



Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

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

[California School Dashboard](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
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2017-20 Plan Summary

The Story

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

North Cow Creek School (NCCS) is a small, rural school of approximately 265 students in grades K-8. The campus includes a gymnasium, computer lab, full playground and athletic fields as well as classrooms. NCCS has a strong focus on academics, as demonstrated by its consistently high scores on the state's recent California Assessment of Student Performance and Progress (CAASPP) test. The school program is enhanced by sports and enrichment programs through regular field trips and an enrichment elective program at the 7th and 8th grade levels. Students receive formal technology education through multiple weekly visits to the computer lab. Technology resources are enhanced through a 200 MB fiber line, a tablet program for students in grades 5-7, and Chromebooks for 8th grade students. North Cow Creek School also offers a district-run after-school day-care program and a preschool program operated by the YMCA. North Cow Creek School is proud to have an extremely high level of parent involvement in its various programs. There are

formal opportunities for all parents to volunteer in classrooms, attend Back-to-School Night and at Open House, as well as during parent-teacher conferences. Additionally, a variety of other volunteer opportunities for parental involvement exist including, participating in the school's Education Foundation, acting as classroom volunteers and chaperones for field trips. Parents are involved in shaping school policy through the annual LCAP Board/Parent/Staff workshop and by providing feedback on parent surveys. Approximately 60% of the students at North Cow Creek are attending on an inter-district. These students' parents have chosen North Cow Creek for a variety of reasons including: consistent high performance of students, history of other family members attending the school, athletic program, self contained classes, and the small school environment. The actual attendance area the school serves is approximately 2 square miles of rural land. The majority of students coming from this area live on 2-5 acre parcels with their families within the middle class designation. The school has a unduplicated pupil percentage (UPP) of 28.0%.

The school faces many unique challenges including: helping students build positive peer relationships who have little contact outside of the school environment; providing an array of enrichment activities to middle school students within a self-contained classroom; providing intervention services to students performing below standard, providing opportunities for teacher to collaborative with other grade level peers as a result of one teacher per grade level; sustaining facilities and academic support materials with unpredictable finances as a result of the economies impact on inter-district requests by parents (when the economy is strong, parents are willing to transport their children to our rural school); limited staff resources for special education services due to a low identification of special education students; and no access to district-provided transportation services.

During the 17/18 school year, staff visited other schools within the Northern California area to review ways these schools were addressing student/staff culture challenges and providing intervention services to students. As a result, and in order to address perceptions of the school community and needs of students based on assessment data, the school implemented a universal access period for ELA. During this time all support staff focus on providing small group instruction for students. In addition, the school developed a PBIS leadership team that lead the process of implementing PBIS strategies within the school. A strong focus will be placed, during the 19/20 school year on fully implementing the PBIS structure with an emphasis placed on providing Tier 2 and Tier 3 behavior strategies for students. In addition, staff participated in the peaceful playground training with the intention of providing more developmentally appropriate activities for all students during recess and PE. To address staff and student culture improvements, several staff members attended the Fred Jones classroom management trainings, paraprofessionals attended SIPPS and small group management trainings, and the staff are in the process of identifying a social/emotional program for full implementation to address concerns about bullying. Staff, students, and parents also have commented on the value of increasing students' participation in STEM activities and are working to transform the current traditional computer lab into an "innovation lab" as well as continuing moving forward with a plan of all students having access to a chromebook.

While gains were observed in offering intervention services in ELA, the staff and parents feel MA is an area to include in the intervention process. Finally, staff are excited to begin looking at the NGSS Science Standards and adopting a new Science curriculum.

LCAP Highlights

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

Staff, parents, students, and the School Board have collaborated through formal brainstorm sessions to address the unique challenges of the school resulting in the following key focus features of the LCAP:

State Priority 1: Insuring the school facilities are well maintained and safe as well as housing the needed physical resources for programs. Insuring all students have full access to curriculum materials and highly qualified teachers.

State Priority 2: Insuring all curriculum and instruction is standards aligned. Supporting teachers with professional development that helps them develop and teach effectively. Providing supplemental materials (novels, etc.) in the ELA program and MA program.

State Priority 3: Provide resources and opportunities that help parents be active participants in helping their child(ren) successful learn standards and develop the skills to manage their learning. Specific opportunities for parent involvement include Back to School Night, Education Foundation, Open House, parent/teacher conferences, classroom volunteers, school newsletter, classroom newsletters, school website, etc.

State Priority 4: Utilizing state assessment data, I-Ready reading and math assessments, and classroom-based assessment data to monitor student performance, develop intervention services for students, and informing instructional practices for continued student academic growth.

State Priority 5: Build within students a strong desire to be at school as they are motivated by a positive environment, a meaningful curriculum, and extra curricular activities that support learning goals.

State Priority 6: Incorporate leadership principles which helps students learn and use the effective habits in managing themselves and the way they work with others. Helping students develop leadership skills that apply to themselves, school involvement, and community involvement. Helping students develop the skills to build a positive and confident self-concept for themselves and others.

State Priority 7: Provide a broad course of study that helps students integrate 21st Century skills; STEM related concepts, effective integration of technology resources, and activities that help students make connections with real-life applications. Providing intervention services to students who are struggling to meet standards through classroom Tier I supports and Tier II supports within the Learning Center.

State Priority 8: Provide opportunities for students to be involved through community service projects, Student Council, athletics, STEM activities, reading and math focus days, etc. Supporting the new Science standards through effective integration of STEM activities at all grade levels. Providing supplemental and extracurricular activities (field trips, math and reading events, music program, etc.) that help students develop talents and make meaningful connections with real-life applications.

Review of Performance

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

Greatest Progress

In the area of ELA, the school scored 10 points above level 3 for all students with 57% of students scoring at/above standard. In the area of Math, the school scored 6.5 points above level 3 for all students with 54% of students scoring at/above standard.. The school implemented a school-wide math facts challenge incentive program. Suspension rates declined to less than 1%. On the student survey, 79.9%+ of the students feel welcome at the school. A high percentage of students feel they are becoming better in reading (78.6%) and math (86.9%). On the parent survey, 89.2% feel their child has progressed in reading and 81.1% feel their child has progressed in Math. Parents made favorable comments in regards to the school's sports program, STEM activities, new universal access program.

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

Greatest Needs

There were no "Red" or "Orange" indicators in the overall performance areas.

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

Performance Gaps

The SES group scored in the orange level for both Math and ELA which is two levels below the green "all student" performance level. The school plans on continuing to monitor and refine the universal access periods which were implemented during the 18/19 school year. This included implemented I-Ready reading assessments and instruction as well as all teachers at the K-2 levels teaching SIPPS groups to their students. In the area of math, the school plans on implementing the I-Ready math assessment and instruction program and continuing the focus on all students mastering their math facts. Additionally staff is being added through Title I funds to work with all staff in effectively identifying and monitoring the needs of SES students and those students in the low performance category.

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Annual Update

LCAP Year Reviewed: **2018-19**

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

Goal 1

All teachers, staff, and parents will have the materials and resources to successfully address the academic needs of students insuring students' progress towards meeting standards.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

Metric/Indicator

Priority 1: Local Indicator/ Facilities in good repair

18-19

100% School maintained in good repair.

Baseline

Overall: 100% in good repair.

The school received a 100% (exemplary) on the Facilities Inspection tool completed in December, 2018.

Metric/Indicator

Priority 1: Local Indicator/ Instructional materials

18-19

100% of students will have sufficient access to standards-aligned instructional materials.

Baseline

100% of students will have sufficient access to standards-aligned instructional materials

100% of students had standards-aligned instructional materials in the ELA and Math curriculums.

Expected

Metric/Indicator

Priority 1: Local Indicator/Teacher credential

18-19

100% of teachers will be fully credentialed in the subject area and for the pupils they are teaching.

Baseline

100% of teachers will be fully credentialed in the subject area and for the pupils they are teaching.

Metric/Indicator

Priority 2: Local Indicator/Implementation of State Standards/Local Evaluation Tool

18-19

100% of students will receive instruction using adopted academic content that support student progress in meeting performance standards

Baseline

100% of students will receive instruction using adopted academic content that support student progress in meeting performance standards

Metric/Indicator

Priority 4: State Indicator/Academic Indicator/English Language Progress Indicator

18-19

100% of students designated as ELD will have access to instructional practices that support their attaining academic content and language proficiency.

Baseline

At this time the school has 0 EL Students

Metric/Indicator

Priority 7: Local Metric/A broad course of study

18-19

100% of students will participate in a comprehensive physical fitness program.

Baseline

100% of students receive a comprehensive physical fitness program (100 minutes every two weeks)

Metric/Indicator

Priority 4: State Indicator/Academic Indicator/Grades 3-8 mathematics SBAC results

Actual

100% of teachers were fully credentialed in the subject area and for the pupils they are taught.

100% of students received instruction from their teachers utilizing adopted curriculum that supported student progress in meeting standards.

The school did not have any ELD students.

100% of students received PE instruction from their teachers.

54% of students scored at or above standard in mathematics as measured by Smarter Balanced Assessment. This was an improvement of 4% from the 2017 testing school year.

Expected

18-19

69% of students will be at or above standard in mathematics as measured by Smarter Balanced Assessments.

Baseline

63% of students are at or above standard in mathematics as measured by Smarter Balanced Assessments.

Metric/Indicator

Priority 4: State Indicator/Academic Indicator/Grades 3-8 ELA SBAC results

18-19

67% of students will be at or above standard in English Language Arts as measured by Smarter Balanced Assessments.

Baseline

61% of students are at or above standard in English Language Arts as measured by Smarter Balanced Assessments.

Metric/Indicator

Priority 4: State Indicator/Academic Indicator/Grades 3-8 mathematics SBAC results

18-19

90% of students, who have attended North Cow Creek for three years or more, will be proficient in math in 8th grade as measured by Smarter Balanced Assessments.

Baseline

84% of students are proficient in math in 8th grade as measured by Smarter Balanced Assessments.

Metric/Indicator

Priority 7: Local Metric/Programs/services developed and provided to unduplicated pupils

18-19

Maintain 80% of third grade students reading at grade level as measured by AIMSweb.

Baseline

96% of third grade students are reading at grade level who have attended North Cow Creek since Kindergarten as measured by AIMSweb.

Metric/Indicator

Priority 8: Local Metric/Other student outcomes (Local Assessments, Interims, MAPs, etc.)

18-19

Actual

57% of students scored at or above standard in English Language Arts as measured by Smarter Balanced Assessments. This was a 3% increase from the 2017 testing year.

51% of students at eighth grade scored at or above standard in Math as measured by Smarter Balanced Assessments.

55% of students at third grade scored at grade level in the Tier 1 level and 31% scored just below grade level in the Tier 2 level on the I-Ready reading assessment.

85% of students in fifth grade scored at grade level on the STAR Math test.

Expected

81% of students in 5th grade will be proficient with their math facts.

Baseline

75% of students in the 5th grade are proficient with their math facts.

