LCAP Year ☒ 2017–18 ☐ 2018–19 ☐ 2019–20

Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

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

LCFF Evaluation Rubrics [Note: this text will be hyperlinked to the LCFF Evaluation Rubric web page when it becomes available.]: 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	East Nicolaus Joint Union High School District

Contact Name and Title	Mary Lynch Principal/Superintendent	Email and Phone	mlynch@eastnicolaus.k12.ca.us (530) 656-2255

2017-20 Plan Summary

THE STORY

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

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

East Nicolaus Joint Union High School District (ENHS) was established in 1924. The district is rural in character and the economy is agricultural with three major rivers bordering and crossing it. It is comprised of approximately 150 square miles in south Sutter County and is located approximately twenty miles north of Sacramento and twenty miles south of Yuba City, east of Highways 99 and 70. The district hosts one campus, a comprehensive high school (ENHS). The present ENHS campus was built in 1974. Three separate feeder school districts (Browns, Marcum Illinois, and Pleasant Grove) contribute to the make-up of the high school population. ENHS also attracts students from nine different school districts as inter-district applications and the school of choice protocol.

Through partnerships with families and communities, ENHS provides academic excellence through 21st Century learning skills; a safe and small school environment; school pride and tradition; extra-curricular opportunities; and fostering of leadership for students.

Currently, the enrollment for 2016-17 is 302. Our ethnicity of students for this year is 67% White; 23% Hispanic; 3% Asian; 1% African American; 0% Filipino; and 2% Multiple. 2% declined to state.

LCAP HIGHLIGHTS

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

Suspensions: Equity with regard to suspensions. Last year our low socioeconomic students and our white students were being suspended at higher rate than other significant subgroups.

Math: Last year's Math scores saw big gains last year with +**19.4** points from the previous year. This is great news and should be celebrated.

ELA: ELA should be celebrated too because last year's test shows that they received a ranking of "Standard Met

Graduation Rate: We can continue to celebrate our graduation rate as we are having a graduation rate of **96.2%** and even increased it by .02 %

REVIEW OF PERFORMANCE

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA proudest 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.

NOTE: A new feature this year is the California School Dashboard (www.caschooldashboard.org). It is an online tool designed to help communities across the state access important information about K-12 districts and schools. The Dashboard features easy-to-read reports on multiple measures of school success. The Dashboard is just one step in a series of major shifts in public education, changes that have raised the bar for student learning, transformed testing, and increased the focus on equity. To help you better understand the new language of accountability; please visit the above website for more information about the performance categories.

GREATEST PROGRESS	Over the years, we have been addressing the suspension rate for our Hispanic students. The suspension rate for our Hispanic students has always been higher than our white group and socioeconomically disadvantaged. In the California Schools Dashboard, we achieved the highest (blue) category. We plan to maintain this success by implementing more of a Restorative discipline model in 2017-2018 school year. We will continue to educate and look at opportunities of training staff and students on Restorative Practices. In addition to Restorative Practices, we have also adopted a more comprehensive progressive discipline matrix that allows for more flexibility when dealing with suspension and discipline issues. Another area of progress is the strong connection between students and teachers. Per stakeholder input on a WASC survey, 90% parents reported that ENHS students feel safe at school and are connected to their teachers. Over 50% feel that home to school communication was good. We plan to maintain this success by investing professional development around school climate and training in EQ Schools. Progress is also evident in our graduation rate. The Dashboard indicates that the graduation rate is in the blue performance category. It indicates that our 96.2% is considered "very high" and we are maintaining at 0.2%. We plan to maintain this success by continuing our academic advising program, scholarship night, community FAFSA night where students and parents learn to fill out financial aid forms prior to senior year. This increases our graduation rate. In addition to educating students on grad requirements, the school is also looking at enhancing the instructional program to incorporate more professional development for teachers to assist with a-g requirements in both ELA and Math.

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

GREATEST NEEDS

The Academic Indicator for Math indicates that students in Grade 11 are performing at "standard not met". The average student in Grade 11 at ENHS scored 54.4 points below level 3. Although this is an increase of 19.4 points, we are still not meeting the standard. We will continue to address this through collaboration and professional development. More specifically, the Math Department will incorporate formative assessments throughout the year to assess students for placement and interventions. The county will provide training on formative assessments and support the development of Math formative assessment.

The Academic Indicator for English Language Arts for Grade 11 indicates that the average student performs in the "standard met" category. The average student scored 17.2 points above level 3. Our concern is that this represents a decrease of 28 points. The steps to maintain the "standard met" and address the decrease are first and foremost the adoption of a new California standards-based ELA for Grades 9-12. The publisher is Houghton-Mifflin/Harcourt, *California Connections.* Professional development will be provided to support teachers to access the curriculum. The English Department will use formative assessments provided by the publisher,

Although our Hispanic students showed progress with the suspension rate, per the Dashboard our suspension rate for all students is in the medium category 5.7%. This represents a significant increase of 3.1% from last year. However, our socioeconomically disadvantaged and our white groups are in the lowest (red) performance category. The steps to address this area are implementing a Restorative Justice Practices which incorporates a non-punitive consequence. Staffing and professional development will reflect this model.

