professional Development Opportunities were offered by Principal and and SCSOS but teachers didn't go to them. Specific dates need to be determined.	1000,3000, 5000 Base	1000,3000, 5000 Base 0

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain facilities in good repair as per FIT Identify buildings in need of updates and repairs	ENHS completed its last school site inspection using the FIT process and has an overall summary of facility conditions as: Good		2000, 3000, 4000, 5000 Other $74,938

| | Within the FIT process ENHS has one area that was considered Fair. The School facility section that was considered fair was in the are of Systems: Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC). In the area of Systems ENHS has deemed that Room 304: heating not working properly. Boys and Girls locker rooms: HVAC needs repair. It is not distributing air properly. Currently ENHS has a Repairs and/or upgrades are plan to complete in the Summer 2018. |

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
• Continue to provide professional development in ELA/ELD, Math, History/Social Science, Science, and other technical subjects • Implement benchmark assessments and provide teachers ongoing professional development on the administration of assessments and data analysis required to ensure student needs are being met • Continue to ensure intervention opportunities are available for at risk students, socioeconomically disadvantaged students, students with exceptional	At this time ENHS has new fully adopted ELA/ELD and Math instructional materials are aligned to CA State Standards. ENHS has worked with Sutter County Superintendent of Schools (SCSOS) and new adopted textbook publisher in the area of ELA/ELD and Math to make sure that materials are using aligned to new common core standards.Our ELA Teachers have attended professional development opportunities in ERWC Curriculum training. ENHS currently has three days a week of after school tutoring in the area of Math for the 2017-2018	1000, 3000, 4000, 5000 Base 8,600	1000, 3000, 4000, 5000 Base 592,588.50

needs, and English learners before school, during the school day, and after school and provide appropriate professional development for teachers

school year. Other teachers stay around and help students on a needed basis with collaboration from teachers and students. For 2018-2019 school year ENHS will be looking at providing after school intervention services in the area of Math 5 days a week. This will be based on local assessment data (benchmark assessments) and teacher/parent collaboration.

In the area of History/Social Science, Science, and other technical subjects ENHS has done very little on site professional development. We have had teachers attend professional development opportunities offsite to help the staff with the content subjects.

ELA PD	$3,850.00
Math PD	$787.50
Alanna Sub	$237.00
Barker-Sub	$237.00
Arias	$237.00
Heinberger	$237.00
Leigh Ann	$237.00
Foster-Salaries	$100,508
Sullivan -Salaries	$71,434.00
Heinberger-Salaries	$86,668.00
Priddy-Salaries	$66,568.00
Barker-Salaries	$103,280.00
Arias- Salaries	$65,608.00
Yocum	$92,700.00

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
• Continue to maintain a broad course of study through different pathways • Upgrade the current computer labs and maintain good repair of Chromebook carts • Purchase LCD projectors as needed • Replace teacher lap tops • Provide professional development to administrative staff and technology staff. • Develop a plan to train teachers.	ENHS has a broad range of course of study for students that attend ENHS. ENHS this year has made sure that our CTE pathways in the areas of Agriscience and our Agricultural Mechanics pathway. ENHS has made sure that our pathways are following the state approved CTE pathway. ENHS has added a section of Food Service/Culinary Class at ENHS this year. ENHS purchased LCD projectors as needed and has Replaced some teacher lap tops. ENHS is looking into the costs of Chromebooks and the option of a flexible learning environment that the Chromebooks would provide to our school. ENHS already has three Chromebook carts and by looking in adding another Chromebook cart students will have access to more technology. For technology ENHS uses a team approach to help teachers with different technology aspects. ENHS is also developing a professional development plan with Sutter County Office of Education. Technology Training AVAST Cloud Care $ 1,072.50	1000, 3000, 5000 Base 9,600 4000 14,000	Base 2,180.18 Other 6,178.33

MS Office
$ 282.39
Office Staff Computer Upgrade
$ 2,186.18
Hard Drives
$ 536.25
Mice & Hard Drives
$ 287.43

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to supplement transportation services for students in order to prevent forwarding on costs to families	ENHS continues to provide transportation to all district resident students.	2000, 3000 Supplemental 100,345	Supplemental $154,572.00

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 overall implementation of the actions and services were worked on to achieve the articulated goal. At this time ENHS has a new fully adopted ELA/ELD and Math instructional materials that are aligned to CA State Standards. ENHS has worked with Sutter County Superintendent of Schools (SCSOS) and the new adopted textbook publisher in the area of ELA to make sure that teachers are using aligned materials and curriculum is aligned to the new common core standards and aligned with the needs of our students needs. ELA and MATH were the area of focus this year for ENHS because we were working with two fairly new textbooks for our students and teachers. Professional development was provided to every English Teacher and Administrator to align instruction and assessments to the ELA Standards (and last year Math PD was provided). ENHS is very fortunate to be able to provide a wide variety of learning pathways for students to be exposed to and complete all throughout high school. Areas of growth for ENHS moving forward would be in the area of Curriculum and Instruction and goal setting for teachers. Specifically, (1) mandating specific professional development for teaching staff (guided by superintendent and SCSOS, Kristi Johnson in collaboration with LD, AP and Teachers) (2) continue to work more closely with the Sutter County Superintendent of Schools (SCSOS) to develop an adoption cycle plan and annual professional development plan for all subject areas; however, specifically ELA, History and Science.

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

ENHS has an overall effectiveness of meeting the actions and services for this articulated goal. ENHS has made great strides in 2017-2018 school year in the area of professional development in the subjects of ELA/ELD and MATH to support the newly adopted curriculum. ENHS provides transportation to its students that lie in our attendance area and works with the three local feeder schools to make sure students get to school. ENHS continues to look at ways to provide a broad course curriculum for students to enhance the educational experience and meet the needs of the students and teachers.

Areas of growth for ENHS moving forward would be in the area of Curriculum and Instruction and goal setting for teachers. Specifically, (1) mandating specific professional development for teaching staff (guided by superintendent and SCSOS, Kristi Johnson in collaboration with LD, AP and Teachers) (2) continue to work more closely with the Sutter County Superintendent of Schools (SCSOS) to develop an adoption cycle plan and annual professional development plan for all subject areas; however, specifically ELA, History and Science.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

With regards to the following section:
- Continue to provide professional development in ELA/ELD, Math, History/Social Science, Science, and other technical subjects
- Implement benchmark assessments and provide teachers ongoing professional development on the administration of assessments and data analysis required to ensure student needs are being met
- Continue to ensure intervention opportunities are available for at risk students, socioeconomically disadvantaged students, students with exceptional needs, and English learners before school, during the school day, and after school and provide appropriate professional development for teachers

ENHS has a big difference between Budgeted Expenditures and Estimated Actual Expenditures due to the fact that we recently adopted a new ELA textbook that cost $35,983.04 plus the ELA Spanish books $234.38. ENHS also purchases math consumables to go along with our Math textbooks at the cost of $6965.64.

With regards to the following section:
- Maintain fully credentialed and appropriately assigned teachers

ENHS has a difference between Budgeted Expenditures and Estimated Actual Expenditures due to the fact that we increased two teachers FTE status from part time to full time status in the area of Math and Foreign Language. There is also the increase due to the following reasons, ENHS paying for a teacher that is on medical leave and paying for the sub for that teacher, increase in money for one SAE period for ag teacher on medical leave and sub, also the increase due to having two subs in for the vacant art position for the 1st semester of the 2017-2018 school year.

With regards to the following section:

- Maintain facilities in good repair as per FIT Identify buildings in need of updates and repairs.

ENHS has a difference between Budgeted Expenditures and Estimated Actual Expenditures due to the fact that we have had an increase in issues going on with the ongoing maintenance of our facilities. Plumbing has been an ongoing issue at ENHS. Currently we are looking for solutions to fix our plumbing issues in the near future.

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.