Actual

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
<p>Continue implementation of the adopted ELA program. Staff Development will focus on the successful implementation of the ELA program through Professional Development Days, collaboration during minimum days, and focused discussions during staff meetings. ELA and math student workbooks will be purchased to support core curriculum.</p>	<p>Nat Geo and Study Sync were implemented with fidelity.</p> <p>Classified and certificated received targeted professional development in the implementation of Nat Geo and Study Sync, SIPPS, setting and monitoring learning targets.</p> <p>Reading coaches worked with all teachers in the effective implementation of Nat Geo and Study Sync as well as effective instructional strategies.</p> <p>The school purchased the required workbooks and curriculum support materials for the effective implementation of district-adopted curriculum.</p>	<p>Workbooks for Core Curriculum 4000-4999: Books And Supplies Lottery \$12,000</p> <p>Supplemental material for ELA programs 4000-4999: Books And Supplies Base \$5,000</p> <p>Supplies and Materials for for ELA programs 4000-4999: Books And Supplies Title I \$1,667</p> <p>Classified Aides for ELA Intervention Support 2000-2999: Classified Personnel Salaries Title I \$4,334</p> <p>Classified Benefits 3000-3999: Employee Benefits Title I \$1,713</p> <p>Reading Coaches 5000-5999: Services And Other Operating Expenditures Title I \$12,603</p>	<p>Workbooks for Core Curriculum 5000-5999: Services And Other Operating Expenditures LCFF Base \$5,446.60</p> <p>Supplemental material for ELA programs 4000-4999: Books And Supplies Lottery \$14,181.88</p> <p>Supplies and Materials for for ELA programs 4000-4999: Books And Supplies Title I 118.56</p> <p>Classified Aides for ELA Intervention Support 2000-2999: Classified Personnel Salaries Title I \$4,381.00</p> <p>Classified Aides for ELA Intervention Support 3000-3999: Employee Benefits Title I \$1,601.00</p> <p>Reading Coaches 5000-5999: Services And Other Operating Expenditures Title I \$13,800.00</p>

Purchase Online ELA Program
5000-5999: Services And Other
Operating Expenditures Lottery
\$18,098

Purchase Online ELA Program
5000-5999: Services And Other
Operating Expenditures Lottery
\$22,087.59

Workbooks for Core Curriculum
4000-4999: Books And Supplies
Lottery \$234.56

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Provide supports to monitor student progress towards standards through AIMSweb.</p>	<p>The I-Ready reading assessment program was purchased with students taking the reading diagnostic test one time each trimester.</p> <p>Utilizing the I-Ready assessment data, students engaged in the I-Ready reading instructional online program for a minimum of 45 minutes each week.</p>	<p>Annual License Fee for Monitoring Students 5000-5999: Services And Other Operating Expenditures Supplemental \$2,190</p>	<p>Annual License Fee for Monitoring Students 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$0</p>

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Provide targeted intervention supports for students in Language Arts and Mathematics to ensure students are progressing towards grade level standards.</p>	<p>A .4 FTE reading intervention teacher provided and coordinated the universal access small group intervention program for students in grades K-5.</p> <p>Additional SIPPS instructional kits were purchased to insure all teachers in grades K-2 had access to these kits.</p>	<p>Certificated intervention teacher 1000-1999: Certificated Personnel Salaries Supplemental \$7,266</p> <p>Classified Paraprofessionals 2000-2999: Classified Personnel Salaries Supplemental \$24,217</p>	<p>Certificated intervention teacher 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$7,687.31</p> <p>Classified Paraprofessionals 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$24,059.00</p>

	SIPPS training was provided to classified and certificated staff.	Certificated and Classified Benefits 3000-3999: Employee Benefits Supplemental \$10,338	Certificated and Classified Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$8,078.69
	Classified and certificated staff received targeted professional development in SIPPS, reading instruction, and effectively managing small groups.	Online intervention programs for Reading and Writing 5000-5999: Services And Other Operating Expenditures Supplemental \$5,700	Online intervention programs for Reading and Writing 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$4,401.00
	STAR Math was utilized to monitor the growth of students in the area of math.	Intervention Supplies and Materials 4000-4999: Books And Supplies Title I \$4,506	Intervention Supplies and Material 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$6,579.98
	Accelerated Math was utilized by students in grades 7 and 8 to provide intervention supports to students with identified weakness in math.	SIPPS Materials and Supplies 4000-4999: Books And Supplies Base \$10,000	SIPPS Materials and Supplies 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$4,000.00
			Intervention Supplies and Material 4000-4999: Books And Supplies Title I \$3,985.17

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Strengthen the PE program through appropriate equipment, training, lessons and by establishing integrated lessons/materials with the core curriculum areas (Language Arts, Mathematics, and Science) to insure students are meeting physical fitness standards. Review the current program and consider any changes or new adoption.	All staff planned and implemented the required minimum minutes for physical fitness. Sports equipment was purchased for use during PE and recess.	Support Materials for Physical Education 4000-4999: Books And Supplies Base \$5,000 Sub Release Time for PE Planning 1000-1999: Certificated Personnel Salaries Base \$2,000 Benefits for Sub Release Time for PE Planning 3000-3999: Employee Benefits Base \$361	Support Materials for Physical Education 4000-4999: Books And Supplies LCFF Base \$1,914.57 Sub Release Time for PE Planning 1000-1999: Certificated Personnel Salaries LCFF Base \$0 Benefits for Sub Release Time for PE Planning 3000-3999: Employee Benefits LCFF Base \$0

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Ensure a proficient and skilled staff that is appropriately credentialed through competitive wage structures, retention of skilled teachers, focused professional growth, effective professional collaboration, and staff leadership involvement in the school improvement process.	Negotiations with the classified and certificated units was successfully completed. Staff received professional development in the following: SIPPS, reading instructional practices, PBIS, Peaceful Playgrounds, equity for grading, and culture/leadership.	Workshop & Conference Fees 5000-5999: Services And Other Operating Expenditures Title II \$4,492 Staff Development 5000-5999: Services And Other Operating Expenditures Supplemental \$1,500	Workshop & Conference Fees 5000-5999: Services And Other Operating Expenditures Title II \$3,838.77 Staff Development 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$1,500.00

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Support, maintain, and enhance the school environment through well maintained facilities and physical resources that promote pride within the school community and support effective teaching and learning.	The facilities maintenance plan was implemented with one building receiving a new roof, two classrooms receiving new carpet, and other regular maintenance projects completed.	Maintenance Materials 4000-4999: Books And Supplies Base \$10,000 Facility Repairs 5000-5999: Services And Other Operating Expenditures Base \$10,000 Capital Facility Projects 6000-6999: Capital Outlay Base \$67,000	Maintenance Materials 4000-4999: Books And Supplies LCFF Base \$17,000.00 Facility Repairs 5000-5999: Services And Other Operating Expenditures LCFF Base \$3,500.00 Capital Facility Projects 6000-6999: Capital Outlay LCFF Base \$56,749.00

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.

Both the ELA and MA curriculum's were implemented with fidelity with the required support material purchased. AIMSweb was replaced with the I-Ready reading assessment/instruction online program. Students received a reading diagnostic each trimester.

Targeted interventions were provided four days/week with all support staff focused on a grade level for 30 minutes. During this time, ELA instruction was supported with students in primary grades received targeted intervention through SIPPS and small group instruction. Upper grade students received targeted vocabulary instruction as well as novel studies. Students in 7th and 8th grades received small group instruction that supported the Study Sync ELA curriculum. Reading coaches supported all teachers and professional development was completed with staff receiving training in use of the core curriculum SIPPS, and developing learning targets. Facility improvements included replacing roofs and carpets in selected areas on campus.

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

In the area of ELA and MA, an increase was noted in student performance on the Smarter Balanced Assessment. Progress was minimal in the professional development of the physical fitness program.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Moving from AIMSweb to I-Ready increased was a significant increase in cost. Funds were not utilized within the physical fitness program.

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

I-Ready will continue to be utilized in the area of ELA and also in MA for the upcoming school year. Additional funds and training will be utilized to incorporate a universal access time for MA in addition to ELA.

Annual Update

LCAP Year Reviewed: **2018-19**

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

Goal 2

All members of the school community (parents, staff, students) will actively participate in supporting the academic, social, and behavior goals of students that address academic standards, 21st century learning outcomes, and leadership capacity.

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)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

Metric/Indicator

Priority 3: Local Indicator/Parent Involvement/Local Evaluation Tool

18-19

95% of parents of pupils will receive information on how they can support their child in meeting academic goals.

Baseline

89.5% of parents of pupils received information on how they can support their child in meeting academic goals.

82.9% of parents reported that they received information on how they can support their child in meeting academic goals/standards.

Metric/Indicator

Priority 7: Local Metric/A broad course of study

18-19

100% of students will participate in a course of study that addresses their academic and extra curricular interests.

Baseline

100% of students participated in an adopted ELA and MA curriculum and a weekly universal access program (4 days/week) which was tailored to address their assessed needs and strengths.

Expected

100% of students participated in a course of study that addresses their academic and extra curricular interests.

Metric/Indicator

Priority 5: Local Metric/Student Engagement/School attendance rates

18-19

Maintain 96.8% school average daily attendance

Baseline

96.8% average daily attendance

Metric/Indicator

Priority 5: State Indicator/Student Engagement/Chronic absenteeism rates

18-19

Maintain chronic absenteeism to less than 4%

Baseline

5% Chronic absenteeism rate

Metric/Indicator

Priority 5: Local Metric/Middle school dropout rate

18-19

Maintain 0% dropout rate of middle school students

Baseline

0% dropout rate of middle school students

Metric/Indicator

Priority 6: State Indicator/Student Suspension Indicator

18-19

Maintain less than 2%

Baseline

1.5% Suspension rate

Metric/Indicator

Priority 6: Local Metric/Expulsion rate

18-19

Maintain 0% expulsion rate

Baseline

0% expulsion rate of students

Metric/Indicator

Actual

The ADA for the 18/19 school year was 96.89%.

The school had a 5.4% chronically absent rate.

The school had a 0% dropout rate of middle school students.

The school had less than a 1% suspension rate.

The school maintained a 0% expulsion rate.

81.8% of students in grades 3-8 feel safe and able to learn at the school.

Expected

Priority 8: Local Metric/Other student outcomes (Local Assessments, Interims, MAPs, etc.)

18-19

90% of parents, students, and staff will indicate a positive response on the perceived safety and school connectedness.

Baseline

84.4% of parents indicated a positive response on the perceived safety and school connectedness.

Actual

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
<p>Enhance parent engagement through improved communications between school and home. Provide academic supports to parents that allow them to become effective partners with the school in helping their child achieve academic goals. The participation of parents of unduplicated students and students with exceptional needs will be promoted through parent/teacher conferences, Student Study Team meetings, IEP meetings, and progress reports. Develop and maintain a lending library of curriculum resources for parents to check out and utilize at home.</p>	<p>A monthly newsletter was distributed to parents.</p> <p>Parent/Teacher conferences were conducted at the end of the first trimester.</p> <p>SST/IEP/Behavior meetings were conducted as needed to address the academic, learning, and behavioral needs of students.</p> <p>The lending library was not developed.</p>	<p>SharpSchool (Web/App/Phone) 5000-5999: Services And Other Operating Expenditures Base \$1,275</p> <p>Lending Library for ELA/MA created for parent access to support home learning activities 4000-4999: Books And Supplies Supplemental \$2,000</p>	<p>SharpSchool (Web/App/Phone) 5000-5999: Services And Other Operating Expenditures LCFF Base \$1,338.75</p> <p>Lending Library for ELA/MA created for parent access to support home learning activities 4000-4999: Books And Supplies LCFF Base \$0</p>

Action 2

Planned

Actual

Budgeted

Estimated Actual

Actions/Services

Staff will utilize effective strategies for building social and academic skills that build within students the capacity to set and achieve personal goals, interact positively with others, and make positive contributions to their school and community.