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

PERFORMANCE GAPS	There are currently no state indicators for which performance for any subgroup is two or more performance levels below "all students" performance. However, local data indicates that school climate for a small school environment for both staff and students. Our suspension rate is indicative of this issue. We plan to create at least one survey per year to pinpoint the issue. We will also investigate LINK Crew; This creates the foundation of a positive school climate. It is a high school transition that welcomes freshman and trains mentors form the upper grades. Local data is also needed for the instructional programs at ENHS. Currently, the only data is the CAASPP data. Teachers will be developing formative assessments to create another source for sound instructional decisions. We will also research develop a writing assessment for incoming freshman.

INCREASED OR IMPROVED SERVICES

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

BUDGET SUMMARY

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

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	$3,715,296
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	$1,368,603

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

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

$ 1,687,714	Total Projected LCFF Revenues for LCAP Year

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

Goal 1	**1.0 Conditions of Learning** ENHS will hire and assign fully credentialed teachers. ENHS will ensure the following: 1) facilities are well maintained; 2) implementation of California standards (CA Standards); 3) student access to standards-aligned materials: and 4) broad course of access for all students. 1.1 Ensure all teachers are appropriately assigned and fully credentialed in the subject areas and for the pupils they teach. 1.2 Ensure that all students have access to standards-aligned materials. 1.3 Ensure all school facilities are maintained and in good repair. 1.4 Provide professional development for the CA Standards including English Language Arts/English Language Development (ELA/ELD); Mathematics; and Next Generation Science Standards (NGSS). 1.5 Ensure all students have access to, and are enrolled in, a broad course of study that includes all the subject areas listed for grades 9 to 12 (English, social science, foreign language, physical education, science, mathematics, visual and performing arts, applied arts, career technical education, and other studies as prescribed by the local governing board). 1.6 Develop courses that focus on STEM content area.

State and/or Local Priorities Addressed by this goal:	STATE ☒ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☒ 7 ☐ 8 COE ☐ 9 ☐ 10 LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

1.1a. Maintain appropriately-assigned teachers. 1.1b. Maintain fewer than 2 non HQTs 1.2 Materials: Maintain 100% sufficiency with instructional materials. 1.3 Facilities: Work with DSA to create a DSA certified plan.	1.1a. - Maintained appropriately-assigned teachers. 1.1b. - 1 teacher was not considered highly qualified. Teacher will not be returning in 2017/18. 1.2. - Maintained 100% sufficiency with instructional materials.

| 1.4   CA Standards: 100% of teachers will be trained in more depth in ELA/ELD, Mathematics, and NGSS.
1.5   Access: Maintain full access to broad course of study for all students.
1.6   Develop one additional STEM class. | Materials were purchased in the following areas: ELA/ELD and Math.
1.3 – DSA plan is not certified. However, ENHS is working with DSA on current projects for DSA approval.
1.4 - Four teachers received training in ELA/ELD, Mathematics and NGSS. In addition, one teacher and the Superintendent attended Kate Kinsella trainings throughout the year for *Integrated and Designated ELD.*
1.5 - ENHS continues to offer a broad course of study of for all students including adding the following classes for 2016-2017: Integrated Math II, III, Sustainable Ag, Int. Science I, Agriculture and Soil Chemistry, German III(H), German IV, ROP Floral Design, and Principles of Engineering. This is a total of 9 courses. Currently we have 5 AP courses
1.6 - One additional STEM Class, Project Lead the Way, was added |

ACTIONS / SERVICES

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

Action   **1**

	PLANNED	ACTUAL
Actions/Services	1.1 a&b: Meet with SCSOS credential analyst to review teachers' credentials to verify appropriate assignments and number of HQTs and set up plan for compliance.	1.1a&b - Superintendent met with SCSOS, Credential Analyst, on March 21, 2017 to ensure and verify teachers' credentials. It was verified that ENHS is compliant and only one teacher is not currently Highly Qualified. This teacher will not be returning in 2017-18.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	1.1a&b –no cost	1.1a&b – no cost

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   2

Actions/Services	PLANNED 1.2 Survey core subject courses for sufficiency of instructional materials. Purchase if needed. Purchase consumables if needed. Review and Purchase ELA adoption, when available.	ACTUAL 1.2 - Staff was surveyed throughout the 2016-17 school year about textbook/consumable needs. Many instructional materials/consumables were ordered this year. In December 2016 new ELA materials were reviewed. At the April 2017 Board Meeting, the purchase of ELA materials was approved
Expenditures	BUDGETED 1.2 – $5000 LCFF Base, supplies	ESTIMATED ACTUAL 1.2 - Current Expenditures include: **$ 8,439.93-LCFF BASE** English Books $2,322.00 English Books $159.84 English Books $1,539.00 English Books $1,452.92 Math Books $431.15 English Books $120.74 Biology Books $106.09 Biology Books $185.92 English Books $738.83 English Books $757.42 English Books $133.03 English Books $492.99

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   3

Actions/Services	PLANNED	ACTUAL
	1.3 - Work with Inspector of Record to write a letter with plan to become DSA compliant.	1.3 - Progress towards DSA compliant buildings included moving the FFA Building to a different location and completing construction of a new Weight Room. The kitchen remodel is underway and once improved, the Deli Shack will be demolished moving us forward toward DSA compliance.