Areas of growth for ENHS moving forward would be in the area of Curriculum and Instruction and goal setting for teachers. Specifically, (1) mandating specific professional development for teaching staff (guided by superintendent and SCSOS, Kristi Johnson in collaboration with LD, AP and Teachers) (2) continue to work more closely with the Sutter County Superintendent of Schools (SCSOS) to develop an adoption cycle plan and annual professional development plan for all subject areas; however, specifically ELA, History and Science. (3)Working with Sutter County Superintendent of Schools to evaluate current Science materials and develop an adoption plan. (4) ENHS will be taking a more formalized approach for the 2018-2019 school year and will be planning time for our science department to work with SCSOS on an adoption plan. This is due to the focus on the 2017-2018 school year on the ELA textbook adoption.

Annual Update

LCAP Year Reviewed: 2017-18

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

2.0 Pupil Outcomes
We will ensure students are college and career ready by providing additional support for staff and students with regard to instruction learning respectively. ENHS will address professional development in the area of California Standards and benchmark assessments, while also reviewing intervention needs and ELD to support.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
                        Priority 5: Pupil Engagement (Engagement)
                        Priority 8: Other Pupil Outcomes (Pupil Outcomes)
Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 2.1 English Learner Progress Indicator and CELDT/ELPAC data Priority 4D **17-18** Baseline will be established with English Language Proficient Assessment for California (ELPAC) data **Baseline** 2 students increased one or more levels on the CELDT in 2016-17	in 2017-2018 ENHS has administered the new English Language Proficient Assessment for California (ELPAC) test to our EL students. At this time we are waiting for the results from the assessment to create a baseline data for the upcoming years.

Expected	Actual
Metric/Indicator 2.2 Reclassification Data Priority 4E **17-18** Reclassify 2 students **Baseline** 0 students reclassified in 2016-17	ENHS didn't reclassify 2 EL students. This is an area that ENHS will have to look into to make sure that we can meet the requirements to successfully reclassify EL students, ENHS currently has the EDGE curriculum to educate our students of EL status, ENHS continues to develop our implementation model of the adopted of EDGE curriculum that we use with our 2 EL students.
Metric/Indicator 2.4 – Local Assessment Data Priority 8 **17-18** Create and administer benchmark assessments in order to create a baseline **Baseline** No formalized and consistent data exists	ENHS has worked with teachers on administering benchmark assessments in the major subject areas of ELA and Math. In the area of Math the math department has created a placement test for students to take for our incoming students, The math department has created benchmark assessments to go along with their math units for the 2017-2018 school year and will use these benchmark assessments as baseline data for the upcoming years. In the subject area of ELA teachers are using the tests they are using with their curriculum as a way to assess students. Professional development was provided to every English Teacher and Administrator to align instruction and assessments to the ELA Standards. In the area of History/Social Science, Science, Agriculture, and other technical subjects ENHS has done very little on site professional development. We have had teachers attend professional development opportunities offsite to help the staff with the content subjects.
Metric/Indicator 2.5 API Priority 4B **17-18** Await guidance from the State **Baseline** API is not currently reported	API has been eliminated and has been replaced with a new state accountability system.

Expected	Actual
Metric/Indicator 2.6a Academic Progress Indicator and CAASPP Data (ELA) Priority 4A **17-18** Increase status to reflect 13.2 points below level 3 Adjust 2018-19 based on November 2017 release of the CA Schools Dashboard 11th grade CAASPP scores will increase 4-5% (This is the average increase for the State) **Baseline** Spring 2017 Dashboard Data (15-16 data) Status – 17.2 points below level 3 Change – represents -28 points from 2014-15 2016-17 ELA CAASPP Data 55% of 11th Grade Students Met/Exceeded Grade Level Standards in ELA on the 2016-17 CAASPP assessment	Current CA Schools dashboard for the fall 2017 reporting indicate that in the area of ELA ENHS is 22.8 points above level 3. This is a 5.6 point increase from last school year. This is an increase to our ELA status on the college are career status report. Looking at this we will need to adjust our future years data based on Fall 2017 release of the CA Schools Dashboard Preliminary Data from the 2017-2018 CAASPP data shows that ENHS made the following percentage gains in the following areas: Standards Met Level 3: ENHS went from 34% in 2016-2017 school year to 38% in 2017-2018 school year. This is a 4% gain in this area. In a second area of Standards Not Met Level 1: ENHS went from 17% in 2016-2017 school year to 9% in 2017-2018 school year. This is a 8% decrease in this area. In a third area of Standards Nearly Met Level 2: ENHS went from 19% in 2016-2017 school year to 28% in 2017-2018 school year. This is a 9% increase in this area. In areas we need to improve on are in the following: Standards Exceeded Level 4: ENHS went from 28% in 2016-2017 school year to 24% in 2017-2018 school year. This is a 4% decrease in this area. Overall ENHS sees that we can make gains in the area of ELA with regards to CAASPP testing scores. We will continue to address this through collaboration and professional development. More specifically, with the adoption of a new California standards-based ELA for Grades 9-12 and our new adopted ELA textbook by the publisher Houghton-Mifflin/Harcourt, California Connections ENHS should see more gains in the outgoing years. Professional development should continue to be provided to support teachers to access the curriculum. The English Department will use formative assessments provided by the publisher.
Metric/Indicator 2.6b Academic Progress Indicator and CAASPP Data (Math) Priority 4A	Current CA Schools dashboard for the Fall 2017 reporting indicate that in the area of Math ENHS is fell to 65.8 points below level 3. This is a 14.2 point drop in the area of math. This is a continued decrease to our Math status on the college are career status report. Looking at this we will need to adjust our future years data based on Fall 2017 release of the CA Schools Dashboard and look at supporting the math department more. Preliminary Data from the 2017-2018 CAASPP data shows that ENHS made the following percentage gains in the following areas: Standards Met Level 3: ENHS went from 20% in 2016-2017 school year to 29% in 2017-2018 school year. This is a 9% gain in this area. In a second area of Standards Not Met Level 1: ENHS went from 44% in 2016-2017 school year to 40% in 2017-2018 school year. This is a 4% decrease in this area. In a third area of

	Expected	Actual

Expected

17-18
Increase status to reflect -34.4 points below level 3

Adjust 2018-19 based on November 2017 release of the CA Schools Dashboard

11th grade CAASPP scores will increase 3-4%
(This is the average increase for the State)

Baseline
Spring 2017 Dashboard Data (15-16 data)
Status – 54.4 points below level 3
Change – represents +19.4 points from 2014-15
2016-17 Math CAASPP Data
29% of 11th Grade Students Met/Exceeded Grade Level Standards in math on the 2016-17 CAASPP assessment

Actual

Standards Nearly Met Level 2: ENHS went from 27% in 2016-2017 school year to 29% in 2017-2018 school year. This is a 2% increase in this area. In areas we need to improve on are in the following: Standards Exceeded Level 4: ENHS went from 7% in 2016-2017 school year to 1% in 2017-2018 school year. This is a 6% decrease in this area. Overall ENHS sees that we can make gains in the area of MATH with regards to CAASPP testing scores. More specifically, the Math Department will continue to incorporate formative assessments throughout the year to assess students for placement and interventions. The county will provide training on formative assessments and support the development of Math formative assessment.

Expected

Metric/Indicator
2.7 – Course Completion of UC/CSU requirement data
Priority 4C

17-18
Increase completion rate by 1%

Baseline
2016-17 UC/CSU A-G Completion Rate 46.9%

Actual

ENHS for the 2017-2018 school year has increased our UC/CSU A-G Completion Rate to 49.3%. This is a three percent increase from 2016-2017 school year.

Expected

Metric/Indicator
2.8 – AP Pass Rate of 3 or Higher Data
Priority 4F

17-18
Increase AP exam pass rate by 1%

Actual

ENHS currently administered AP Testing for the 2017-2018 school year in the month of May 2018. We are waiting for the results for this years test.