Actions/Services

A leadership team was developed to receive training and work on the development of a strong school culture.

PBIS was implemented.

Peaceful Playgrounds training and materials was received with full implementation planned in the upcoming school year.

All students participated in school leadership by serving on a weekly Action Team.

Expenditures

Professional Development Resources & Supplies 4000-4999: Books And Supplies Base \$500

Staff Development 5000-5999: Services And Other Operating Expenditures Base \$1,500

Contracted services for a .1 FTE counselor 5000-5999: Services And Other Operating Expenditures Supplemental \$11,120

Expenditures

Professional Development Resources & Supplies 4000-4999: Books And Supplies LCFF Base \$0

Staff Development 5000-5999: Services And Other Operating Expenditures LCFF Base \$1,094.00

Contracted services for a .1 FTE counselor 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$6,500.00

Action 3

Planned Actions/Services

Student engagement within a Broad Course of Study will be enhanced through supplemental activities that integrate the core curriculum areas, help students make personal connections with their learning and possible career/college choices, 21st century learning skills, STEAM, small group activities, and online courses.

Actual Actions/Services

A 7th/8th grade activity period was implemented one time per week.

Discovery Science was integrated within the 7th/8th grade Science program.

Nat Geo/Study Sync curriculums integrated student collaboration and access to meaningful and relevant content.

All students participated in three school-wide STEM activities.

Budgeted Expenditures

Supplies & Materials for STEAM Related Activities 4000-4999: Books And Supplies Base \$10,000

Class chromebook set for 4th and 5th grades. 4000-4999: Books And Supplies Base \$16,000

Music Teacher Salary 1000-1999: Certificated Personnel Salaries Supplemental \$24,748

Music Teacher Benefits 3000-3999: Employee Benefits Supplemental \$4,437

Estimated Actual Expenditures

Supplies & Materials for STEAM Related Activities 4000-4999: Books And Supplies LCFF Base \$0

Class chromebook set for 4th and 5th grades. 4000-4999: Books And Supplies LCFF Base \$25,955.84

Music Teacher Salary 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$25,617.06

Music Teacher Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$6,810.53

Materials and Supplies for Music Program 4000-4999: Books And Supplies Supplemental \$1,120

Materials and Supplies for Music Program 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$1,321.63

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Technology resources and supports will be utilized by staff and students to augment the delivery of curriculum and provide access to 21st Century learning opportunities. The technology coordinator will support staff insuring appropriate access by unduplicated students and students with exceptional needs in the use of these resources and the use of these resources to help the students access the prescribed curriculum.</p>	<p>All students received weekly computer instruction through the staffed computer lab.</p> <p>Chromebooks were added to 4th and 5th grades insuring all students in grades 4-8 had a one-to-one device.</p> <p>Two roving chromebook carts were purchased and shared by teachers in grades K-3.</p> <p>Varous software programs (including Adobe, Microsoft, keyboarding, etc.) were purchased for use in classrooms and within the computer lab.</p> <p>Broadband internet access was enhanced to a 200 MBs connection. Additional wireless access points were purchased.</p> <p>A .8 FTE technology coordinator provided daily support to teachers and the school technology infrastructure.</p>	<p>Licenses and Subscriptions to related services 5000-5999: Services And Other Operating Expenditures Base \$7,000</p> <p>Technology Coordinator 2000-2999: Classified Personnel Salaries Supplemental \$13,042</p> <p>Technology Coordinator Benefits 3000-3999: Employee Benefits Supplemental \$6,133</p> <p>Technology Coordinator 2000-2999: Classified Personnel Salaries Lottery \$23,186</p> <p>Technology Coordinator Benefits 3000-3999: Employee Benefits Lottery \$10,901</p>	<p>Licenses and Subscriptions to related services 5000-5999: Services And Other Operating Expenditures LCFF Base \$675.00</p> <p>Technology Coordinator 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$14,060.00</p> <p>Technology Coordinator Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$6,499.00</p> <p>Technology Coordinator 2000-2999: Classified Personnel Salaries Lottery \$24,995.00</p> <p>Technology Coordinator Benefits 3000-3999: Employee Benefits Lottery \$11,477.00</p>

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.

Parent engagement was implemented as described in Action 1. The school also added a weekly communication update distributed to parents each Monday. The lending library was not implemented. Staff worked on school culture through the initial implementation of PBIS and the planning stages for the Peaceful Playground philosophy. Students in grades 7-8 participated in a Friday activity period. All students, K-8, participated in school action teams which involved students in addressing various school-related jobs. Three STEM activities were successfully completed.

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

Student feelings of safety remained constant from the previous school year. Parents level of satisfaction with their child's growth in ELA and MA increased. Parents level of satisfaction with student behavior remained constant from the previous year. Staff perceptions of culture increased as did the involvement of staff in working together in addressing academic and social/emotional needs of students. Student suspensions declined from the previous year. There were no expulsions. Overall absenteeism decreased.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Funds were not utilized to develop a a lending library for parents. A stronger focus was place on staff developing the skills to successfully build a positive school culture. Through a grant provided by Shasta County Office of Education, staff were able to be trained in PBIS and Peaceful Playground.

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.

A stronger emphasis and funding level will be placed on converting the computer lab to an "innovation lab" to increase the level of STEM involvement of students. Additional funds will be allocated to support the staff and student culture supporting the full implementation of PBIS and Peaceful Playgrounds.

Stakeholder Engagement

LCAP Year: **2019-20**

Involvement Process for LCAP and Annual Update

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

17/18: Staff input (classified and certificated), which included bargaining unit members, was received during brainstorm sessions lead by administration and union leadership during three separate staff meetings held in early 2017 as well as through online requests. A parent survey was made available with input received by parents during the months of January, February, and March. The School Site Council reviewed and provided input on the LCAP goals at their November and February meetings. A community/staff/Board workshop was held in March, 2018 to review and receive feedback on LCAP goals and develop areas of improvement and focus for the 18/19 school year. Public Hearing was conducted on June 19, 2018. Board Approval was received on June 21, 2018. Classified bargaining members were given the opportunity to review and provide input on all goals during the month of May.

Students in grades 3-8 and all parents were given a survey to complete with the data analyzed by staff, the School Board, and the School Site Council.

18/19: Staff input (classified and certificated), which included bargaining unit members, was received during brainstorm sessions lead by administration during staff meetings in February, 2019. A parent survey was made available with input received by parents during the month of March, 2019. The students in grades 3-8 gave input through a survey distributed in February, 2019. The School Board, along with staff and parents, reviewed LCAP goals and gave input during a Board Workshop in March and April, 2019.

Impact on LCAP and Annual Update

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

16/17:A new ELA curriculum was selected based on the input of parents, community, staff, and the School Board for grades K-5. It was decided to include grade 6 in the adoption of an ELA program from grades 6-8 that was piloted and adopted for the start of the 17/18 school year. Staff felt there needed to be a stronger focus on Tier II intervention for English Language Arts and math supports through the Learning Center, online supports, and small group instruction. Professional development will focus on the continued implementation of the new ELA curriculums with a focus on student writing and reading comprehension. Focus on building social

and behavioral skills will continue to address the desire to see students building better skills in working together, improving the perception of safety, school connectedness, and meeting academic standards.

17/18: Additional funds were allocated to provide supplemental materials for the ELA programs (novels, additional readers, etc.) and to create a parent lending library. To address needs for the broad course of study, the music program was extended to include support for the 7/8 activity period and moved to be fully funded by the LCAP (prior funding came from reserves set aside for the program) and funds were increased to add more STEM resources and training. To address school climate, a .1 FTE counselor will be added and the school will continue to review ways to address perceptions on school climate. Additional funds allocated to address the need to provide more PE materials and release time for staff to work on the PE program.

18/19: Staff and parents supported the continuation of the ELA universal access program with a need expressed to provide more intensive math intervention supports as well as more specifically addressing the needs of SES students. The staff also expressed a desire to expand the i-Ready assessment/instruction program to include Math. All groups expressed a concern regarding student culture and the need to address perceived bullying. A need was expressed by students to update the student bathrooms. All groups expressed a desire to see more STEM activities incorporated into the school year including transitioning the current traditional computer lab to a computer/STEM Innovation Lab.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

Goal 1

All teachers, staff, and parents will have the materials and resources to successfully address the academic needs of students insuring students' progress towards meeting standards.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

- a. The district needs to ensure that teachers are utilizing curriculum and instruction consistent with CCSS.
- b. The district needs to ensure resources are in place to monitor the progress students are making towards meeting grade level standards, goals, and objectives.
- c. The district needs to ensure supports are in place to address the individual needs of student so as to target and address these needs in a systematic manner.
- d. The district needs to insure the physical fitness needs of students are being meet so as to help students live a healthy life style.
- e. Students will be reading at grade level by the end of their 3rd grade year who have attended NCC since kindergarten..
- f. Students will demonstrate grade level proficiency in the area of math by the end of their 8th grade year who have attended NCC for at least 3 years.
- g. Students will be proficient in their math facts by the end of 5th grade.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 1: Local Indicator/ Facilities in good repair	Overall: 100% in good repair.	School maintained in good repair.	100% School maintained in good repair.	100% School maintained in good repair.
Priority 1: Local Indicator/ Instructional materials	100% of students will have sufficient access to standards-aligned instructional materials	100% of students will have sufficient access to standards-aligned instructional materials.	100% of students will have sufficient access to standards-aligned instructional materials.	100% of students will have sufficient access to standards-aligned instructional materials.
Priority 1: Local Indicator/Teacher credential	100% of teachers will be fully credentialed in the subject area and for the pupils they are teaching.	100% of teachers will be fully credentialed in the subject area and for the pupils they are teaching.	100% of teachers will be fully credentialed in the subject area and for the pupils they are teaching.	100% of teachers will be fully credentialed in the subject area and for the pupils they are teaching.
Priority 2: Local Indicator/Implementation of State Standards/Local Evaluation Tool	100% of students will receive instruction using adopted academic content that support student progress in meeting performance standards	100% of students will receive instruction using adopted academic content that support student progress in meeting performance standards	100% of students will receive instruction using adopted academic content that support student progress in meeting performance standards	100% of students will receive instruction using adopted academic content that support student progress in meeting performance standards
Priority 4: State Indicator/Academic Indicator/English Language Progress Indicator	At this time the school has 0 EL Students	100% of students designated as ELD will have access to instructional practices that support their attaining academic content and language proficiency.	100% of students designated as ELD will have access to instructional practices that support their attaining academic content and language proficiency.	100% of students designated as ELD will have access to instructional practices that support their attaining academic content and language proficiency.
Priority 7: Local Metric/A broad course of study	100% of students receive a comprehensive physical fitness program (100 minutes every two weeks)	Maintain 100% of students will participate in a comprehensive physical fitness program.	100% of students will participate in a comprehensive physical fitness program.	100% of students will participate in a comprehensive physical fitness program.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 4: State Indicator/Academic Indicator/Grades 3-8 mathematics SBAC results	63% of students are at or above standard in mathematics as measured by Smarter Balanced Assessments.	66% of students will be at or above standard in mathematics as measured by Smarter Balanced Assessments.	69% of students will be at or above standard in mathematics as measured by Smarter Balanced Assessments.	73% of students will be at or above standard in mathematics as measured by Smarter Balanced Assessments.
Priority 4: State Indicator/Academic Indicator/Grades 3-8 ELA SBAC results	61% of students are at or above standard in English Language Arts as measured by Smarter Balanced Assessments.	64% of students will be at or above standard in English Language Arts as measured by Smarter Balanced Assessments.	67% of students will be at or above standard in English Language Arts as measured by Smarter Balanced Assessments.	70% of students will be at or above standard in English Language Arts as measured by Smarter Balanced Assessments.
Priority 4: State Indicator/Academic Indicator/Grades 3-8 mathematics SBAC results	84% of students are proficient in math in 8th grade as measured by Smarter Balanced Assessments.	87% of students, who have attended North Cow Creek for three years or more, will be proficient in math in 8th grade as measured by Smarter Balanced Assessments.	90% of students, who have attended North Cow Creek for three years or more, will be proficient in math in 8th grade as measured by Smarter Balanced Assessments.	Maintain 90% of students, who have attended North Cow Creek for three years or more, scoring proficient in 8th grade math as measured by Smarter Balanced Assessments.
Priority 7: Local Metric/Programs/services developed and provided to unduplicated pupils	96% of third grade students are reading at grade level who have attended North Cow Creek since Kindergarten as measured by AIMSweb.	Maintain 90% of third grade students reading at grade level who have attended North Cow Creek since Kindergarten as measured by AIMSweb.	Maintain 80% of third grade students reading at grade level as measured by AIMSweb.	Maintain 84% of third grade students reading at grade level as measured by AIMSweb.
Priority 8: Local Metric/Other student outcomes (Local Assessments, Interims, MAPs, etc.)	75% of students in the 5th grade are proficient with their math facts.	78% of students in 5th grade will be proficient with their math facts.	81% of students in 5th grade will be proficient with their math facts.	84% of students in 5th grade will be proficient with their math facts.