Expenditures	BUDGETED	ESTIMATED ACTUAL
	1.3 – No Cost	1.3 - Capitol Consulting $6,400.00
		Fund 21:
		Agriculture:
		$378.60
		Cable install $1,965.00
		Electrical $900.00
		Blinds $393.55
		Total: $3,636.95-BOND
		Weight Room:
		$735,852.34
		Inspector
		$2,394.00
		Total: $738,246.34-BOND
		Kitchen Remodel (Capital Consulting PFG)
		$17, 237.00 Plans
		$455 Asbestos=$17,687.00-BOND

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   4

| Actions/Services | PLANNED

1.4 Provide professional development for ELA/ELD, Mathematics, and NGSS | ACTUAL

1.4 - Professional Development for ELA/ELD, math, and NGSS was provided.

    -ELD training – *Leading and Coaching Integrated and Designated Academic ELD* with SCSOS

    -Science Department met with Sutter County STEM Coordinator to ensure that NGSS standards were being met.

    -Math Training for *Carnegie Units* was attended by the entire Math Department July 2016

    -ELA AP Training was attended by one of our English Department members on February 11, 2017 |
| **Expenditures** | BUDGETED

1.4 – $10,000 supp. conc., services | ESTIMATED ACTUAL

1.4 **TOTAL $ 3,699.92-LCFF BASE, Educator Effectiveness**
Carnegie Training $ 1,875.00
Carnegie Mileage $180.00
Kinsella Training Subs $750.00
Teacher Time $398.23
Teacher Time $237.70
Teacher Time $258.99 |

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   5

| Actions/Services | PLANNED
1.5 - Maintain full access of course of study. | ACTUAL
1.5 - 9 courses were added in 2016-2017:
    •Integrated Math II, III |

	•Sustainable Agriculture •Integrated Science I •Agriculture and Soil Chemistry •German III Honors •German IV •ROP Floral Design •Principles of Engineering In addition to maintaining and adding a full course of study, ENHS has also been working towards Odyssey Training and expanding APEX course availability.
Expenditures	**BUDGETED** 1.5 – no costs	**ESTIMATED ACTUAL** 1.5– no costs

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   6

Actions/Services	**PLANNED** 1.6 - Add 1 STEM course for the master schedule.	**ACTUAL** 1.6 - Added 1 STEM Course, <u>Project Lead the Way,</u> for a total of 2 STEM courses
Expenditures	**BUDGETED** 1.6–$6370 Supp. Conc., salaries	**ESTIMATED ACTUAL** 1.6 - CNC Machine (Robotics STEM Class) was ordered, but not budgeted for last year, so it was returned. Cost for return included $3606.91 Teacher Salary $ 8,281.50

	Total: $11,888.41-LCFF Supplemental

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.	**ANALYSIS** The overall implementation of Goal One: Conditions of Learning was successful in several ways. The Kate Kinsella *Integrated and Designated ELD Institute* that Sutter County Office of Education put on was definitely a move in the right direction for our ELD instructor The focus on adding more course offerings (including AP offerings) was also a highlight of Goal One including an addition of 9 A-G approved classes. ENHS course of study has expanded nicely. The overall implementation included adoption of an ELA textbook, *Connections*. Through the support of Sutter County Office of Education, ENHS is working towards a systematic way that teachers receive ongoing professional development throughout the year.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	The effectiveness of Sutter County oversight for HQT has been crucial in our success in this area. We have brought on a third party facilities consultant to assist of in maintaining or facilities appropriately while working towards DSA approved buildings. The criteria we use to measure our success are the CAASPP scores for ELA and Math. However, benchmark assessments aligned to CA state standards is needed. There is currently no local data available to provide this information for formative assessments. The actions related to "analyzing benchmark assessments and process" were not implemented this year. An area of growth in 2017-2018 for ENHS teachers is to look at implementing benchmark tests in all core subject areas. Currently, we are working with the SCSOS professional development coordinators to begin implementation of a solid assessment management system. Because we are a small, rural school, the traditional PLC model is difficult and less effective so instead we have incorporated SLT (School Leadership Team) in order to continue the conversation about benchmark assessments, and next year we will add a Curriculum and Instruction (C&I) site level team With regard to "access to broad course of study," our Learning Director has made progress by ensuring that our classes are A-G approved. The majority of our classes are a-g approved. Although we were effective in professional development and purchase of the curriculum, the challenge is actually implementing the curriculum. Another challenge for the adoption of the ELA textbooks is staff buy-in for the need for standards-based instructional materials
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	The budgeted expenditures for Goal 1 were $21,370.00. The total estimated actuals were $789,998.55. This makes a $768,628.55 difference between what was budgeted and what was spent. This is due to ENHS becoming DSA compliant and finishing off on site projects. This is also due to the school having to return the DNC machine for the STEM class.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of the analysis off the LCFF Evaluation Rubrics, as applicable.	We have changed our direction with regard to developing STEM classes. Student enrollment was low, and other programs were being impacted by additional pathways; in short the addition of this pathway is not easy to incorporate into a school of ENHS size. We have decided to stop services in this area for the 2017-2018 school year.