Expected	Actual

Baseline
2016-17 AP exam with a 3 or Higher 35%

Metric/Indicator 2.12 – EAP Data Priority 4G **17-18** Increase Standard Exceeded (Ready) and Standard Met (Conditionally Ready) by 1% **Baseline** 2016-17 Standard Exceeded (Ready) 28% ELA 8% Math Standard Met (Conditionally Ready) 34% ELA 21% Math	ELA Preliminary Data from the 2017-2018 CAASPP data shows that ENHS made the following percentage gains in the following areas: Standards Met Level 3: ENHS went from 34% in 2016-2017 school year to 38% in 2017-2018 school year. This is a 4% gain in this area. In areas we need to improve on are in the following: Standards Exceeded Level 4: ENHS went from 28% in 2016-2017 school year to 24% in 2017-2018 school year. This is a 4% decrease in this area. MATH Preliminary Data from the 2017-2018 CAASPP data shows that ENHS made the following percentage gains in the following areas: Standards Met Level 3: ENHS went from 20% in 2016-2017 school year to 29% in 2017-2018 school year. This is a 9% gain in this area. In areas we need to improve on are in the following: Standards Exceeded Level 4: ENHS went from 7% in 2016-2017 school year to 1% in 2017-2018 school year. This is a 6% decrease in this area. Seeing these preliminary 2017-2018 CAASPP test scores it shows that we have successfully met the expected gains for the area of Standards Met. In the section of Standards Exceeded ENHS didn't meet the necessary gain for both areas of ELA and MATH.

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
• Continue to provide services for English learners which increase English proficiency and support reclassification • Provide professional development for ELD teacher included but not limited to	ENHS has administered the new English Language Proficient Assessment for California (ELPAC) test to our EL students. School Administration has been trained on how to properly administer the new ELPAC test.	Supplemental 3,000	0

serving the diverse needs of English learners and the transition from the CELDT to the ELPAC and the implications for testing and instruction • Re-evaluate the Reclassification policy as it relates to changes from CELDT to ELPAC	• SCOE FREE ELD ELPAC Training (Rowe and Lynch) • SCSOS FREE ELD ELPAC Training (Geivett and Lynch) • We didn't re-evaluate the reclassification policy as it related to the ELPAC in this current school year.

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
• Administrative team will create a plan for a formalized to support for students with D's and F's? • Monitor students receiving D's and F's and begin a mentorship program with community and staff for these respective students.	ENHS has been running reports and meeting with students each grading period with students that have received D's and F's. ENHS currently has additional part time academic adviser come in on an as needed basis to monitor students receiving D's and F's. Through this process the LD and Academic Adviser will regularly meet with the students and monitor their grades. Staff has also been assigned to some failing students on an as needed basis to help with their grades.		0

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
• Create a formalized process for administering local assessments (such as formative and summative	ENHS has been working on benchmark assessments in all core area of subject areas. ENHS is currently looking at different	1000, 2000. 3000 Supplemental 3,000	Supplemental 1,748.00

assessments (throughout the year
- Implement benchmark assessments in all core subject areas.
- Identify students who need intervention classes

ways to identify in the area of math of which students need intervention classes.

ELA one day of benchmark assessment planning time, Math one day of benchmark assessment planning time, Math one day of formalized articulation meeting.

ENHS has worked with teachers on administering benchmark assessments in the major subject areas of ELA and Math. In the area of Math the math department has created a placement test for students to take for our incoming students.

The math department has created benchmark assessments to go along with their math units for the 2017-2018 school year and will use these benchmark assessments as baseline data for the upcoming years.

In the subject area of ELA teachers are using the tests they are using with their curriculum as a way to assess students. Professional development was provided to every English Teacher and Administrator to align instruction and assessments to the ELA Standards.

In the area of History/Social Science, Science, Agriculture, and other technical subjects ENHS has done very little on site professional development. We have had

	teachers attend professional development opportunities offsite to help the staff with the content subjects. $800- Sutter County Services for Professional Development $948- Sutter County Services for Professional Development

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.

ENHS has worked with teachers on administering benchmark assessments in the major subject areas of ELA and Math. In the area of Math the math department has created a placement test for students to take for our incoming students, The math department has created benchmark assessments to go along with their math units for the 2017-2018 school year and will use these benchmark assessments as baseline data for the upcoming years. In the subject area of ELA teachers are using the tests they are using with their curriculum as a way to assess students. Professional development was provided to every English Teacher and Administrator to align instruction and assessments to the ELA Standards.

In the area of History/Social Science, Science, Agriculture, and other technical subjects ENHS has done very little on site professional development. We have had teachers attend professional development opportunities offsite to help the staff with the content subjects. ENHS is currently working on an MOU with SCSOS to develop an adoption cycle plan and to meet different subject areas professional development. Specific dates need to be determined. Professional Development Opportunities were offered by Principal and SCSOS but teachers didn't go to them.

ENHS has administered the new English Language Proficient Assessment for California (ELPAC) test to our EL students. School Administration has been trained on how to properly administer the new ELPAC test. ENHS needs to look into making sure that we can meet the requirements to successfully reclassify EL students, ENHS currently has the EDGE curriculum to educate our students of EL status, At this time our teacher with implementation of the adopted of EDGE curriculum and due to low numbers of EL Status.

Areas of growth for ENHS moving forward would be in the area of Curriculum and Instruction and goal setting for teachers. Specifically, (1) mandating specific professional development for teaching staff in the areas of assessments, and curriculum design (guided by superintendent and SCSOS, Kristi Johnson in collaboration with LD, AP and Teachers) (2) continue to work more closely with the Sutter County Superintendent of Schools (SCSOS) to develop an adoption cycle plan and annual professional development

plan for all subject areas; however, specifically ELA, History and Science. (3) Overall ENHS sees that we can make gains in the area of MATH with regards to CAASPP testing scores. More specifically, the Math Department will continue to incorporate formative assessments throughout the year to assess students for placement and interventions. The county will provide training on formative assessments and support the development of Math formative assessment. (4) Overall ENHS sees that we can make gains in the area of ELA with regards to CAASPP testing scores. We will continue to address this through collaboration and professional development. More specifically, with the adoption of a new California standards-based ELA for Grades 9-12 and our new adopted ELA textbook by the publisher Houghton-Mifflin/Harcourt, California Connections ENHS should see more gains in the outgoing years. Professional development should continue to be provided to support teachers to access the curriculum. The English Department will use formative assessments provided by the publisher. (5) and reclassification efforts with regards to EL students needs to be addressed.

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

ENHS continues to increase our students UC/CSU A-G Completion Rate. Our current completion rate 49.3%. This is a three percent increase from 2016-2017 school year. This is still an area where ENHS can improve and work towards making sure that new or current classes that are not currently A-G approved are working on finding ways to get them A-G approved courses.

Overall ENHS sees that we can make gains in the area of MATH with regards to CAASPP testing scores. More specifically, the Math Department will continue to incorporate formative assessments throughout the year to assess students for placement and interventions. The county will provide training on formative assessments and support the development of Math formative assessment.

Overall ENHS sees that we can make gains in the area of ELA with regards to CAASPP testing scores. We will continue to address this through collaboration and professional development. More specifically, with the adoption of a new California standards-based ELA for Grades 9-12 and our new adopted ELA textbook by the publisher Houghton-Mifflin/Harcourt, California Connections ENHS should see more gains in the outgoing years. Professional development should continue to be provided to support teachers to access the curriculum. The English Department will use formative assessments provided by the publisher.

An area of growth for ENHS would be in the area of assessing our ELD students for reclassification purposes. At this time ENHS doesn't have a local assessment to use as a reclassification tool. This is an area that ENHS will need to look into to help our ELD students get reclassified.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There is a small difference in Budget Expenditures and Estimated Actual Expenditures in the following area:
- Create a formalized process for administering local assessments (such as formative and summative assessments (throughout the year
- Implement benchmark assessments in all core subject areas.
- Identify students who need intervention classes

Currently ENHS only has used $1,748.00 dollars of the allotted 3,000 for benchmark assessments. This is due to the fact that ENHS is in the early stages of working on benchmark assessments with its staff.