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

Modified Action

2017-18 Actions/Services

Staff will implement a newly adopted ELA program and ELA intervention program. Staff Development will focus on the successful implementation of the ELA program through Professional Development Days, collaboration during minimum days, and focused discussions during staff meetings. Staff will collaborate monthly and be involved in activities that build proficiency in the implementation of content standards and promoting students' success in meeting performance standards. Grades 6 - 8 and TK will pilot/adopt an ELA curriculum. Math workbooks will be purchased for students.

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

Modified Action

2018-19 Actions/Services

Continue implementation of the adopted ELA program. Staff Development will focus on the successful implementation of the ELA program through Professional Development Days, collaboration during minimum days, and focused discussions during staff meetings. ELA and math student workbooks will be purchased to support core curriculum.

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

Modified Action

2019-20 Actions/Services

Continue implementation of the adopted ELA program. Staff Development will focus on the successful implementation of the ELA program through Professional Development Days, collaboration during minimum days, and focused discussions during staff meetings. ELA and math student workbooks will be purchased to support core curriculum. Novels will also be purchased. Staff will be hired to support teachers in meeting the academic needs of Title 1 and Lower Performing students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$10,000	\$12,000	\$17,000
Source	Lottery	Lottery	Lottery
Budget Reference	4000-4999: Books And Supplies Purchase of English Language Arts Program	4000-4999: Books And Supplies Workbooks for Core Curriculum	4000-4999: Books And Supplies Workbooks for Core Curriculum/Teacher and class core curriculum for new 2/3 combination class.
Amount	\$33,500	\$5,000	\$10,000
Source	Base	Base	LCFF Base
Budget Reference	4000-4999: Books And Supplies Purchase of English Language Arts Program	4000-4999: Books And Supplies Supplemental material for ELA programs	4000-4999: Books And Supplies Supplemental materials for ELA & MA programs
Amount	\$11,500	\$1,667	\$6,000
Source	Lottery	Title I	Low Performing Student Grant
Budget Reference	4000-4999: Books And Supplies Instructional Materials for Math, Writing, Science	4000-4999: Books And Supplies Supplies and Materials for for ELA programs	4000-4999: Books And Supplies Leveled readers for grades 4-8
Amount	\$4,475	\$4,334	\$4,852
Source	Title I	Title I	Title I
Budget Reference	2000-2999: Classified Personnel Salaries Classified Aides for ELA Intervention Support	2000-2999: Classified Personnel Salaries Classified Aides for ELA Intervention Support	2000-2999: Classified Personnel Salaries Classified Aides for ELA Intervention Support
Amount	\$2,556	\$1,713	\$2,023
Source	Title I	Title I	Title I
Budget Reference	3000-3999: Employee Benefits Classified Benefits	3000-3999: Employee Benefits Classified Benefits	3000-3999: Employee Benefits Classified Benefits

Amount	\$8,400	\$12,603	\$9667
Source	Title I	Title I	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures Reading Coaches	5000-5999: Services And Other Operating Expenditures Reading Coaches	5000-5999: Services And Other Operating Expenditures Certificated Support for Title 1 Students
Amount		\$18,098	\$13333
Source		Lottery	Low Performing Student Grant
Budget Reference		5000-5999: Services And Other Operating Expenditures Purchase Online ELA Prgoram	1000-1999: Certificated Personnel Salaries Certificated Support for Low Performing Students

Action 2

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

Unchanged Action

Modified Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Provide supports to monitor student progress towards standards through AIMSWeb.

Provide supports to monitor student progress towards standards through AIMSWeb.

Provide supports to monitor student progress towards standards through I-Ready ELA and Math assessment and Instructional.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,800	\$2,190	\$6,000
Source	Supplemental	Supplemental	LCFF Base
Budget Reference	5000-5999: Services And Other Operating Expenditures Annual License Fee for Monitoring Students	5000-5999: Services And Other Operating Expenditures Annual License Fee for Monitoring Students	5000-5999: Services And Other Operating Expenditures Annual License Fee for assessment and instruction (i-Ready Math/ELA, Aimsweb)

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)

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

Budgeted Expenditures

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)

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

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

Students to be Served:

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

Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

Unchanged Action

Unchanged Action

2017-18 Actions/Services

Provide targeted intervention supports for students in Language Arts and Mathematics to ensure students are progressing towards grade level standards.

2018-19 Actions/Services

Provide targeted intervention supports for students in Language Arts and Mathematics to ensure students are progressing towards grade level standards.

2019-20 Actions/Services

Provide targeted intervention supports for students in Language Arts and Mathematics to ensure students are progressing towards grade level standards.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$28,671	\$7,266	\$7,779
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Certificated intervention teacher	1000-1999: Certificated Personnel Salaries Certificated intervention teacher	1000-1999: Certificated Personnel Salaries Certificated intervention teacher
Amount	\$15,638	\$24,217	\$26,154
Source	Supplemental	Supplemental	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries Classified Paraprofessionals	2000-2999: Classified Personnel Salaries Classified Paraprofessionals	2000-2999: Classified Personnel Salaries Classified Paraprofessionals

Amount	\$14,499	\$10,338	\$9,172
Source	Supplemental	Supplemental	Supplemental
Budget Reference	3000-3999: Employee Benefits Certificated and Classified Benefits	3000-3999: Employee Benefits Certificated and Classified Benefits	3000-3999: Employee Benefits Certificated and Classified Benefits
Amount	\$5,735	\$5,700	\$7,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures Online intervention programs for Reading and Writing	5000-5999: Services And Other Operating Expenditures Online intervention programs for Reading and Writing	5000-5999: Services And Other Operating Expenditures Online intervention programs for Reading and Writing
Amount		\$4,506	\$6,283
Source		Title I	Low Performing Student Grant
Budget Reference		4000-4999: Books And Supplies Intervention Supplies and Materials	4000-4999: Books And Supplies Intervention Supplies and Materials (including SIPPS)
Amount		\$10,000	\$6,000
Source		Base	Low Performing Student Grant
Budget Reference		4000-4999: Books And Supplies SIPPS Materials and Supplies	5000-5999: Services And Other Operating Expenditures SIPPS Training for K-3 staff
Amount			\$4,000
Source			Title I
Budget Reference			4000-4999: Books And Supplies Intervention materials for math

Amount			\$4,000
Source			Title I
Budget Reference			5800: Professional/Consulting Services And Operating Expenditures Professional development in math intervention

Action 5

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

Modified Action

Unchanged Action

2017-18 Actions/Services

Strengthen the PE program through appropriate equipment, training, lessons and by establishing integrated lessons/materials with the core curriculum areas (Language Arts, Mathematics, and Science) to insure students are meeting physical fitness standards.

2018-19 Actions/Services

Strengthen the PE program through appropriate equipment, training, lessons and by establishing integrated lessons/materials with the core curriculum areas (Language Arts, Mathematics, and Science) to insure students are meeting physical fitness standards. Review the

2019-20 Actions/Services

Strengthen the PE program through appropriate equipment, training, lessons and by establishing integrated lessons/materials with the core curriculum areas (Language Arts, Mathematics, and Science) to insure students are meeting physical fitness standards.

current program and consider any changes or new adoption.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2,000	\$5,000	\$5,000
Source	Base	Base	LCFF Base
Budget Reference	4000-4999: Books And Supplies Support Materials for Physical Education	4000-4999: Books And Supplies Support Materials for Physical Education	4000-4999: Books And Supplies Support Materials for Physical Education
Amount		\$2,000	\$3,000
Source		Base	Title IV
Budget Reference		1000-1999: Certificated Personnel Salaries Sub Release Time for PE Planning	4000-4999: Books And Supplies Support Materials for Physical Education
Amount		\$361	
Source		Base	
Budget Reference		3000-3999: Employee Benefits Benefits for Sub Release Time for PE Planning	

Action 6

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

Unchanged Action

Modified Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Ensure a proficient and skilled staff that is appropriately credentialed through competitive wage structures, retention of skilled teachers, focused professional growth, effective professional collaboration, and staff leadership involvement in the school improvement process.

Ensure a proficient and skilled staff that is appropriately credentialed through competitive wage structures, retention of skilled teachers, focused professional growth, effective professional collaboration, and staff leadership involvement in the school improvement process.

Ensure a proficient and skilled staff that is appropriately credentialed through competitive wage structures, retention of skilled teachers, focused professional growth, effective professional collaboration, and staff leadership involvement in the school improvement process.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$3,821	\$4,492	\$3,580
Source	Title II	Title II	Title II
Budget Reference	5000-5999: Services And Other Operating Expenditures Workshop & Conference Fees	5000-5999: Services And Other Operating Expenditures Workshop & Conference Fees	5000-5999: Services And Other Operating Expenditures Workshop & Conference Fees
Amount	\$1,755	\$1,500	\$7,000
Source	Supplemental	Supplemental	LCFF Base
Budget Reference	5000-5999: Services And Other Operating Expenditures Staff Development	5000-5999: Services And Other Operating Expenditures Staff Development	5000-5999: Services And Other Operating Expenditures Staff Development in Culture/PBIS/Peaceful Playground

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)

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

Unchanged Action

Modified Action

2017-18 Actions/Services

Support, maintain, and enhance the school environment through well maintained facilities and physical resources that promote pride within the school community and support effective teaching and learning.