GOAL 2

	2.0 **Pupil Outcomes**
Goal 2	ENHS will increase A-G completer rate, course offerings, and increase passing rates for core subject areas; improve AP access and pass rates; provide additional professional development in California Standards and ELD to support an increase in EL student proficiency, increase access to STEM, 21st Century strategies, and address school climate in order to improve school culture.
	2.1 Maintain an Academic Performance Index (API) above 800.
	2.2 Increase the number of English learners (ELs) that are proficient in the English language as per CELDT AMAO 1.
	2.3 Ensure that EL students who meet requirements become reclassified.
	2.4 Improve Advanced Placement (AP) access and increase the number of students that pass AP exams with a '3' or higher.
	2.5 Increase the number of students scoring "unconditionally exempt" on the Early Assessment Program (EAP) test.
	2.6 Increase A-G course offering by one and increase the rate of A-G completers by 3% or maintain the state average.
	2.7 Increase passing grades in core subject classes.
	2.8 Increase access to 21st century technology to access best instructional strategies.
	2.9 Use interim assessments (ICAs), based on publisher, to determine student goals in English and math classes.
	2.10 Increase from 14/15 baseline scores in ELA/ELD.
	2.11 Increase from 14/15 baseline scores in Math.

State and/or Local Priorities Addressed by this goal:	STATE ☐ 1 ☐ 2 ☐ 3 ☒ 4 ☐ 5 ☐ 6 ☐ 7 ☒ 8
	COE ☐ 9 ☐ 10
	LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED   **ACTUAL**

2.1 Review internal assessments while the API is recalculated to ensure pupil growth.
2.2 Increase English learner proficiency by 10% (1 student) – AMAO 1.
2.3 Reclassify one student this year using triangulated evidence including the CELDT scores.
2.4 Increase student enrollment in AP courses by 3% and increase student pass rate (3 or higher) by at least 3% in each area.
2.5 Increase Exempt and Conditionally Exempt by 3% on the EAP.
2.6 Increase A-G course offerings by one course.
2.7 Increase passing grades of students by 3% in core subject areas.
2.8 Maintain ongoing professional development during PD and early release to train teachers.
2.9 Select pre, post and interim ICA's for English and Math and administer to all students.
2.10 Create a baseline score for ELA/ELD. SBAC
2.11 Create a baseline score for Math. SBAC

2.1 - Benchmark assessments were not developed in 2016-17. The API is no longer valid and was replaced with multiple measures via the CA Schools Dashboard.

2.2 - English learner proficiency rate did not increase

2.3 - 0 (zero) students were reclassified using triangulated evidence including CELDT scores.

2.4 - AP enrollment decreased by 12 students. Student pass rate (3 or higher) has declined by 2.5 %.

2.5 - There was a decrease of 2% of students who were conditionally exempt. 2 % of students were exempt. This represents an increase I ELA and a decrease in math.

2.6 - AP offerings were increased. Nine additional courses of study for 2016-17 were added: Integrated Math II, III, Sustainable Agriculture, Integrated Science I, Agriculture and Soil Chemistry, German III Honors, German IV, ROP Floral Design, and Principles of Engineering

2.7 - 4% of students showed an increase in passing grades

2.8 - Staff PD was offered on 10/2/16, 1/11/17, 2/1/17, 3/1/17, and 4/15/17. Two full days of professional development prior to the beginning of school year (8/10/17 and 8/11/17) were provided to review test scores, WASC, and other important information.

SCSOS Professional Development Coordinators provided regular training on goal setting and performance gaps at monthly staff meetings. Several teachers attended trainings regarding AP, ELD, Athletics/P.E., technology, business services, etc. SCSOS worked with us on (.5)10-17-2016 (Mindset/CAASPP); (1 hour) 1-11-2017(Goal setting/program identification); (1.5 hours)1-23-1017 (Program Analysis with staff); (2hours) 3-6-2017 (CAASPP Support for Admin); (2 hours) 3-22-2017 (CAST Day 1 Support); and (1 hour) 8-29-2017 (CAASPP Day 1 Support)

2.9 - Pre, post, and interim ICA's for English and Math were not administered.

2.10 - The baseline for the ELA SBAC scores for 2016-17 - 55% of

students scored at the Standard Met or Exceeded Table 1 below.

2.11 - The baseline for the Math SBAC scores for 2016-17 - 29 % of students scored at the Standard Met or Exceeded Level. See Table 2 below.

Table 1.

English	Level	2014-15	2015-16	2016-17
Standard Exceeded	4	31%	26%	28%
Standard Met	3	30%	26%	27%
Standard Nearly Met	2	38%	38%	19%
Standard Not Met	1	2%	10%	18%

Table 2

Math	Level	2014-15	2015-16	2016-17
Standard Exceeded	4	9%	14%	8%
Standard Met	3	19%	14%	21%
Standard Nearly Met	2	28%	28%	27%
Standard Not Met	1	44%	45%	44%

ACTIONS / SERVICES

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

Action 1

Actions/Services	PLANNED 2.1 Work with teachers in ELA/ELD and Math to ensure benchmark assessments are being used to monitor progress and ensure student growth	ACTUAL 2.1 - Benchmark assessments were not being used to monitor progress. This work will continue in 2017-18
Expenditures	BUDGETED 2.1 – Release Time	ESTIMATED ACTUAL 2.1 No Cost

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 2

Actions/Services	PLANNED 2.2 – Work with ELD teacher and SCSOS to ensure teacher has training in ELD curriculum and strategies and can support student's proficiency in English language.	ACTUAL 2.2 - English teacher and Superintendent attended Kate Kinsella's *Leading and Coaching Integrated and Designated Academic ELD* on January 19, 23, Feb. 28, March 2, April 26, and April 28
Expenditures	BUDGETED 2.2 - $3500 supp/con, services	ESTIMATED ACTUAL 2.2 - Total Sub Costs: **$750.00-LCFF BASE**