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.

Areas of growth for ENHS moving forward would be in the area of Curriculum and Instruction and goal setting for teachers. Specifically, (1) mandating specific professional development for teaching staff in the areas of assessments, and curriculum design (guided by superintendent and SCSOS, Kristi Johnson in collaboration with LD, AP and Teachers) (2) continue to work more closely with the Sutter County Superintendent of Schools (SCSOS) to develop an adoption cycle plan and annual professional development plan for all subject areas; however, specifically ELA, History and Science. (3) Overall ENHS sees that we can make gains in the area of MATH with regards to CAASPP testing scores. More specifically, the Math Department will continue to incorporate formative assessments throughout the year to assess students for placement and interventions. The county will provide training on formative assessments and support the development of Math formative assessment. (4) Overall ENHS sees that we can make gains in the area of ELA with regards to CAASPP testing scores. We will continue to address this through collaboration and professional development. More specifically, with the adoption of a new California standards-based ELA for Grades 9-12 and our new adopted ELA textbook by the publisher Houghton-Mifflin/Harcourt, California Connections ENHS should see more gains in the outgoing years. Professional development should continue to be provided to support teachers to access the curriculum. The English Department will use formative assessments provided by the publisher. (5) An area of assessing our ELD students for reclassification purposes. At this time ENHS doesn't have a local assessment to use as a reclassification tool. This is an area that ENHS will need to look into to help our ELD students get reclassified.

Annual Update

LCAP Year Reviewed: 2017-18

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

3.0 Engagement ENHS will increase parent involvement and pupil engagement by ensuring that school climate identifies all areas of academics and student success. ENHS will foster positive relationships between staff, students, parents, and the community as part of a successful learning environment. Additionally, a clean, healthy, physically and emotionally safe learning environment will be provided. Access to libraries, intervention services, and extra-curricular activities both in and outside of school foster student engagement.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
                             Priority 5: Pupil Engagement (Engagement)
                             Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 3.1 Parent, Staff, and Student Surveys Priority 3A, 3B, 3C, 5B, and 6C **17-18** Continue to consensus build throughout stakeholder surveys.	ENHS currently has stakeholder engagement through the following ways: • teacher surveys • parent survey (August 2017) • Student Principals Council • faculty meetings • office staff meetings

	Expected	Actual

Baseline
This year staff, students and parents were all surveyed.
1. Staff-Survey Monkey
2. Parents-Survey Monkey
3. Students-Healthy Kids Survey

Metric/Indicator
3.2 Suspension Rate Indicator and Expulsion Data
Priority 6A and Priority 6B

17-18
Maintain less than 5% expulsion rate and decrease suspension rates by 1%.

Baseline
Currently ENHS has no expulsions and has seen an increase of suspension by 2%.

ENHS currently has less than a 5% expulsion rate. With regards to suspensions the CA School Dashboard shows that for the Spring 2017 report shows that ENHS had 318 students and has received a status of 5.7% Medium Category level "Orange". This means that the suspension rate prior to the Spring 2017 report saw a slight increase of 3.1% in suspension rate. The Fall 2017 report shows that ENHS had 324 students and has received a status of 5.6% Medium Category level "Green". This means that the suspension rate from the Spring 2017 report and the Fall 2017 report shows a decrease in suspension rate by 1.2%.

Metric/Indicator
3.3 Attendance Data and Chronic Absenteeism Rate Indicator (Fall 2017)
Priority 5A and Priority 5B

17-18
Increase Attendance Rate by 1%
Decrease Chronic Absenteeism Rate by 1%
Re-evaluate projected outcomes upon release of the Fall 2017 CA Schools Dashboard

Baseline
Attendance - 92.9%
Chronic Absenteeism Rate – 7.1%

ENHS for the 2017-2018 school year currently has a 94% school attendance rate. This is a 2% increase from our attendance rate for last school year of 92%. Our chronic absenteeism rate for the 2017-2018 school year currently is 6%. This is a 1% decrease from our chronic absenteeism rate from last school year of 7.1%.

| Expected	Actual
Metric/Indicator 3.4 Graduation Rate Indicator Priority 5E **17-18** Maintain "Blue" Performance Category **Baseline** Spring 2017 CA Schools Dashboard Data "Blue" Performance Category Status – "Very High" 96.2% Change – "Maintained" 0.2% 2016-17 Graduation Rate 96%	Currently looking at the CA School Dashboard for Fall 2017 ENHS continues to meet "Blue" level status and has a status of "Very High" with 96.9% showing an increase of 2% increase. As a school we need to continue to improve our graduation rate .
Metric/Indicator 3.5 High School Drop Out Rate **17-18** Decrease the dropout rate by 1 student **Baseline** 3/62 students	With regards to high school drop out rate ENHS shows that according to the CA school dashboard the Fall 2017 report our school has 64 students in the graduating class. ENHS had a 96.9% graduation rate which would then make our high school drop out rate of 3%. ENHS has 72 students in the senior class. Out of those 72 students 1 student is coming back for a 5th year of school, and 1 student dropped out of school. This would leave 71 out of the 72 students graduating with a graduation rate of 98.6% and a high school drop out rate of 1.4% drop out rate.

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
• Work with EQ Schools to assess school climate • Monitor school climate and identify areas of growth.	• EQ schools trainning with staff for two days. • ENHS has been working with staff to identify our highest	See 1.4	5000-5999: Services And Other Operating Expenditures Supplemental 5000

- Create formalized processes to monitor school climate, chronic absenteeism, and discipline.
- Begin implementation of a CARES program through SSC and Faculty meetings, which is a strategic program that positively monitors and supports the needs of unduplicated pupils.
- Continue parent participation is promoted through the daily bulletin and web site communications. In addition, the ENHS Learning director and school administration will continue to reach out via phone to share with parents' progress and needs.

need students in the area of social emotional help. Staff is working with our new mental health clinician from the county office and has adopted a plan for referrals.
- ENHS is also working with students that are struggling in school with their grades. We have started pairing some students with teachers to check in on them.
- ENHS pulls different reports on attendance and discipline and meets with students to make sure they are coming to school and through the use of restorative justice practices meeting with students so they dont make the same mistake twice.
- We have had stakeholders complete different surveys throughout the year to make sure that we are meeting their needs.
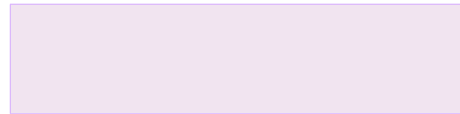
5000-5999: Services And Other Operating Expenditures Lottery 4,000

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.

ENHS with regards to the overall implementation of the above actions and services met a majority of them. We continue to use the restorative justice protocols with students to help guide them in the correct decision making processes. This way students can learn to not make the same mistakes twice. ENHS has worked with the county on the SARB process and has started to use this process with our most absent students. This has shown an increase in school attendance but we still need to make great progress in this section and continue to work on the SARB process to make sure it continues. ENHS continues to work with the students to make sure that they are on track for graduation. Students that are falling behind work with the parent and school administration to come up with a plan

to get them back on track. ENHS has been working with staff to identify our highest need students in the area of social emotional help. Staff is working with our new mental health clinician from the county office and has adopted a plan for referrals.

ENHS currently has less than a 5% expulsion rate. With regards to suspensions the CA School Dashboard shows that for the Spring 2017 report shows that ENHS had 318 students and has received a status of 5.7% Medium Category level "Orange". This means that the suspension rate prior to the Spring 2017 report saw a slight increase of 3.1% in suspension rate. The Fall 2017 report shows that ENHS had 324 students and has received a status of 5.6% Medium Category level "Green". This means that the suspension rate from the Spring 2017 report and the Fall 2017 report shows a decrease in suspension rate by 1.2%.