2018-19 Actions/Services

Support, maintain, and enhance the school environment through well maintained facilities and physical resources that promote pride within the school community and support effective teaching and learning.

2019-20 Actions/Services

Support, maintain, and enhance the school environment through well maintained facilities and physical resources that promote pride within the school community and support effective teaching and learning.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$20,000	\$10,000	\$15,000
Source	Base	Base	LCFF Base
Budget Reference	4000-4999: Books And Supplies Maintenance Materials	4000-4999: Books And Supplies Maintenance Materials	4000-4999: Books And Supplies Maintenance Materials & Supplies

Amount	\$20,000	\$10,000	\$5,000
Source	Base	Base	LCFF Base
Budget Reference	5000-5999: Services And Other Operating Expenditures Facility Repairs	5000-5999: Services And Other Operating Expenditures Facility Repairs	5000-5999: Services And Other Operating Expenditures Facility Repairs
Amount		\$67,000	\$50,000
Source		Base	LCFF Base
Budget Reference		6000-6999: Capital Outlay Capital Facility Projects	6000-6999: Capital Outlay Capital Facility Projects (Maintenance Plan)

Action 8

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

Foster Youth
Low Income

Scope of Services:

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

Location(s):

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

Actions/Services

Budgeted Expenditures

Action 9

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

Students to be Served:

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

[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]

All

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

Budgeted Expenditures

Action 10

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

Foster Youth
Low Income

Scope of Services:

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

Location(s):

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

Actions/Services

Budgeted Expenditures

Action 11

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

Budgeted Expenditures

Action 12

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

Budgeted Expenditures

Action 13

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

Budgeted Expenditures

Action 14

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

Budgeted Expenditures

Action 15

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

Budgeted Expenditures

Action 16

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

Budgeted Expenditures

Action 17

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

Budgeted Expenditures

Action 18

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

Budgeted Expenditures

Action 19

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

Budgeted Expenditures

Action 20

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

Budgeted Expenditures

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

Goal 2

All members of the school community (parents, staff, students) will actively participate in supporting the academic, social, and behavior goals of students that address academic standards, 21st century learning outcomes, and leadership capacity.

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)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

- a. The district needs to ensure parents have the resources and information necessary to support the learning of their students.
- b. The district needs to ensure students have access to resources that help them develop 21st century learning skills; resources address the specific skills/talents of students, and opportunities for students to integrate learning in meaningful ways.
- c. The district needs to ensure staff receive targeted professional development in the core curricular areas, in addressing the social/emotional needs of students, and in helping students develop the skills they will need to be successful in high school, college, and beyond.
- d. The district needs to ensure staff, students, and parents are appropriately involved in all phases of developing a positive and effective learning environment.
- e. The district needs to ensure a safe and supportive school environment is in place that supports the social, emotional and academic growth of students.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 3: Local Indicator/Parent Involvement/Local Evaluation Tool	89.5% of parents of pupils received information on how they can support their child in meeting academic goals.	95% of parents of pupils will receive information on how they can support their child in meeting academic goals.	95% of parents of pupils will receive information on how they can support their child in meeting academic goals.	95% of parents of pupils will receive information on how they can support their child in meeting academic goals.
Priority 7: Local Metric/A broad course of study	100% of students participated in a course of study that addresses their academic and extra curricular interests.	100% of students will participate in a course of study that addresses their academic and extra curricular interests.	100% of students will participate in a course of study that addresses their academic and extra curricular interests.	100% of students will participate in a course of study that addresses their academic and extra curricular interests.
Priority 5: Local Metric/Student Engagement/School attendance rates	96.8% average daily attendance	Maintain 96.8% school average daily attendance	Maintain 96.8% school average daily attendance	Maintain 96.8% school average daily attendance
Priority 5: State Indicator/Student Engagement/Chronic absenteeism rates	5% Chronic absenteeism rate	Decrease chronic absenteeism to less than 5%	Maintain chronic absenteeism to less than 4%	Maintain chronic absenteeism to less than 4%
Priority 5: Local Metric/Middle school dropout rate	0% dropout rate of middle school students	Maintain 0% dropout rate of middle school students	Maintain 0% dropout rate of middle school students	Maintain 0% dropout rate of middle school students
Priority 6: State Indicator/Student Suspension Indicator	1.5% Suspension rate	Maintain less than 2%	Maintain less than 2%	Maintain less than 2%
Priority 6: Local Metric/Expulsion rate	0% expulsion rate of students	Maintain 0% expulsion rate	Maintain 0% expulsion rate	Maintain 0% expulsion rate
Priority 8: Local Metric/Other student outcomes (Local Assessments, Interims, MAPs, etc.)	84.4% of parents indicated a positive response on the perceived safety and school connectedness.	90% of parents, students, and staff will indicate a positive response on the perceived safety and school connectedness.	90% of parents, students, and staff will indicate a positive response on the perceived safety and school connectedness.	90% of parents, students, and staff will indicate a positive response on the perceived safety and school connectedness.

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

Enhance parent engagement through improved communications between school and home. Provide academic supports to parents that allow them to become effective partners with the school in helping their child achieve academic goals. The participation of parents of unduplicated students and students with exceptional needs will be promoted through parent/teacher conferences, Student Study Team meetings, IEP meetings, and progress reports.

2018-19 Actions/Services

Enhance parent engagement through improved communications between school and home. Provide academic supports to parents that allow them to become effective partners with the school in helping their child achieve academic goals. The participation of parents of unduplicated students and students with exceptional needs will be promoted through parent/teacher conferences, Student Study Team meetings, IEP meetings, and progress reports. Develop and maintain a

2019-20 Actions/Services

Enhance parent engagement through improved communications between school and home. Provide academic supports to parents that allow them to become effective partners with the school in helping their child achieve academic goals. The participation of parents of unduplicated students and students with exceptional needs will be promoted through parent/teacher conferences, Student Study Team meetings, IEP meetings, and progress reports. Develop and maintain a

lending library of curriculum resources for parents to check out and utilize at home.

lending library of curriculum resources for parents to check out and utilize at home.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$3,275	\$1,275	\$1,275
Source	Base	Base	LCFF Base
Budget Reference	5000-5999: Services And Other Operating Expenditures SharpSchool (Web/App/Phone)	5000-5999: Services And Other Operating Expenditures SharpSchool (Web/App/Phone)	5000-5999: Services And Other Operating Expenditures SharpSchool (Web/App/Phone)
Amount		\$2,000	\$500
Source		Supplemental	LCFF Base
Budget Reference		4000-4999: Books And Supplies Lending Library for ELA/MA created for parent access to support home learning activities	4000-4999: Books And Supplies Support materials for parents to support SST recommendations

Action 2

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action	Modified Action	Modified Action
------------------	-----------------	-----------------

2017-18 Actions/Services

Staff will utilize effective strategies for building social and academic skills that build within students the capacity to set and achieve personal goals, interact positively with others, and make positive contributions to their school and community.

2018-19 Actions/Services

Staff will utilize effective strategies for building social and academic skills that build within students the capacity to set and achieve personal goals, interact positively with others, and make positive contributions to their school and community.

2019-20 Actions/Services

Staff will utilize effective strategies for building social and academic skills that build within students the capacity to set and achieve personal goals, interact positively with others, and make positive contributions to their school and community.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$500	\$500	\$1,000
Source	Base	Base	LCFF Base
Budget Reference	4000-4999: Books And Supplies Professional Development Resources & Supplies	4000-4999: Books And Supplies Professional Development Resources & Supplies	4000-4999: Books And Supplies Resources and Supplies for counseling groups
Amount	\$1,500	\$1,500	\$500
Source	Base	Base	LCFF Base
Budget Reference	5000-5999: Services And Other Operating Expenditures Staff Development	5000-5999: Services And Other Operating Expenditures Staff Development	5000-5999: Services And Other Operating Expenditures Staff Development for counselor
Amount		\$11,120	\$5,745
Source		Supplemental	Supplemental
Budget Reference		5000-5999: Services And Other Operating Expenditures Contracted services for a .1 FTE counselor	5000-5999: Services And Other Operating Expenditures Contracted services for a .2 FTE counselor

Amount			\$10,485
Source			LCFF Base
Budget Reference			5000-5999: Services And Other Operating Expenditures Contracted services for a .2 FTE counselor

Action 3

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Modified Action

Modified Action

Unchanged Action

2017-18 Actions/Services

Student engagement within a Broad Course of Study will be enhanced through supplemental activities that integrate the core curriculum areas, help students make personal connections with their learning and possible career/college choices, 21st century learning skills, STEAM, small group activities, and online courses.

2018-19 Actions/Services

Student engagement within a Broad Course of Study will be enhanced through supplemental activities that integrate the core curriculum areas, help students make personal connections with their learning and possible career/college choices, 21st century learning skills, STEAM, small group activities, and online courses.

2019-20 Actions/Services

Student engagement within a Broad Course of Study will be enhanced through supplemental activities that integrate the core curriculum areas, help students make personal connections with their learning and possible career/college choices, 21st century learning skills, STEAM, small group activities, and online courses.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2,000	\$10,000	\$10,000
Source	Base	Base	LCFF Base
Budget Reference	4000-4999: Books And Supplies Supplies & Materials for STEAM Related Activities	4000-4999: Books And Supplies Supplies & Materials for STEAM Related Activities	4000-4999: Books And Supplies Supplies & Materials for STEAM Related Activities
Amount	\$16,000	\$16,000	\$16,000
Source	Base	Base	LCFF Base
Budget Reference	4000-4999: Books And Supplies Class chromebook set for 6th and 7th grades	4000-4999: Books And Supplies Class chromebook set for 4th and 5th grades.	4000-4999: Books And Supplies Class chromebook set for 2nd & 3rd Grade
Amount	\$1,700		\$1,620
Source	Base		LCFF Base
Budget Reference	5000-5999: Services And Other Operating Expenditures 7th-8th grade access to Discovery Science		5000-5999: Services And Other Operating Expenditures 7th-8th grade access to Discovery Science (3 year purchase)
Amount		\$24,748	\$26,642
Source		Supplemental	Supplemental
Budget Reference		1000-1999: Certificated Personnel Salaries Music Teacher Salary	1000-1999: Certificated Personnel Salaries Music Teacher Salary
Amount		\$4,437	\$7,481
Source		Supplemental	Supplemental
Budget Reference		3000-3999: Employee Benefits Music Teacher Benefits	3000-3999: Employee Benefits Music Teacher Benefits

Amount		\$1,120	\$1,000
Source		Supplemental	LCFF Base
Budget Reference		4000-4999: Books And Supplies Materials and Supplies for Music Program	4000-4999: Books And Supplies Materials and Supplies for Music Program

Action 4

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

Unchanged Action

Modified Action

2017-18 Actions/Services

Technology resources and supports will be utilized by staff and students to augment the delivery of curriculum and provide access to 21st Century learning opportunities. The technology coordinator will support staff insuring appropriate access by unduplicated students and students with exceptional needs in the use of these resources and the use of these