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 3

Actions/Services	**PLANNED** 2.3 Work with SCSOS (Kristi Johnson) and CELDT coordinator to determine reclassification requirements and criteria.	**ACTUAL** 2.3 - Superintendent met with SCSOS's Educational Services Coordinator on February 6, 2017 to review the reclassification policy. The policy was presented to the School Board in June 2017
Expenditures	**BUDGETED** No Cost	**ESTIMATED ACTUAL** 2.3 - No Cost

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   **4**

Actions/Services	2.4 Work with learning director to create an outreach plan to improve access and knowledge of AP courses. Work with AP teachers to assess areas for additional growth.	**ACTUAL** 2.4 - The Learning Director and AP teachers received training on instructional practices in AP classes throughout the year. 2 teachers have will attended AP trainings in the summer of 2017.
Expenditures	**BUDGETED** 2.4 – No additional cost	**ESTIMATED ACTUAL** 2.4 - **Grand Total: 3, 143.56-Supplemental** TR Reimbursement $1,969.80 APUSH Seminar $800.00 TOTAL: $ 2,769.80 $98.76 gas AP Lit Workshop $275.00= TOTAL= $373.76

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 5

Actions/Services	PLANNED 2.5 Create a plan to review EAP data to increase Exempt and Conditionally Exempt rates for students.	ACTUAL 2.5 - No plan has been created. This action will be re-evaluated in 2017-18
Expenditures	BUDGETED 2.5 – No cost	ESTIMATED ACTUAL 2.5 - No Cost

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 6

Actions/Services	PLANNED 2.6 Work with teaching staff and learning director to ensure only A-G courses are added to master schedule	ACTUAL 2.6 - 9 A-G Classes were added this past year.
Expenditures	BUDGETED 2.6 – No cost	ESTIMATED ACTUAL 2.6 - No Cost

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 7

Actions/Services	PLANNED 2.7 Increase RTI course sections, including providing a professional development for teachers for strategies to support struggling students.	ACTUAL 2.7 - RTI course sections during the regular school day were not increased. After school math intervention classes are available to students.

Expenditures	BUDGETED 2.7 – $37,210.00 supp/con, salaries	ESTIMATED ACTUAL 2.7 - No Cost

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   8

Actions/Services	PLANNED 2.8 Include technology strategies and tips during professional development trainings and early release days.	ACTUAL 2.8 - 9 teachers participated in "Moodle" training on August 10th during our "Pay to Play" days. Ongoing professional development on technology strategies was not provided.
Expenditures	BUDGETED 2.8 – No cost	ESTIMATED ACTUAL 2.8 - Pay to Play ½ day Moodle $**6, 046.22-LCFF BASE**

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   9

Actions/Services	PLANNED 2.9 Contract with SCSOS of Dawn Carl/Kristi Johnson to create ICAs for English and Math departments to use to monitor student achievement.	ACTUAL 2.9 - Interim Comprehensive Assessments were not created for English and Math. SCSOS Professional Development Coordinators worked with teachers on 11-2-16 and 1-11-17 in order to gain traction on staff buy-in for ICAs in Math and English. Teachers are interested in creating solid local assessments rather than focusing on ICAs.
Expenditures	BUDGETED 2.9 - no cost	ESTIMATED ACTUAL 2.9 - No costs

ANALYSIS

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

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

Describe the overall implementation of the actions/services to achieve the articulated goal.	The overall implementation of Goal 2 was successful in the area of technology. ENHS added two new Chromebook carts and hired an additional consultant to reconfigure our servers and begin professional development with our teachers. The focus on adding more course offerings (including AP offerings) was also a highlight of Goal with an addition of 9 A-G approved classes, ENHS course of study has expanded nicely. Through the support of Sutter County Office of Education, ENHS is working towards a systematic way that teachers receive ongoing professional development throughout the year.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	With regard to "access to broad course of study," our Learning Director has made progress in a big way by ensuring that our classes are A-G approved. An area of growth for ENHS teachers is to look at benchmark tests in all core subject areas. Currently we are working with Kristi and Jill from the county office to begin implementation of a solid assessment management system. Because we are a small school, the traditional PLC's are difficult to find effective. ENHS has incorporated SLT (School Leadership Team) in order to continue the conversation about benchmark assessments.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	With regard to 2.7 "Increase RTI course sections, including providing a professional development for teachers for strategies to support struggling students." There was $12,901.80 left over in this expected expenditures that were redirected to site needs. There was no projected budget for goal 2.4 "Work with Learning Director to create an outreach plan to improve access and knowledge of AP courses. Work with AP teachers to assess areas for additional growth;" however, the site spent $3, 143.56 on improving AP course instruction and growth.
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.	2.1 We will eliminate this action l since the API is no longer a measure and has been replaced by the new accountability system. 2.2 We will continue to monitor the number of ELs who are proficient in the English language. The new test will be the ELPAC (English Learner Proficiency Assessment for California) 2.3 We will continue to re-evaluate the reclassification policy with the ELPAC (replacement for CELDT). 2.4 This will be slightly modified to: More students taking AP classes will take the AP Exam. 2.5 Delete 2.6 Delete 2.7 This action will be slightly modified to read; Reduce the number of F's that students get at ENHS 2.8 This action will be the same 2.9 This action will be slightly modified to read: Staff will use local formative and summative assessments to guide instruction. 2.10 This action will slightly be modified to read: Increase baseline scores in ELA and Math from 2016-2017 to 2017-2018.