ENHS for the 2017-2018 school year currently has a 94% school attendance rate. This is a 2% increase from our attendance rate for last school year of 92%. Our chronic absenteeism rate for the 2017-2018 school year currently is 6%. This is a 1% decrease from our chronic absenteeism rate from last school year of 7.1%.

Looking at the CA School Dashboard for Fall 2017 ENHS continues to meet "Blue" level status and has a status of "Very High" with 96.9% showing an increase of 2% increase. As a school we need to continue to improve our graduation rate.

With regards to high school drop out rate ENHS shows that according to the CA school dashboard the Fall 2017 report our school has 64 students in the graduating class. ENHS had a 96.9% graduation rate which would then make our high school drop out rate of 3%. ENHS has 72 students in the senior class. Out of those 72 students 1 student is coming back for a 5th year of school, and 1 student dropped out of school. This would leave 71 out of the 72 students graduating with a graduation rate of 98.6% and a high school drop out rate of 1.4% drop out rate.

ENHS has also built stakeholder engagement through the following this year: teacher surveys, parent survey (August 2017), Student Principals Council, faculty meetings, and weekly office staff meetings.

Overall ENHS can continue to focus on the following: stakeholder engagement, continue to work towards lowering our schools suspension rates through the use of Restorative Practices, and increase our school attendance rate while also decreasing our chronic absenteeism rate.

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

ENHS was very successful in meeting the majority of the action and services goal areas. Overall ENHS can continue to focus on the following: stakeholder engagement, continue to work towards lowering our schools suspension rates through the use of Restorative Practices, and increase our school attendance rate while also decreasing our chronic absenteeism rate.

ENHS with regards to the overall implementation of the above actions and services met a majority of them. ENHS currently has less than a 5% expulsion rate. With regards to suspensions the CA School Dashboard shows that for the Spring 2017 report shows that

ENHS had 318 students and has received a status of 5.7% Medium Category level "Orange". This means that the suspension rate prior to the Spring 2017 report saw a slight increase of 3.1% in suspension rate. The Fall 2017 report shows that ENHS had 324 students and has received a status of 5.6% Medium Category level "Green". This means that the suspension rate from the Spring 2017 report and the Fall 2017 report shows a decrease in suspension rate by 1.2%.

ENHS for the 2017-2018 school year currently has a 94% school attendance rate. This is a 2% increase from our attendance rate for last school year of 92%. Our chronic absenteeism rate for the 2017-2018 school year currently is 6%. This is a 1% decrease from our chronic absenteeism rate from last school year of 7.1%.

Looking at the CA School Dashboard for Fall 2017 ENHS continues to meet "Blue" level status and has a status of "Very High" with 96.9% showing an increase of 2% increase. As a school we need to continue to improve our graduation rate.

With regards to high school drop out rate ENHS shows that according to the CA school dashboard the Fall 2017 report our school has 64 students in the graduating class. ENHS had a 96.9% graduation rate which would then make our high school drop out rate of 3%. ENHS has 72 students in the senior class. Out of those 72 students 1 student is coming back for a 5th year of school, and 1 student dropped out of school. This would leave 71 out of the 72 students graduating with a graduation rate of 98.6% and a high school drop out rate of 1.4% drop out rate.

ENHS has also built stakeholder engagement through the following this year: teacher surveys, parent survey (August 2017), Student Principals Council, faculty meetings, and weekly office staff meetings.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

With regards to the material differences between budgeted expenditures and estimated actual expenditures there was a difference in the following action:
Work with EQ Schools to assess school climate
- Monitor school climate and identify areas of growth.
- Create formalized processes to monitor school climate, chronic absenteeism, and discipline.
- Begin implementation of a CARES program through SSC and Faculty meetings, which is a strategic program that positively monitors and supports the needs of unduplicated pupils.
- Continue parent participation is promoted through the daily bulletin and web site communications. In addition, the ENHS Learning director and school administration will continue to reach out via phone to share with parents' progress and needs.

ENHS spent in the 2017-2018 school year $9,000 dollars on working with EQ schools to access and improve our school climate. Overall, EQ schools worked with Administration, Teachers, and Staff on ways to bring the overall school climate up and keep staff issues away from the students. EQ Schools also worked with our staff on different ways and current techniques to deal with grief/loss//trauma during the school year as it relates to ENHS current year of losing members of the ENHS community. EQ Schools

came into ENHS to work with the staff on improving school culture and climate. This was an identified area that needed to be addressed.

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.

Overall ENHS can continue to focus on the following: stakeholder engagement, continue to work towards lowering our schools suspension rates through the use of Restorative Practices, and increase our school attendance rate while also decreasing our chronic absenteeism rate. ENHS needs to continue to monitor school climate, chronic absenteeism, and discipline. In addition ENHS needs to begin implementation of a CARES program through SSC and Faculty meetings, which is a strategic program that positively monitors and supports the needs of unduplicated pupils.

Stakeholder Engagement

LCAP Year: **2018-19**

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?

ENHS consulted informally and formally with teachers, parents, School Site Council and the ENHS Board of Trustees throughout the year to review and discuss the current LCAP mission and vision. Next year, the LEA will more formally review the plan. The District began the process of reviewing the Annual Update in October 2017 and gathered input from stakeholder groups throughout this process developing the LCAP. The following stakeholder meetings and surveys were used in the development of this document:

Administrative staff
Weekly Check-in Meetings

Faculty Meetings (Teachers and Classified Staff):
Annual Faculty Meeting dates 2017-2018
August 14, 2017
September 6, 2017
October 4, 2017
November 1, 2017
December 6, 2017
January 10, 2018
February 7, 2018
March 7, 2018
April 11, 2018
May 9, 2018

School Site Council
September 29, 2018
February 16, 2018

Staff Member LCAP Input Meeting Goals (Teachers Union Members all were invited along with the Classified Staff) (Classified Staff Employees don't have a bargaining union)
March 21, 2018

Principal's Council Input on Mission/Vision
August 23, 2017

Parent/Community Survey
August 2017- September 2017

Discussions and Actions of Instructional program as related to LCAP and WASC with Sutter County Office of Education
ADD LCAP DATES FROM KRISTIE WORKSHOPS

Board Meeting January 10, 2018 County Educational Services and LCAP

September 14, 2017-Board Meeting
Reviewed revised LCAP

Public Hearing - June 11, 2017
Board Approval – June 14, 2018

Impact on LCAP and Annual Update

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

In meeting with stakeholder groups, parents brought up several areas of need at the school, which helped guide the mission and vision of the 2017-2018 modified goals. Administrative, SSC, Principal's Council, Board, and LCAP Advisory Committee reviewed input from all stakeholders and help guide our goals for next year.

Specific actions to continue or include in our 17/18 goals:
1. Implement benchmark assessments in all core subject areas.
2. Provide high quality professional development to focus on CA ELA/ELD, Math, and NGSS frameworks, standards, materials, and assessments.

3. Professional development for staff on restorative practice
4. Review school climate and get assistance from outside services to assess the needs for students.
5. Ensure teacher are using state adopted materials and administering benchmark assessments
6. Begin creating frameworks and processes for absenteeism, intervention, and positive attendance programs.
7. Create a plan to continue to update and upgrade student and teacher technology.
8. Continue implementation of the CA ELA/ELD, Math, and NGSS standards and frameworks using aligned materials and assessments.