2018-19 Actions/Services

Technology resources and supports will be utilized by staff and students to augment the delivery of curriculum and provide access to 21st Century learning opportunities. The technology coordinator will support staff insuring appropriate access by unduplicated students and students with exceptional needs in the use of these resources and the use of these

2019-20 Actions/Services

Technology resources and supports will be utilized by staff and students to augment the delivery of curriculum and provide access to 21st Century learning opportunities. The technology coordinator will support staff insuring appropriate access by unduplicated students and students with exceptional needs in the use of these resources and the use of these

resources to help the students access the prescribed curriculum.

resources to help the students access the prescribed curriculum.

resources to help the students access the prescribed curriculum.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$6,500	\$7,000	\$2,000
Source	Base	Base	LCFF Base
Budget Reference	5000-5999: Services And Other Operating Expenditures Licenses and Subscriptions to related services	5000-5999: Services And Other Operating Expenditures Licenses and Subscriptions to related services	5000-5999: Services And Other Operating Expenditures Licenses and Subscriptions to related services
Amount	\$12,623	\$13,042	\$14,763
Source	Supplemental	Supplemental	LCFF Base
Budget Reference	2000-2999: Classified Personnel Salaries Technology Coordinator	2000-2999: Classified Personnel Salaries Technology Coordinator	2000-2999: Classified Personnel Salaries Technology Coordinator
Amount	\$5,720	\$6,133	\$7,521
Source	Supplemental	Supplemental	LCFF Base
Budget Reference	3000-3999: Employee Benefits Technology Coordinator Benefits	3000-3999: Employee Benefits Technology Coordinator Benefits	3000-3999: Employee Benefits Technology Coordinator Benefits
Amount	\$22,441	\$23,186	\$26,246
Source	Lottery	Lottery	Lottery
Budget Reference	2000-2999: Classified Personnel Salaries Technology Coordinator	2000-2999: Classified Personnel Salaries Technology Coordinator	2000-2999: Classified Personnel Salaries Technology Coordinator
Amount	\$10,167	\$10,901	\$13,367
Source	Lottery	Lottery	Lottery
Budget Reference	3000-3999: Employee Benefits Technology Coordinator Benefits	3000-3999: Employee Benefits Technology Coordinator Benefits	3000-3999: Employee Benefits Technology Coordinator Benefits

Amount			\$20,000
Source			LCFF Base
Budget Reference			4000-4999: Books And Supplies Computer Lab Upgrade to Innovation Lab. Purchase of tables, equipment, and STEM kits.

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)

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

Budgeted Expenditures

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)

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

Budgeted Expenditures

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)

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

Budgeted Expenditures

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)

Actions/Services

Budgeted Expenditures

Action 9

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

Budgeted Expenditures

Action 10

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

Budgeted Expenditures

Action 11

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

Budgeted Expenditures

Action 12

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

Budgeted Expenditures

Action 13

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

Budgeted Expenditures

Action 14

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

Budgeted Expenditures

Action 15

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

Budgeted Expenditures

Action 16

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

Budgeted Expenditures

Action 17

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

Budgeted Expenditures

Action 18

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

Budgeted Expenditures

Action 19

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

Budgeted Expenditures

Action 20

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

Budgeted Expenditures

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds

\$89,973

Percentage to Increase or Improve Services

4.23%

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

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

NCCS, which is a single-school district, does not receive Concentration Grant funds. The Supplemental funds will be principally directed towards unduplicated students, including low income, foster and homeless youth, depending on grade level, are monitored, using a research based assessment, in letter naming and sounds, non-sense words, reading fluency, and comprehension, math facts and math for a minimum of three times in each school year and that students falling in the intervention areas for each assessment will be provided with appropriate services to achieve at grade level or to make progress toward closing the achievement gap. The primary assessment utilized is i-Ready. Curriculum-based assessments are also utilized along with state assessment data. Additional services are provided through targeted intervention within the Learning Center, access to the online programs (https://ies.ed.gov/ncee/edlabs/regions/appalachia/pdf/REL_2014015.pdf) , and the SIPPS program (<https://ies.ed.gov/ncee/wwc/literacyresources3>) . A certificated curriculum director has been hired to work with grade level teachers as we strengthen small group Tier I and Tier II interventions within the classroom provided by the classroom teacher and paraprofessional assistance (https://ies.ed.gov/ncee/edlabs/regions/northwest/pdf/REL_2007005_sum.pdf). This individual will specifically target Title 1, Low Performing, and EL students and monitor their progress in meeting standards. Providing direct intervention services insures the most effective level of service to unduplicated students in that students will receive targeted instruction through the learning center and the classroom teacher receives support through collaboration and resources. A counselor will be available for 1 day each week to assist staff and students needing behavioral interventions. A music program (https://ies.ed.gov/ncee/wwc/Docs/practiceguide/wwc_empg_numbers_020714.pdf) is funded to support a broad course of study and a parent lending library (https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_curiosity_010609.pdf) created for parents to check out materials to use with their child at home to support learning.

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

\$113,811

Percentage to Increase or Improve Services

5.67%

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).

NCCS, which is a single-school district, does not receive Concentration Grant funds. The Supplemental funds will be principally directed towards unduplicated students, including low income, foster and homeless youth, depending on grade level, are monitored, using a research based assessment, in letter naming and sounds, non-sense words, reading fluency, and comprehension, math facts and math for a minimum of three times in each school year and that students falling in the intervention areas for each assessment will be provided with appropriate services to achieve at grade level or to make progress toward closing the achievement gap. The primary assessment utilized is AIMSweb. Curriculum-based assessments are also utilized along with state assessment data. Additional services are provided through targeted intervention within the Learning Center, access to the online programs (https://ies.ed.gov/ncee/edlabs/regions/appalachia/pdf/REL_2014015.pdf) , and the SIPPS program (<https://ies.ed.gov/ncee/wwc/literacyresources3>) . Reading Coaches will be working with grade level teachers as we strengthen small group Tier I and Tier II interventions within the classroom provided by the classroom teacher and paraprofessional assistance (https://ies.ed.gov/ncee/edlabs/regions/northwest/pdf/REL_2007005_sum.pdf). Providing direct intervention services insures the most effective level of service to unduplicated students in that students will receive targeted instruction through the learning center and the

classroom teacher receives support through collaboration and resources. A counselor will be available for 1/2 day each week to assist staff and students needing behavioral interventions. A music program (https://ies.ed.gov/ncee/wwc/Docs/practiceguide/wwc_empg_numbers_020714.pdf) is funded to support a broad course of study and a parent lending library (https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_curiosity_010609.pdf) created for parents to check out materials to use with their child at home to support learning.

LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$86462

4.54%

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).

NCCS, which is a single-school district, does not receive Concentration Grant funds. The Supplemental funds will be principally directed towards unduplicated students, including low income, foster and homeless youth, depending on grade level, are monitored, using a research based assessment, in letter naming and sounds, non-sense words, reading fluency, and comprehension, math facts and math for a minimum of two times in each school year and that students falling in the intervention areas for each assessment will be provided with appropriate services to achieve at grade level or to make progress toward closing the achievement gap. The primary assessment utilized is AIMSweb. Curriculum-based assessments are also utilized along with state assessment data. Additional services are provided through targeted intervention within the Learning Center by a .4FTE intervention teacher, access to the online iStation program for students in grades 1-3, and the SIPPS program. Reading Coaches will be working with grade level teachers as we strengthen small group Tier I interventions within the classroom provided by the classroom teacher and paraprofessional assistance. Providing direct intervention services by an intervention teacher insures the most effective level of service to unduplicated students in that students will receive targeted instruction through the learning center and the classroom teacher receives support through collaboration and resources provided by the intervention teacher.



Addendum

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

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

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

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

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

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

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

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

Plan Summary

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

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

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

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

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

Comprehensive Support and Improvement

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

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

Annual Update

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

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

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

Stakeholder Engagement

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

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

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

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

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

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

Location(s)

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

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

Actions/Services

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

New/Modified/Unchanged:

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

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

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

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

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

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

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

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

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

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

Priority 2: Implementation of State Standards addresses:

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

Priority 3: Parental Involvement addresses:

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

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

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

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

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

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

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

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

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

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

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

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

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

Local Priorities address:

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

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

- (a) “Chronic absenteeism rate” shall be calculated as follows:
 - (1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:
 - (A) enrolled less than 31 days
 - (B) enrolled at least 31 days but did not attend at least one day
 - (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:
 - (i) are enrolled in a Non-Public School
 - (ii) receive instruction through a home or hospital instructional setting
 - (iii) are attending a community college full-time.
 - (2) The number of students who meet the enrollment requirements.
 - (3) Divide (1) by (2).
- (b) “High school dropout rate” shall be calculated as follows:
 - (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
 - (2) The total number of cohort members.
 - (3) Divide (1) by (2).
- (c) “High school graduation rate” shall be calculated as follows:
 - (1) For a 4-Year Cohort Graduation Rate:
 - (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.
 - (B) The total number of students in the cohort.
 - (C) Divide (1) by (2).
 - (2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:
 - (A) The number of students who either graduated as grade 11 students or who earned any of the following:
 - (i) a regular high school diploma
 - (ii) a High School Equivalency Certificate
 - (iii) an adult education diploma
 - (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.
 - (B) The number of students in the DASS graduation cohort.
 - (C) Divide (1) by (2).
- (d) “Suspension rate” shall be calculated as follows:
 - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).
- (e) “Expulsion rate” shall be calculated as follows:
 - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

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

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

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

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

Guiding Questions: Goals, Actions, and Services

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

Prepared by the California Department of Education, January 2019

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	352,947.00	331,488.49	266,776.00	352,947.00	393,988.00	1,013,711.00
Base	145,636.00	0.00	106,975.00	145,636.00	0.00	252,611.00
LCFF Base	0.00	113,673.76	0.00	0.00	184,664.00	184,664.00
LCFF Supplemental and Concentration	0.00	117,114.20	0.00	0.00	0.00	0.00
Lottery	64,185.00	72,976.03	54,108.00	64,185.00	56,613.00	174,906.00
Low Performing Student Grant	0.00	0.00	0.00	0.00	31,616.00	31,616.00
Supplemental	113,811.00	0.00	86,441.00	113,811.00	89,973.00	290,225.00
Title I	24,823.00	23,885.73	15,431.00	24,823.00	24,542.00	64,796.00
Title II	4,492.00	3,838.77	3,821.00	4,492.00	3,580.00	11,893.00
Title IV	0.00	0.00	0.00	0.00	3,000.00	3,000.00

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

Total Expenditures by Object Type						
Object Type	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	352,947.00	331,488.49	266,776.00	352,947.00	393,988.00	1,013,711.00
1000-1999: Certificated Personnel Salaries	34,014.00	33,304.37	28,671.00	34,014.00	47,754.00	110,439.00
2000-2999: Classified Personnel Salaries	64,779.00	67,495.00	55,177.00	64,779.00	72,015.00	191,971.00
3000-3999: Employee Benefits	33,883.00	34,466.22	32,942.00	33,883.00	39,564.00	106,389.00
4000-4999: Books And Supplies	77,793.00	75,292.19	95,500.00	77,793.00	114,783.00	288,076.00
5000-5999: Services And Other Operating Expenditures	75,478.00	64,181.71	54,486.00	75,478.00	65,872.00	195,836.00
5800: Professional/Consulting Services And Operating Expenditures	0.00	0.00	0.00	0.00	4,000.00	4,000.00
6000-6999: Capital Outlay	67,000.00	56,749.00	0.00	67,000.00	50,000.00	117,000.00