GOAL 3

Goal 3	**3.0 Engagement** ENHS will increase parent involvement and pupil engagement by ensuring that school climate identifies all areas of academics and student success in order to decrease suspension rates and increase school perception. 3.1 Ensure all students have an opportunity to arrive at school by school-provided transportation. 3.2 Ensure yearly a survey is administered (LCAP Survey) in order to gain insights into school perception and connectedness. 3.3 Provide opportunities for the families and students to provide feedback about student discipline and suspension. 3.4 Maintain expulsion rates and minimize suspension rates for all students 3.5 Develop a system that improves student engagement by addressing attendance, chronic absenteeism, high school drop, and graduation rates.

State and/or Local Priorities Addressed by this goal:	STATE ☐ 1 ☐ 2 ☒ 3 ☐ 4 ☒ 5 ☒ 6 ☐ 7 ☐ 8 COE ☐ 9 ☐ 10 LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED	**ACTUAL**
3.1 Maintain school to home transportation while decreasing cost to general fund by 3% yearly. Begin by creating a baseline cost. 3.2 Maintain administering the school-wide survey each spring. 3.3 Create a sub-committee to determine strategies to improve school connectedness. 3.4 Maintain less than one expulsion per year and identify current suspension rates (and reasons). 3.5 Develop a plan that addresses chronic absenteeism and attendance. Increase attendance rates for all groups with rates below 95% by .2% by reviewing Long Term Study district protocol.	3.1 - Maintained Home to School Transportation. Baseline costs were identified which included Home to School Transportation costs only. Athletic programs began being charged for use of busses in 2016-17. 3.2 - Formal and informal surveys were conducted in the Spring of 2017. 40 responses were received out of 240 families. Efforts to increase the number of surveys being returned will be explored in 2017-18. 3.3 - Principal's Council was created to determine strategies to improve school connectedness. Committee consisted of the principal, vice principal, school counselor, and department heads.

	3.4 - There were 0 expulsions. Suspensions increased to 3.4%. New administration, vision, and philosophy on discipline boundaries is the result of the increase.	
	3.5 - The SARB process has been established. Staff met with SCSOS staff to review the process. A Long Term Study of district protocol was not conducted.	

ACTIONS / SERVICES

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

Action   1

	PLANNED	ACTUAL
Actions/Services	3.1 Create a baseline for home to school transportation	3.1 – Transportation costs were separated between Home to School transportation costs and Transportation costs billed to the athletic programs. In 2015-16 total transportation costs (including athletic program costs) totaled $191,004. In 2016-17 home to school transportation costs alone totaled $154,547. This represents a decrease of $36,456 since billing athletic programs for transportation.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	3.1 $160,000.00 supp con. function 3600	3.1 - $134,00.00-Supplemental

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   2

Actions/Services	PLANNED 3.2 Maintain administering the school-wide survey	ACTUAL 3.2 – Survey was administered to parents, staff, and students. Staff and Students Surveys administered in November 2016 and January 2017 Parents were surveyed March 20, 2017-March 24, 2017
Expenditures	BUDGETED 3.2 No Cost	ESTIMATED ACTUAL 3.2 - No Cost

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   3

Actions/Services	PLANNED 3.3 Create a sub-committee to discuss school connectedness	ACTUAL 3.3 – The Principal's Council met to discuss school connectedness November 1, 2016 March 20, 2017-Mission and Vision/LCAP Survey-kid friendly and informal interview April 3, 2017 April 21, 2017- Breakfast and LCAP review of needs for next year
Expenditures	BUDGETED 3.3 No Cost	ESTIMATED ACTUAL 3.3 - No cost

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   4

Actions/Services	PLANNED 3.4 Maintain current expulsion rates and identify current suspension rates for trends	ACTUAL 3.4 - Maintained expulsion rate of 0%. Current suspension rate data indicates suspensions increased by approximately 2% from 2015-16 to 2016-17. According to the CA Schools Dashboard Suspension Rate Indicator, ENHS is in the "Orange" performance category. Suspensions "Increased Significantly" from 2014-15 to 2015-16.
Expenditures	BUDGETED 3.4 No Cost	ESTIMATED ACTUAL 3.4 - No cost

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   5

Actions/Services	PLANNED 3.5 Expand collaboration with attendance clerk and assistant principal and create an outreach plan to increase school attendance, specifically for low income students.	ACTUAL 3.5 – The SARB process has been refined. Notification letters 1 and 2 were sent out. Staff members responsible for attendance and communication with parents have signed up for needed professional development to help advance their skills. The ENHS staff has begun to track students more closely at the site level. The Learning Director and the Assistant Principal met with students who are habitually truant throughout the year.
Expenditures	BUDGETED 3.5 No Cost	ESTIMATED ACTUAL 3.5 - No cost