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

1.0 Conditions of Learning
ENHS will hire and assign fully credentialed teachers, ensure that facilities are well maintained, implement California standards (CA Standards), and provide student access to standards-aligned materials while offering a broad course of study and access for all students.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
                    Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Identified Need:

- the need to identify that instructional materials are aligned with most recent standards and updating of standard aligned materials as identified by the new frameworks.
- Create a broad of opportunities for students to participate in school both academically and socially.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1.1 Local Indicator – Basic Conditions at School Priority 1A	All teachers are fully credentialed and appropriately assigned	Maintain fully credentialed and appropriately assigned teachers	Maintain fully credentialed and appropriately assigned teachers	Maintain fully credentialed and appropriately assigned teachers

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1.2a Local Indicator – Basic Conditions at School Priority 1B	ELA/ELD and Math instructional materials are aligned to CA State Standards	Maintain standards-aligned instructional materials	Maintain standards-aligned instructional materials to include online materials through the use of Chromebooks.	Maintain standards-aligned instructional materials to include online materials through the use of Chromebooks.
1.2b – Local Indicator – Basic Conditions at School	Science materials are not aligned to new the Next Generation Science Standards	Work with Sutter County Superintendent of Schools to evaluate current materials and develop an adoption plan	Evaluate new instructional materials on the SBE approved materials list. Consider using the Toolkit if available. Consider piloting materials.	Adopt comprehensive, year-long instructional materials in all grades
1.2c – Local Indicator – Basic Conditions at School	HSS materials are aligned to standards, but not to the new HSS Framework	Attend Framework roll out offered by Sutter County Superintendent of Schools. Begin initial review of materials presented to SBE for recommendation	Continue review of materials presented to SBE for recommendation. Consider piloting materials	Pilot or purchase materials
1.3 - Local Indicator – Basic Conditions at School (FIT) Priority 1C	Facilities are currently in good repair according to inspection tools.	Maintain facilities in good repair as per FIT	Maintain facilities in good repair as per FIT	Maintain facilities in good repair as per FIT
1.4 Local Indicator – Implementation of CA State Standards Priority 2A/2B?	Professional Development is currently provided in the areas of ELA/ELD, Math, History/Social	Continue to provide an appropriate level of professional development for staff.	Continue to provide an appropriate level of professional development for staff.	Continue to provide an appropriate level of professional development for staff.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	Science, Science, and other technical subjects.			
1.5 Master Schedule Priority 7A, 7B, 7C	Students have access to a broad course of study at ENHS through our different pathways.	Continue to offer a broad course of study for ENHS students.	Continue to offer a broad course of study for ENHS students.	Continue to offer a broad course of study for ENHS students.
1.6 Transportation Costs Priority 7B, 7C	ENHS supplements transportation costs for all district residents	Continue to supplement transportation costs	Continue to supplement transportation costs	Continue to supplement transportation costs

Planned Actions / Services

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

Action 1

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

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

All

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

All Schools

OR

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

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

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

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

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

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

Unchanged Action	Modified Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
• Maintain fully credentialed and appropriately assigned teachers	• Maintain fully credentialed and appropriately assigned teachers	• Maintain fully credentialed and appropriately assigned teachers

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1,227,258	1,187,585	1,221,389
Source	Base	Base	Base
Budget Reference	1000,3000	1000,3000	1000,3000

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	All Schools

OR

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

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

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

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

• Maintain standards-aligned instructional materials in ELA/ELD and Math	• Maintain standards-aligned instructional materials in ELA/ELD, Math, and Maintain standards-aligned instructional materials to include online materials through the use of Chromebooks.	• Maintain standards-aligned instructional materials in ELA/ELD, Math, and Maintain standards-aligned instructional materials to include online materials through the use of Chromebooks.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	3,000	3,000	
Source	Supplemental	Supplemental, Restricted Lottery	Supplemental, Restricted Lottery
Budget Reference	4000	4000	4000

Action 3

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

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

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

All	All Schools

<div align="center">OR</div>

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	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

Work with Sutter County Superintendent of Schools to evaluate current Science materials and develop an adoption plan	Evaluate new instructional materials on the SBE approved materials list. Consider using the Toolkit if available. Consider piloting materials.	Adopt comprehensive, year-long instructional materials in all grades

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	2,000	4,000	40,000
Source	Supplemental	Supplemental	Supplemental, Unrestricted, Base, Restricted Lottery
Budget Reference	5000	5000 4000	5000 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)

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

All	All Schools

<div align="center">OR</div>

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	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

Attend History/Social Science Framework roll out offered by Sutter County Superintendent of Schools. Begin initial review of materials presented to SBE for recommendation	Continue review of materials presented to SBE for recommendation. Consider piloting materials	Pilot or purchase materials

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Source	Base	Base	Base
Budget Reference	1000,3000, 5000 and LCFF dollars as Source	1000,3000, 5000, 4000	1000,3000, 5000, 4000

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
Modified Action	Modified Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

| Maintain facilities in good repair as per FIT Identify buildings in need of updates and repairs | Maintain facilities in good repair as per FIT Continue to track buildings in need of updates and repairs. Repair as needed | Maintain facilities in good repair as per FIT Continue to track buildings in need of updates and repairs. Repair as needed |

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |

Action 6

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

Students to be Served:
(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 |
| Modified Action | Modified Action | Modified Action |

| 2017-18 Actions/Services | 2018-19 Actions/Services | 2019-20 Actions/Services |
| Continue to provide professional development in ELA/ELD, Math, History/Social Science, Science, and other technical subjects Implement benchmark assessments and provide teachers ongoing | Continue to provide professional development in ELA/ELD, Math, History/Social Science, Science, and other technical subjects Implement benchmark assessments and provide teachers ongoing | Continue to provide professional development in ELA/ELD, Math, History/Social Science, Science, and other technical subjects Implement benchmark assessments and provide teachers ongoing |

professional development on the administration of assessments and data analysis required to ensure student needs are being met	professional development on the administration of assessments and data analysis required to ensure student needs are being met	professional development on the administration of assessments and data analysis required to ensure student needs are being met
• Continue to ensure intervention opportunities are available for at risk students, socioeconomically disadvantaged students, students with exceptional needs, and English learners before school, during the school day, and after school and provide appropriate professional development for teachers	• Continue to ensure intervention opportunities are available for at risk students, socioeconomically disadvantaged students, students with exceptional needs, and English learners before school, during the school day, and after school and provide appropriate professional development for teachers	• Continue to ensure intervention opportunities are available for at risk students, socioeconomically disadvantaged students, students with exceptional needs, and English learners before school, during the school day, and after school and provide appropriate professional development for teachers

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	8,600	18,000	
Source	Base	Supplemental, Title I	
Budget Reference	1000, 3000, 4000, 5000		

Action 7

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

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

All

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

All Schools

OR

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

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

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
Modified Action	Modified Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
- Continue to maintain a broad course of study through different pathways - Upgrade the current computer labs and maintain good repair of Chromebook carts - Purchase LCD projectors as needed - Replace teacher lap tops - Provide professional development to administrative staff and technology staff. - Develop a plan to train teachers.	- Continue to maintain a broad course of study through different pathways - Continue to monitor computer labs for updates and needs. Maintain good repair of Chromebook carts - Implement technology training plan for teachers - Get new information on infrastructure for technology - Supplies and Equipment that encompasses software	- Continue to maintain a broad course of study through different pathways - Continue to monitor computer labs for updates and needs. Maintain good repair of Chromebook carts - Continue to provide professional development for teachers on technology

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	9,600	10,000	10,000
Source	Base	REAP	REAP
Budget Reference	1000, 3000, 5000	4000,5000	4000,5000
Amount	14,000		
Budget Reference	4000		

Action 8

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

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

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

OR

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Continue to supplement transportation services for students in order to prevent forwarding on costs to families	Continue to supplement transportation services for students in order to prevent forwarding on costs to families	Continue to supplement transportation services for students in order to prevent forwarding on costs to families

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	100,345	94,073	95,954.46
Source	Supplemental	Supplemental	Supplemental
Budget Reference	2000, 3000	2000,3000	2000,3000

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

2.0 Pupil Outcomes
We will ensure students are college and career ready by providing additional support for staff and students with regard to instruction learning respectively. ENHS will address professional development in the area of California Standards and benchmark assessments, while also reviewing intervention needs and ELD to support.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