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

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	352,947.00	331,488.49	266,776.00	352,947.00	393,988.00	1,013,711.00
1000-1999: Certificated Personnel Salaries	Base	2,000.00	0.00	0.00	2,000.00	0.00	2,000.00
1000-1999: Certificated Personnel Salaries	LCFF Base	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental and Concentration	0.00	33,304.37	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Low Performing Student Grant	0.00	0.00	0.00	0.00	13,333.00	13,333.00
1000-1999: Certificated Personnel Salaries	Supplemental	32,014.00	0.00	28,671.00	32,014.00	34,421.00	95,106.00
2000-2999: Classified Personnel Salaries	LCFF Base	0.00	0.00	0.00	0.00	14,763.00	14,763.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental and Concentration	0.00	38,119.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Lottery	23,186.00	24,995.00	22,441.00	23,186.00	26,246.00	71,873.00
2000-2999: Classified Personnel Salaries	Supplemental	37,259.00	0.00	28,261.00	37,259.00	26,154.00	91,674.00
2000-2999: Classified Personnel Salaries	Title I	4,334.00	4,381.00	4,475.00	4,334.00	4,852.00	13,661.00
3000-3999: Employee Benefits	Base	361.00	0.00	0.00	361.00	0.00	361.00
3000-3999: Employee Benefits	LCFF Base	0.00	0.00	0.00	0.00	7,521.00	7,521.00
3000-3999: Employee Benefits	LCFF Supplemental and Concentration	0.00	21,388.22	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits	Lottery	10,901.00	11,477.00	10,167.00	10,901.00	13,367.00	34,435.00
3000-3999: Employee Benefits	Supplemental	20,908.00	0.00	20,219.00	20,908.00	16,653.00	57,780.00
3000-3999: Employee Benefits	Title I	1,713.00	1,601.00	2,556.00	1,713.00	2,023.00	6,292.00
4000-4999: Books And Supplies	Base	56,500.00	0.00	74,000.00	56,500.00	0.00	130,500.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
4000-4999: Books And Supplies	LCFF Base	0.00	44,870.41	0.00	0.00	78,500.00	78,500.00
4000-4999: Books And Supplies	LCFF Supplemental and Concentration	0.00	11,901.61	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Lottery	12,000.00	14,416.44	21,500.00	12,000.00	17,000.00	50,500.00
4000-4999: Books And Supplies	Low Performing Student Grant	0.00	0.00	0.00	0.00	12,283.00	12,283.00
4000-4999: Books And Supplies	Supplemental	3,120.00	0.00	0.00	3,120.00	0.00	3,120.00
4000-4999: Books And Supplies	Title I	6,173.00	4,103.73	0.00	6,173.00	4,000.00	10,173.00
4000-4999: Books And Supplies	Title IV	0.00	0.00	0.00	0.00	3,000.00	3,000.00
5000-5999: Services And Other Operating Expenditures	Base	19,775.00	0.00	32,975.00	19,775.00	0.00	52,750.00
5000-5999: Services And Other Operating Expenditures	LCFF Base	0.00	12,054.35	0.00	0.00	33,880.00	33,880.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental and Concentration	0.00	12,401.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Lottery	18,098.00	22,087.59	0.00	18,098.00	0.00	18,098.00
5000-5999: Services And Other Operating Expenditures	Low Performing Student Grant	0.00	0.00	0.00	0.00	6,000.00	6,000.00
5000-5999: Services And Other Operating Expenditures	Supplemental	20,510.00	0.00	9,290.00	20,510.00	12,745.00	42,545.00
5000-5999: Services And Other Operating Expenditures	Title I	12,603.00	13,800.00	8,400.00	12,603.00	9,667.00	30,670.00
5000-5999: Services And Other Operating Expenditures	Title II	4,492.00	3,838.77	3,821.00	4,492.00	3,580.00	11,893.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	0.00	0.00	0.00	0.00	4,000.00	4,000.00
6000-6999: Capital Outlay	Base	67,000.00	0.00	0.00	67,000.00	0.00	67,000.00
6000-6999: Capital Outlay	LCFF Base	0.00	56,749.00	0.00	0.00	50,000.00	50,000.00

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

Total Expenditures by Goal

Goal	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	219,985.00	205,144.68	184,350.00	219,985.00	227,843.00	632,178.00
Goal 2	132,962.00	126,343.81	82,426.00	132,962.00	166,145.00	381,533.00
Goal 3			0.00	0.00	0.00	0.00
Goal 4			0.00	0.00	0.00	0.00
Goal 5			0.00	0.00	0.00	0.00

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

2019-20 Local Control and Accountability Plan (LCAP) Budget Overview for Parents Input Form

Required Prompts(s)	Response(s)
Local Educational Agency (LEA) Name: Enter the LEA name	North Cow Creek Elementary School District
CDS Code: Enter the County District School (CDS) code for the LEA (14 digits)	45700786050421
LEA Contact Information: Enter the name, phone number, and email of the LEA's contact	Kevin Kurtz, Superintendent
Coming LCAP Year: Enter the upcoming fiscal year for which the LCAP will be adopted using this format: 20XX-XX	2019-20
Current LCAP Year: Enter the current fiscal year for which the previous LCAP was adopted using this format: 20XX-XX	2018-19

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2019-20 LCAP Year	Amount
Total LCFF Funds Enter the total amount of LCFF funds the LEA estimates it will receive in the LCAP Year.	\$2,234,520
LCFF Supplemental & Concentration Grants Enter the total amount of LCFF supplemental & concentration grants the LEA estimates it will receive	\$89,973
All Other State Funds Enter the total amount of other state funds (excluding LCFF funds) the LEA estimates it will receive	\$138,148
All Local Funds Enter the total amount of local funds and entitlements the LEA estimates it will receive	\$182,451
All Federal Funds Enter the total amount of federal funds (including all Every Student Succeeds Act Title funds)	\$101,521
Total Projected Revenue There is no entry required as the total is calculated for you	\$2,656,639

Total Budgeted Expenditures for the 2019-20 LCAP Year	Amount
Total Budgeted General Fund Expenditures Enter the total budgeted General Fund expenditures for the Coming LCAP year	\$2,735,228
Total Budgeted Expenditures in LCAP Enter the total amount of budgeted expenditures included in the LCAP for the Coming LCAP Year	\$393,988
Total Budgeted Expenditures for High Needs Students in LCAP Enter the total amount of budgeted expenditures for planned actions and services included in the LCAP for the Coming LCAP Year that contribute to increasing or improving services for unduplicated students	\$89,973
Expenditures Not in the LCAP	\$2341240

Expenditures for High Needs Students in the 2018-19 LCAP Year	Amount
Total Budgeted Expenditures for High Needs Students in the LCAP Enter the total of the budgeted expenditures, from all fund sources, that are identified as contributing to the increased or improved services for unduplicated students included in the current LCAP year	\$113,811
Estimated Actual Expenditures for High Needs Students in LCAP Enter the total of the estimated actual expenditures (from all fund sources) associated with the actions/services that are identified as contributing to increasing or improving services for unduplicated students as reflected in the Annual Update in the current LCAP year	\$117,114

Funds for High Needs Students	Amount
2019-20 Difference in Projected Funds and Budgeted Expenditures	\$0
2018-19 Difference in Budgeted and Actual Expenditures	\$3303

Required Prompts(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the LCAP year not included in the LCAP.	Expenditures that are not included in the LCAP are primarily operational costs that contribute to the schools overall function: <ol style="list-style-type: none"> 1. Staff salaries of regular and resource specialist teachers, administrators and classified staff such as custodian, secretaries and aides (\$1,292,199) 2. Benefit costs for salaries such as PERS, STRS, Medical, Dental & Vision Insurance (\$553,616) 3. Instructional and general supplies such as paper, pencils, toner, parts and other miscellaneous items (\$44,180) 4. Contracted services for speech, nursing, psych, counseling, and community day school (\$196,175) 5. Travel and conference, other services and communications, phone/internet services and utility costs (\$146,632) 6. Fees and Licenses (\$81,338) 7. Insurance - liability and auto (\$19,600) 8. Special Education Transportation (\$7,500)
The amount budgeted to increase or improve services for high needs students in 2019-20 is less than the projected revenue of LCFF supplemental and concentration grants for 2019-20. Provide a brief description of how the actions/services in the LCAP will meet the requirement to improve services for high needs students.	Additional services are provided through targeted intervention within the Learning Center, access to the online programs, and the SIPPS program. A certificated curriculum director has been hired to work with grade level teachers as we strengthen small group Tier I and Tier II interventions within the classroom provided by the classroom teacher and paraprofessional assistance. This individual will specifically target Title 1, Low Performing, and EL students and monitor their progress in meeting standards. Providing direct intervention services insures the most effective level of service to unduplicated students in that students will receive targeted instruction through the learning center and the classroom teacher receives support through collaboration and resources. A counselor will be available for 1 day each week to assist staff and students needing behavioral interventions.
The total estimated actual expenditures for actions and services to increase or improve services for high needs students in 2018-19 is less than the total budgeted expenditures for those planned actions and services. Briefly describe how this difference impacted the actions and services and the overall increased or improved services for high needs students in 2018-19.	Provided targeted intervention supports for students in Language Arts and Mathematics to ensure students are progressing towards grade level standards.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: North Cow Creek Elementary School District