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

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

Describe the overall implementation of the actions/services to achieve the articulated goal.	The actions and services did not fully implement the goal. It does not address the climate and culture at ENHS, or the needs of students and staff. The actions and services address the details but not the overall plan. The overall effectiveness of the actions and services to achieve the articulated goal was a step in the right direction; a more comprehensive vision is needed.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Overall, the effectiveness of student engagement was a step in the right direction for ENHS. Many parents expressed positive feedback about the increased number of questions on this year's annual survey; they also appreciated the style and selection of questions. In addition to the parents appreciating this year's survey, teachers were also impressed with the teacher survey they received in December. They expressed that they liked that the survey was anonymous and asked "real" questions. With regard to involvement and insights from the community, faculty meetings, Principal's Council, School Site Council, Boosters, and WASC are all consensus building groups that help to shed light and inform the school about the needs of the community.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	The budgeted expense was the total cost of transportation above the base of $47,500. In 16-17 $160,000.00 was budgeted. Our expense was $134,000 above the base. This represents a decrease since we are billing our sports programs and we had a reduction in special education transportation.
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 change to implement a program that meets the needs of our unduplicated students aka "first kids" involves convening a stakeholder group consisting of the principal, assistant principal, learning director, psychologist, special education staff and department chairs. This stakeholder group will address the needs of the first kids academically and socially. An analysis of the LCFF Evaluation Rubric reveals that the suspension rate for "all students" is in the orange (needs improvement) performance category. Both our socioeconomically disadvantaged and our white subpopulations are in the lowest red performance category. In terms of the goals here are the changes: 3.1 This action will be eliminated. 3.2 Maintain administering formal and informal stakeholder surveys during the school year. 3.3 Action will be modified to "work with outside consulting to improve school climate". We will maintain a contract throughout the 2017-18 year. 3.4 This action will be incorporated into our metrics in the CA Schools Dashboard. Both expulsions and suspensions are addressed in the Dashboard. We will continue to monitor throughout the year. 3.5 We will continue with the plan for the SARB process to address chronic absenteeism, chronic tardiness and attendance.

Stakeholder Engagement

LCAP Year	☒ 2017–18 ☐ 2018–19 ☐ 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

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

ENHS consulted informally and formally with teachers, parents, School Site Council and the ENHS Board of Trustees throughout the year to review and discuss the current LCAP mission and vision. Next year, the LEA will more formally review the plan. The District began the process of reviewing the Annual Update in October 2016 and gathering input from stakeholder groups in January; this process continued throughout the development of the LCAP. The following stakeholder meetings and surveys were used in the development of this document:

Administrative staff
10/5/16
11/2/16
12/7/16
1/4/17
2/8/17
2/16/17 (SLT) (SSC) (WASC)

Faculty Meetings:
Annual Faculty Meeting dates 2017-207
Wednesday, January 11, 2017
Wednesday, October 2, 1016
Wednesday, February 1, 2017
Wednesday, March 1, 2017
Wednesday, April 5, 2017

School Site Council
January 10, 2017-LCAP
March 10, 2017-LCAP
April 5, 2017-LCAP

Weekly Maintenance and Operations meetings-
January 9, 2017-LCAP

March 20, 2017

January 4, 2017 – SSC (LCAP Advisory Committee/WASC) meeting
Reviewed LCAP document and master schedule.

April 5, 2017
Principal's Council Input on Mission/Vision

February 8th and 16th, 2017
LCAP Parent/Community Survey/SSC

February 8th and 16th, 2017 – Staff Meeting and School Site Council Meeting, Board Meetings
Reviewed action toward LCAP goals and results of surveys

April 2017 – Staff
Shared results of surveys to get input on 2017/18 goals

Discussions and Actions of Instructional program as related to LCAP and WASC with Sutter County Office of Education
8/10/16
11/216
1/11/17
1/23/17
4/19/17

May 2017-Board Meeting
Reviewed summary pages and outcomes for the year.

Preliminary Public Hearing - June 13, 2017
Preliminary Board Approval – June 22, 2017

Final Board Approval – September 14, 2017

IMPACT ON LCAP AND ANNUAL UPDATE

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

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

Specific actions to continue or include in our 17/18 goals:
1. Implement benchmark assessments in all core subject areas.
2. Provide high quality professional development to focus on CA ELA/ELD, Math, and NGSS frameworks, standards, materials, and assessments.
3. Professional development for staff on restorative practice
4. Review school climate and get assistance from outside services to assess the needs for students.
5. Ensure teacher are using state adopted materials and administering benchmark assessments
6. Begin creating frameworks and processes for absenteeism, intervention, and positive attendance programs.
7. Create a plan to continue to update and upgrade student and teacher technology.
8. Continue implementation of the CA ELA/ELD, Math, and NGSS standards and frameworks using aligned materials and assessments.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

☐ New	☒ Modified	☐ Unchanged

Goal 1	1.0 **Conditions of Learning** ENHS will hire and assign fully credentialed teachers, ensure that facilities are well maintained, implement California standards (CA Standards), and provide student access to standards-aligned materials while offering a broad course of study and access for all students.