- Strategies and tools to identify struggling students earlier.
- Local and benchmark assessments and targeted professional development to insure adequate implementation of the CA standards
- Update technology and improve access to technology for both students and staff.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
2.1 English Learner Progress Indicator and CELDT/ELPAC data Priority 4D	2 students increased one or more levels on the CELDT in 2016-17	Baseline will be established with English Language Proficient Assessment for California (ELPAC) data	Re-evaluate EMO based on the transition from the CELDT to the ELPAC	Re-evaluate identified progress when ELPAC benchmarks are established

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
2.2 Reclassification Data Priority 4E	0 students reclassified in 2016-17	Reclassify 2 students	Reclassify 2 students	Reclassify 2 students
2.4 – Local Assessment Data Priority 8	No formalized and consistent data exists	Create and administer benchmark assessments in order to create a baseline	Continue to administer benchmark assessments and analyze data in order to create site level goals across content areas	Continue to administer benchmark assessments and analyze data in order to create site level goals across content areas
2.5 API Priority 4B	API is not currently reported	Await guidance from the State	Await guidance from the State	Await guidance from the State
2.6a Academic Progress Indicator and CAASPP Data (ELA) Priority 4A	Spring 2017 Dashboard Data (15-16 data) Status – 17.2 points below level 3 Change – represents -28 points from 2014-15 2016-17 ELA CAASPP Data 55% of 11th Grade Students Met/Exceeded Grade Level Standards in ELA on the 2016-17 CAASPP assessment	Increase status to reflect 13.2 points below level 3

Adjust 2018-19 based on November 2017 release of the CA Schools Dashboard

11th grade CAASPP scores will increase 4-5%
(This is the average increase for the State) | Adjust 2018-19 based in November 2019 release of the Dashboard and/or guidance from the State on what is determined to be adequate growth | Adjust 2019-20 based in November 2019 release of the Dashboard and/or guidance from the State on what is determined to be adequate growth |

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
2.6b Academic Progress Indicator and CAASPP Data (Math) Priority 4A	Spring 2017 Dashboard Data (15-16 data) Status – 54.4 points below level 3 Change – represents +19.4 points from 2014-15 2016-17 Math CAASPP Data 29% of 11th Grade Students Met/Exceeded Grade Level Standards in math on the 2016-17 CAASPP assessment	Increase status to reflect -34.4 points below level 3 Adjust 2018-19 based on November 2017 release of the CA Schools Dashboard 11th grade CAASPP scores will increase 3-4% (This is the average increase for the State)	Adjust 2018-19 based in November 2019 release of the Dashboard and/or guidance from the State on what is determined to be adequate growth	Adjust 2019-20 based in November 2019 release of the Dashboard and/or guidance from the State on what is determined to be adequate growth
2.7 – Course Completion of UC/CSU requirement data Priority 4C	2016-17 UC/CSU A-G Completion Rate 46.9%	Increase completion rate by 1%	Increase completion rate by 1%	Increase completion rate by 1%
2.8 – AP Pass Rate of 3 or Higher Data Priority 4F	2016-17 AP exam with a 3 or Higher 35%	Increase AP exam pass rate by 1%	Increase AP exam pass rate by 1%	Increase AP exam pass rate by 1%
2.12 – EAP Data Priority 4G	2016-17 Standard Exceeded (Ready) 28% ELA 8% Math Standard Met (Conditionally Ready) 35% ELA 21% Math	Increase Standard Exceeded (Ready) and Standard Met (Conditionally Ready) by 1%	Increase Standard Exceeded (Ready) and Standard Met (Conditionally Ready) by 1%	Increase Standard Exceeded (Ready) and Standard Met (Conditionally Ready) by 1%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20

Planned Actions / Services

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

Action 1

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

English Learners

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

LEA-wide

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

All Schools

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
• Continue to provide services for English learners which increase English proficiency and support reclassification • Provide professional development for ELD teacher included but not limited to serving the diverse needs of English	• Continue to provide services for English learners which increase English proficiency and support reclassification • Continue to provide relevant professional development for serving the diverse needs of English learners	• Continue to provide services for English learners which increase English proficiency and support reclassification • Continue to provide relevant professional development for serving the diverse needs of English learners

learners and the transition from the CELDT to the ELPAC and the implications for testing and instruction • Re-evaluate the Reclassification policy as it relates to changes from CELDT to ELPAC	• Re-evaluate the Reclassification policy as needed	• Re-evaluate the Reclassification policy as needed

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

Action 2

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

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

All

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

All Schools

OR

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

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

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
• Administrative team will create a plan for a formalized to support for students with D's and F's?	• Re-evaluate and continue to implement the plan created to support students with D's and F's	• Re-evaluate and continue to implement the plan created to support students with D's and F's

• Monitor students receiving D's and F's and begin a mentorship program with community and staff for these respective students.	• Refine the mentorship program for students on the D and F list.	• Refine the mentorship program for students on the D and F list.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

Action 3

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

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

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

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	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
• Create a formalized process for administering local assessments (such as formative and summative assessments (throughout the year	• Meet with departments to review formative and summative assessment data	• Continue to refine communications between departments regarding assessment data • Formalize a system of assessing students' school wide.

• Implement benchmark assessments in all core subject areas. • Identify students who need intervention classes	• Improve upon the administering benchmark assessments in all subject areas. • Continue to identify and monitor students who need intervention classes.	• Continue to identify and monitor students who need intervention classes.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	3,000	6,000	6,000
Source	Supplemental	Supplemental, Restricted, Title II	Supplemental, Restricted, Title II
Budget Reference	1000, 2000. 3000	1000,2000,3000,5000	1000,2000,3000,5000

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

3.0 Engagement ENHS will increase parent involvement and pupil engagement by ensuring that school climate identifies all areas of academics and student success. ENHS will foster positive relationships between staff, students, parents, and the community as part of a successful learning environment. Additionally, a clean, healthy, physically and emotionally safe learning environment will be provided. Access to academic center, intervention services, and extra-curricular activities both in and outside of school foster student engagement.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
                       Priority 5: Pupil Engagement (Engagement)
                       Priority 6: School Climate (Engagement)

Local Priorities:

Identified Need:

- continue to increase stakeholder engagement throughout the year
- continue to use the restorative justice practices to make sure suspension rate decreases
- continue to look at attendance rate and our chronic absenteeism rate to make sure that attendance increases and chronic absenteeism rate decreases.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
3.1 Parent, Staff, and Student Surveys Priority 3A, 3B, 3C, 5B, and 6C	This year staff, students and parents were all surveyed. 1. Staff-Survey Monkey	Continue to consensus build throughout stakeholder surveys.	Continue to consensus build throughout stakeholder surveys.	Continue to consensus build throughout stakeholder surveys.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	2. Parents-Survey Monkey 3. Students-Healthy Kids Survey			
3.2 Suspension Rate Indicator and Expulsion Data Priority 6A and Priority 6B	Currently ENHS has no expulsions and has seen an increase of suspension by 2%.	Maintain less than 5% expulsion rate and decrease suspension rates by 1%.	Maintain less than 5% expulsion rate and maintain current suspension rate when appropriate.	Maintain less than 5% expulsion rate and maintain current suspension rate when appropriate.
3.3 Attendance Data and Chronic Absenteeism Rate Indicator (Fall 2017) Priority 5A and Priority 5B	Attendance - 92.9% Chronic Absenteeism Rate – 7.1%	Increase Attendance Rate by 1% Decrease Chronic Absenteeism Rate by 1% Re-evaluate projected outcomes upon release of the Fall 2017 CA Schools Dashboard	Increase Attendance Rate by 1% Decrease Chronic Absenteeism Rate by 1% Re-evaluate projected outcomes upon release of the Fall 2018 CA Schools Dashboard	Increase Attendance Rate by 1% Decrease Chronic Absenteeism Rate by 1% Re-evaluate projected outcomes upon release of the Fall 2018 CA Schools Dashboard
3.4 Graduation Rate Indicator Priority 5E	Spring 2017 CA Schools Dashboard Data "Blue" Performance Category Status – "Very High" 96.2% Change – "Maintained" 0.2% 2016-17 Graduation Rate	Maintain "Blue" Performance Category	Maintain "Blue" Performance Category	Maintain "Blue" Performance Category

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	96%			
3.5 High School Drop Out Rate	3/62 students	Decrease the dropout rate by 1 student	Decrease the dropout rate by 1 student	Decrease the dropout rate by 1 student

Planned Actions / Services

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

Action 1

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

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

All

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

All Schools

OR

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

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

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
• Work with EQ Schools to assess school climate	• Continue to monitor school climate and identify areas of growth.	• Continue to monitor school climate and identify areas of growth.