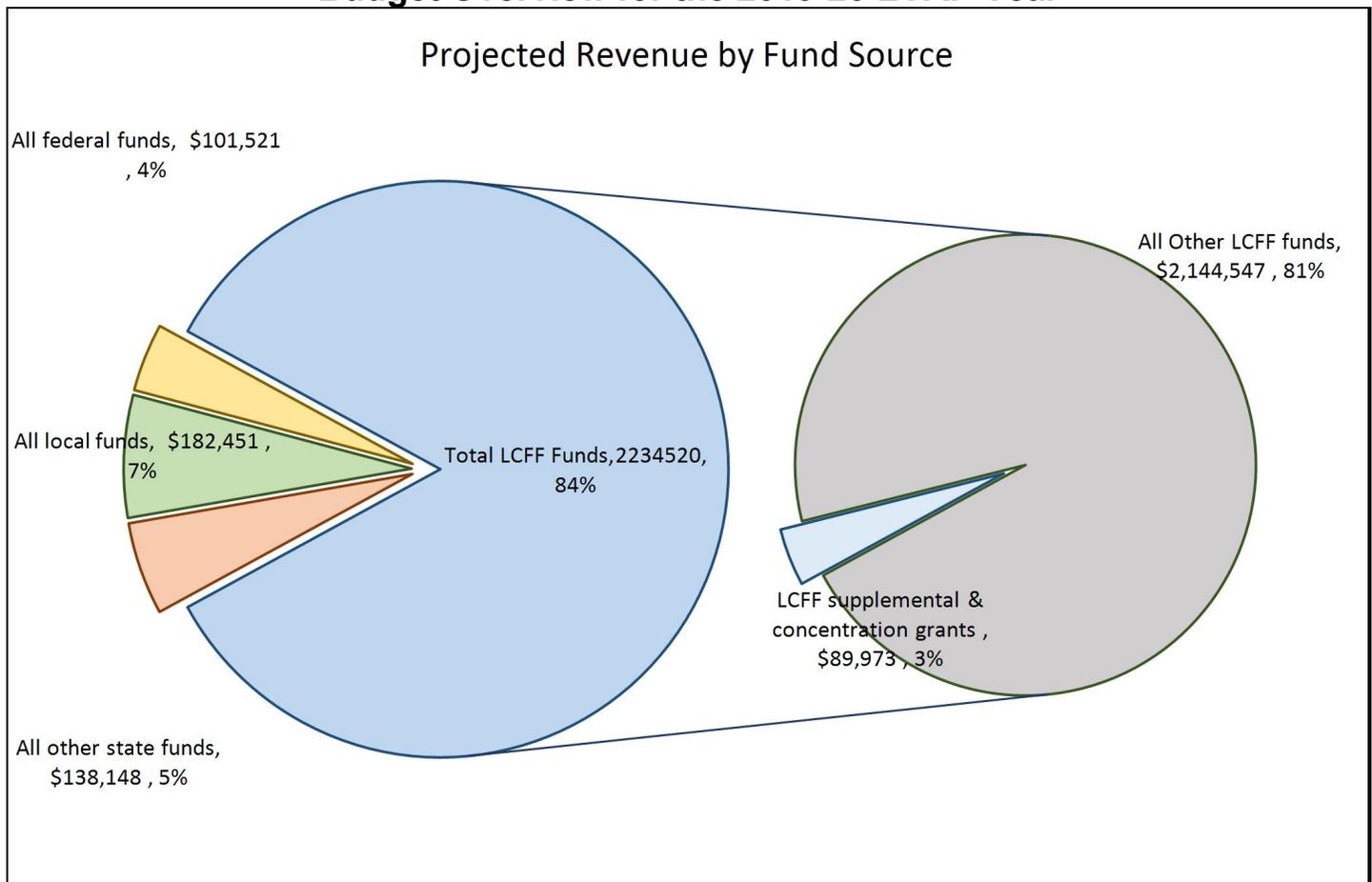
CDS Code: 45700786050421

Local Control and Accountability Plan (LCAP) Year: 2019-20

LEA contact information: Kevin Kurtz, Superintendent

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

Budget Overview for the 2019-20 LCAP Year

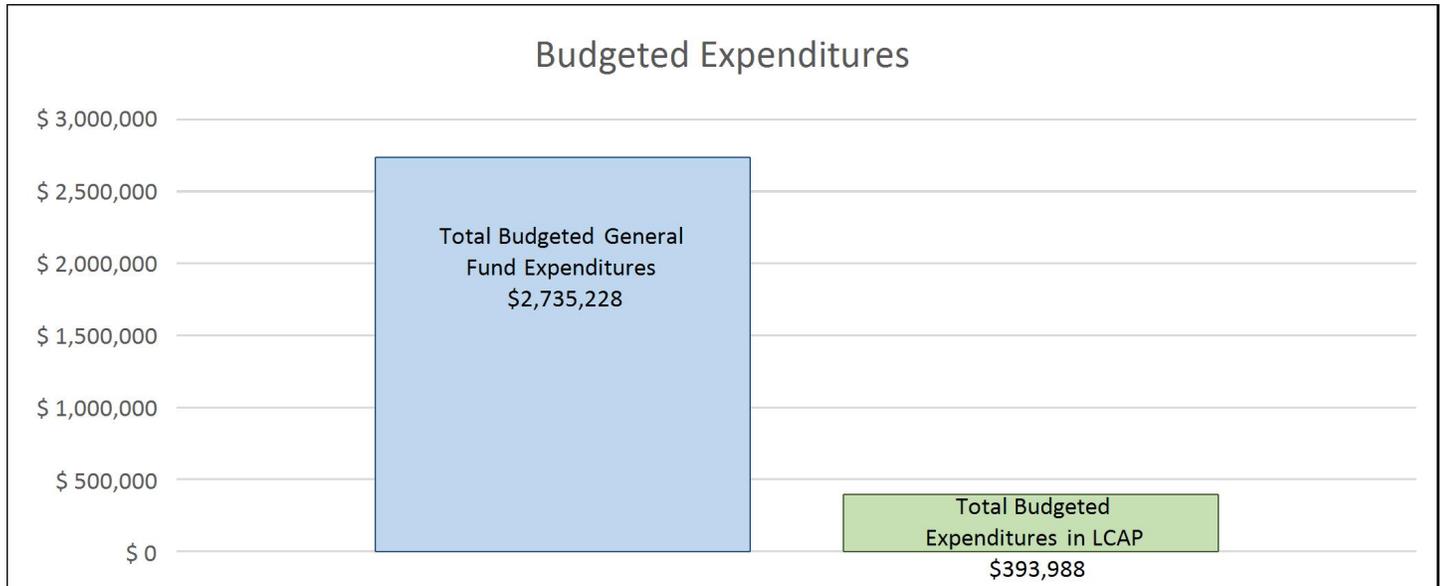


This chart shows the total general purpose revenue North Cow Creek Elementary School District expects to receive in the coming year from all sources.

The total revenue projected for North Cow Creek Elementary School District is \$2,656,639, of which \$2,234,519 is Local Control Funding Formula (LCFF), \$138,148 is other state funds, \$182,451 is local funds, and \$101,521 is federal funds. Of the \$2,234,519 in LCFF Funds, \$89,973 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



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

North Cow Creek Elementary School District plans to spend \$2,735,228 for the 2019-20 school year. Of that amount, \$393,988 is tied to actions/services in the LCAP and \$2,341,240 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Expenditures that are not included in the LCAP are primarily operational costs that contribute to the schools overall function:

1. Staff salaries of regular and resource specialist teachers, administrators and classified staff such as custodian, secretaries and aides (\$1,292,199)
2. Benefit costs for salaries such as PERS, STRS, Medical, Dental & Vision Insurance (\$553,616)
3. Instructional and general supplies such as paper, pencils, toner, parts and other miscellaneous items (\$44,180)
4. Contracted services for speech, nursing, psych, counseling, and community day school (\$196,175)
5. Travel and conference, other services and communications, phone/internet services and utility costs (\$146,632)
6. Fees and Licenses (\$81,338)
7. Insurance - liability and auto (\$19,600)
8. Special Education Transportation (\$7,500)

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

In 2019-20, North Cow Creek Elementary School District is projecting it will receive \$89,973 based on the enrollment of foster youth, English learner, and low-income students. North Cow Creek Elementary School District must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it

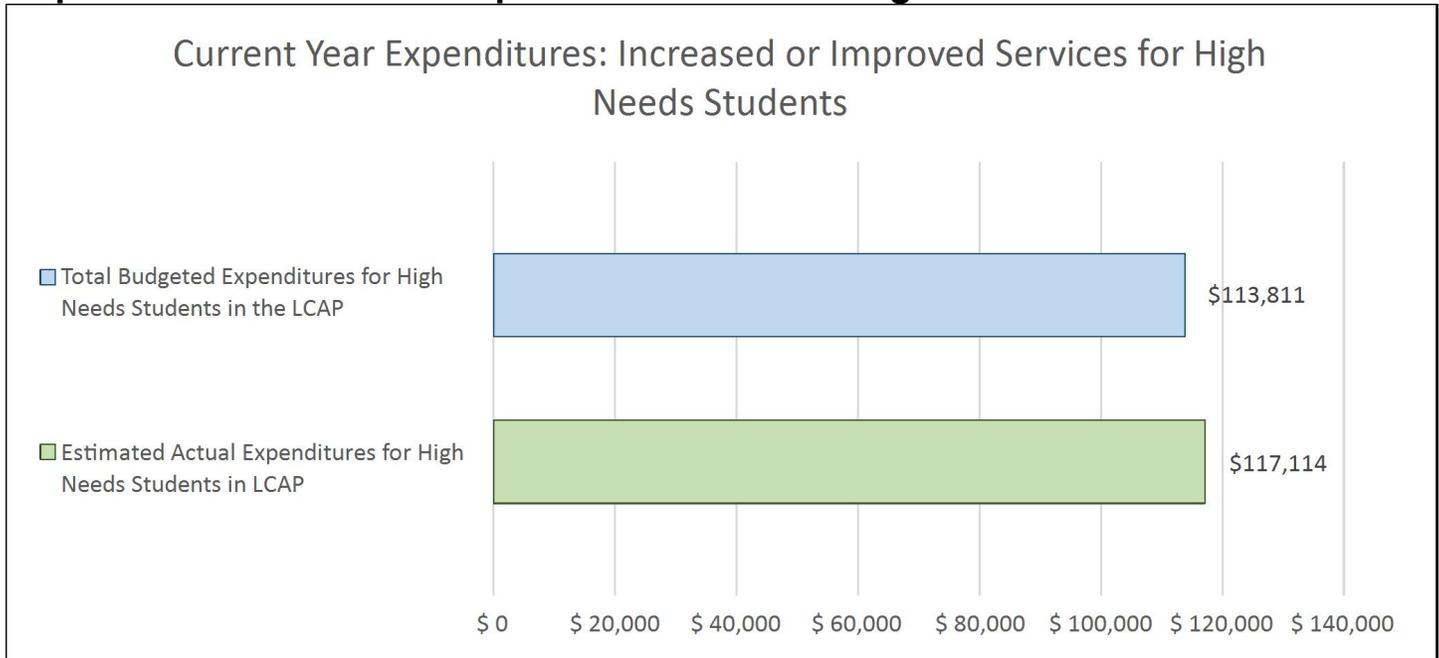
receives for high needs students. In the LCAP, North Cow Creek Elementary School District plans to spend \$89,973 on actions to meet this requirement.

The additional improved services described in the LCAP include the following:

Additional services are provided through targeted intervention within the Learning Center, access to the online programs, and the SIPPS program. A certificated curriculum director has been hired to work with grade level teachers as we strengthen small group Tier I and Tier II interventions within the classroom provided by the classroom teacher and paraprofessional assistance. This individual will specifically target Title 1, Low Performing, and EL students and monitor their progress in meeting standards. Providing direct intervention services insures the most effective level of service to unduplicated students in that students will receive targeted instruction through the learning center and the classroom teacher receives support through collaboration and resources. A counselor will be available for 1 day each week to assist staff and students needing behavioral interventions.

LCFF Budget Overview for Parents

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



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

In 2018-19, North Cow Creek Elementary School District's LCAP budgeted \$113,811 for planned actions to increase or improve services for high needs students. North Cow Creek Elementary School District estimates that it will actually spend \$117,114 for actions to increase or improve services for high needs students in 2018-19.

The difference between the budgeted and actual expenditures of \$3303 had the following impact on North Cow Creek Elementary School District's ability to increase or improve services for high needs students: Provided targeted intervention supports for students in Language Arts and Mathematics to ensure students are progressing towards grade level standards.