- Monitor school climate and identify areas of growth.
- Create formalized processes to monitor school climate, chronic absenteeism, and discipline.
- Begin implementation of a CARES program through SSC and Faculty meetings, which is a strategic program that positively monitors and supports the needs of unduplicated pupils.
- Continue parent participation is promoted through the daily bulletin and web site communications. In addition, the ENHS Learning director and school administration will continue to reach out via phone to share with parents' progress and needs.

- Enhance formalized processes to monitor school climate, chronic absenteeism, and discipline
- Fully implement the CARES program supporting unduplicated pupils
- Evaluate effectiveness of parent participation is promoted through the daily bulletin and web site communications. In addition, the ENHS Learning director and school administration will continue to reach out via phone to share with parents' progress and needs.

- Enhance formalized processes to monitor school climate, chronic absenteeism, and discipline
- Fully implement the CARES program supporting unduplicated pupils
- Evaluate effectiveness of parent participation is promoted through the daily bulletin and web site communications. In addition, the ENHS Learning director and school administration will continue to reach out via phone to share with parents' progress and needs.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		6,000	
Source		Supplemental and Concentration	
Budget Reference	See 1.4	1000,3000	

Demonstration of Increased or Improved Services for Unduplicated Pupils

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$194,976	7.09%

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).

- ENHS will increase our math support intervention to be 5 days a week
- Curriculium Adpotion in the area of ELA and Math
- ENHS has increased and expanded our County Mental Health Services
- ENHS will be working with SCSOS and the Educational Services Department to bring much needed professional development to ENHS. During this work with the County and ENHS we will come up with an adoption cycle plan for outgoing years.
- ENHS will continue to develop the CARES program that focuses on improving student outcomes for our struggling students.

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$180,664.00	6.87 %

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

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

The district's Minimum Proportionality Percentage for increased or improved services for low income pupils, foster youth, and English Learners is 6.87 %. We are meeting the calculated MPP with a blend of quantitative and qualitative measures.. Transportation is provided at no cost to all in-district students, thus increasing attendance rates for all students. Standards aligned materials are provided to all students and a plan is being created to ensure newly purchased materials align with state standards and to support the creation of benchmark assessments and intervention plans.

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

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 LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

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

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

Budget Summary

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

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

- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with

the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.

- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

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

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; 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 LCFF Evaluation Rubrics, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

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

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

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided

in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *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 LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.
The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the LCAP Template Appendix, sections (a) through (d).

Planned Actions/Services

For each action/service, the LEA must complete either the section "For Actions/Services not 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 pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.

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

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

 (b) "Middle School dropout rate" shall be calculated as set forth in 5 *CCR* Section 1039.1.

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

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

 (2) The total number of cohort members.

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

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

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

 (2) The total number of cohort members.

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

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

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

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

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

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

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

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

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

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?

2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *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, October 2016

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	1,370,803.00	2,465,698.07	1,367,803.00	1,328,658.00	1,373,343.46	4,069,804.46
	14,000.00	1,581,310.00	14,000.00	0.00	0.00	14,000.00
Base	1,245,458.00	594,768.68	1,245,458.00	1,187,585.00	1,221,389.00	3,654,432.00
Lottery	0.00	46,948.68	0.00	0.00	0.00	0.00
Other	0.00	81,116.33	0.00	0.00	0.00	0.00
REAP	0.00	0.00	0.00	10,000.00	10,000.00	20,000.00
Supplemental	111,345.00	161,554.38	108,345.00	98,073.00	95,954.46	302,372.46
Supplemental and Concentration	0.00	0.00	0.00	6,000.00	0.00	6,000.00
Supplemental, Restricted Lottery	0.00	0.00	0.00	3,000.00	0.00	3,000.00
Supplemental, Restricted, Title II	0.00	0.00	0.00	6,000.00	6,000.00	12,000.00
Supplemental, Title I	0.00	0.00	0.00	18,000.00	0.00	18,000.00
Supplemental, Unrestricted, Base, Restricted Lottery	0.00	0.00	0.00	0.00	40,000.00	40,000.00

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

Total Expenditures by Object Type						
Object Type	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	1,370,803.00	2,465,698.07	1,367,803.00	1,328,658.00	1,373,343.46	4,069,804.46
	1,351,803.00	832,205.01	1,351,803.00	1,321,658.00	1,333,343.46	4,006,804.46
0000: Unrestricted	0.00	1,581,310.00	0.00	0.00	0.00	0.00
4000	17,000.00	0.00	14,000.00	3,000.00	0.00	17,000.00
4000-4999: Books And Supplies	0.00	43,183.06	0.00	0.00	0.00	0.00
5000	0.00	0.00	2,000.00	4,000.00	40,000.00	46,000.00
5000-5999: Services And Other Operating Expenditures	2,000.00	9,000.00	0.00	0.00	0.00	0.00

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

		Total Expenditures by Object Type and Funding Source					
Object Type	**Funding Source**	**2017-18 Annual Update Budgeted**	**2017-18 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**	**2017-18 through 2019-20 Total**
All Expenditure Types	All Funding Sources	1,370,803.00	2,465,698.07	1,367,803.00	1,328,658.00	1,373,343.46	4,069,804.46
		0.00	0.00	0.00	0.00	0.00	0.00
	Base	1,245,458.00	594,768.68	1,245,458.00	1,187,585.00	1,221,389.00	3,654,432.00
	Other	0.00	81,116.33	0.00	0.00	0.00	0.00
	REAP	0.00	0.00	0.00	10,000.00	10,000.00	20,000.00
	Supplemental	106,345.00	156,320.00	106,345.00	94,073.00	95,954.46	296,372.46
	Supplemental and Concentration	0.00	0.00	0.00	6,000.00	0.00	6,000.00
	Supplemental, Restricted, Title II	0.00	0.00	0.00	6,000.00	6,000.00	12,000.00
	Supplemental, Title I	0.00	0.00	0.00	18,000.00	0.00	18,000.00
0000: Unrestricted		0.00	1,581,310.00	0.00	0.00	0.00	0.00
4000		14,000.00	0.00	14,000.00	0.00	0.00	14,000.00
4000	Supplemental, Restricted Lottery	3,000.00	0.00	0.00	3,000.00	0.00	3,000.00
4000-4999: Books And Supplies	Lottery	0.00	42,948.68	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Supplemental	0.00	234.38	0.00	0.00	0.00	0.00
5000	Supplemental	0.00	0.00	2,000.00	4,000.00	0.00	6,000.00
5000	Supplemental, Unrestricted, Base, Restricted Lottery	0.00	0.00	0.00	0.00	40,000.00	40,000.00
5000-5999: Services And Other Operating Expenditures	Lottery	0.00	4,000.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Supplemental	0.00	5,000.00	0.00	0.00	0.00	0.00
		2,000.00					

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

Total Expenditures by Goal						
Goal	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	1,364,803.00	2,454,950.07	1,364,803.00	1,316,658.00	1,367,343.46	4,048,804.46
Goal 2	6,000.00	1,748.00	3,000.00	6,000.00	6,000.00	15,000.00
Goal 3	0.00	9,000.00	0.00	6,000.00	0.00	6,000.00

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