State and/or Local Priorities Addressed by this goal:	STATE ☒ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☒ 7 ☐ 8 COE ☐ 9 ☐ 10 LOCAL _____
Identified Need	• The need to identify that instructional materials are aligned with most recent standards and updating of standard aligned materials as identified by the new frameworks • Broad opportunities for students to participate in school both academically and socially

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1.1 Local Indicator – Basic Conditions at School Priority 1A	All teachers are fully credentialed and appropriately assigned	Maintain fully credentialed and appropriately assigned teachers	Maintain fully credentialed and appropriately assigned teachers	Maintain fully credentialed and appropriately assigned teachers
1.2a Local Indicator – Basic Conditions at School Priority 1B	ELA/ELD and Math instructional materials are aligned to CA State Standards	Maintain standards-aligned instructional materials	Maintain standards-aligned instructional materials	Maintain standards-aligned instructional materials

1.2b – Local Indicator – Basic Conditions at School	Science materials are not aligned to new the Next Generation Science Standards	Work with Sutter County Superintendent of Schools to evaluate current materials and develop an adoption plan	Evaluate new instructional materials on the SBE approved materials list. Consider using the Toolkit if available. Consider piloting materials.	Adopt comprehensive, year-long instructional materials in all grades
1.2c – Local Indicator – Basic Conditions at School	HSS materials are aligned to standards, but not to the new HSS Framework	Attend Framework roll out offered by Sutter County Superintendent of Schools. Begin initial review of materials presented to SBE for recommendation	Continue review of materials presented to SBE for recommendation. Consider piloting materials	Pilot or purchase materials
1.3 - Local Indicator – Basic Conditions at School (FIT) Priority 1C	Facilities are currently in good repair according to inspection tools.	Maintain facilities in good repair as per FIT	Maintain facilities in good repair as per FIT	Maintain facilities in good repair as per FIT
1.4 Local Indicator – Implementation of CA State Standards Priority 2A/2B?	Professional Development is currently provided in the areas of ELA/ELD, Math, History/Social Science, Science, and other technical subjects.	Continue to provide an appropriate level of professional development for staff.	Continue to provide an appropriate level of professional development for staff.	Continue to provide an appropriate level of professional development for staff.
1.5 Master Schedule Priority 7A, 7B, 7C	Students have access to a broad course of study at ENHS through our different pathways.	Continue to offer a broad course of study for ENHS students.	Continue to offer a broad course of study for ENHS students.	Continue to offer a broad course of study for ENHS students.
1.6 Transportation Costs Priority 7B, 7C	ENHS supplements transportation costs for all district residents	Continue to supplement transportation costs	Continue to supplement transportation costs	Continue to supplement transportation costs

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

Action **1.1**

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

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
• Maintain fully credentialed and appropriately assigned teachers	• Maintain fully credentialed and appropriately assigned teachers	• Maintain fully credentialed and appropriately assigned teachers

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$1,227,258	Amount		Amount	
Source	Base	Source		Source	
Budget Reference	1000,3000	Budget Reference		Budget Reference	

Action **1.2a**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ School wide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
• Maintain standards-aligned instructional materials in ELA/ELD and Math	• Maintain standards-aligned instructional materials in ELA/ELD and Math	• Maintain standards-aligned instructional materials in ELA/ELD and Math

BUDGETED EXPENDITURES

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

Action   **1.2b**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ School wide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☒ New ☐ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged
Work with Sutter County Superintendent of Schools to evaluate current Science materials and develop an adoption plan	Evaluate new instructional materials on the SBE approved materials list. Consider using the Toolkit if available. Consider piloting materials.	Adopt comprehensive, year-long instructional materials in all grades

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$2,000	Amount	$2,000	Amount	$40,000
Source	supplemental	Source	supplemental	Source	base
Budget Reference	5000	Budget Reference	5000	Budget Reference	4000

Action 1.2c

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ School wide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☒ New ☐ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged
Attend History/Social Science Framework roll out offered by Sutter County Superintendent of Schools. Begin initial review of materials presented to SBE for recommendation	Continue review of materials presented to SBE for recommendation. Consider piloting materials	Pilot or purchase materials

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$800	Amount	$800	Amount	$800
Source	Base	Source	Base	Source	Base
Budget Reference	1000,3000, 5000	Budget Reference	1000,3000, 5000	Budget Reference	1000, 3000, 5000

Action 1.3

<table>
<tr><td colspan="2">For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</td></tr>
<tr><td>Students to be Served</td><td>☒ All   ☐ Students with Disabilities   ☐ [Specific Student Group(s)]_____</td></tr>
<tr><td>Location(s)</td><td>☒ All schools   ☐ Specific Schools:_____   ☐ Specific Grade spans:_____</td></tr>
</table>

OR

<table>
<tr><td colspan="2">For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</td></tr>
<tr><td>Students to be Served</td><td>☐ English Learners   ☐ Foster Youth   ☐ Low Income</td></tr>
<tr><td>Scope of Services</td><td>☐ LEA-wide   ☐ School wide   **OR**   ☐ Limited to Unduplicated Student Group(s)</td></tr>
<tr><td>Location(s)</td><td>☐ All schools   ☐ Specific Schools:_____   ☐ Specific Grade spans:_____</td></tr>
</table>

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged
Maintain facilities in good repair as per FIT Identify buildings in need of updates and repairs	Maintain facilities in good repair as per FIT Continue to track buildings in need of updates and repairs. Repair as needed	Maintain facilities in good repair as per FIT Continue to track buildings in need of updates and repairs. Repair as needed

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	0.00	Amount		Amount	
Source		Source		Source	
Budget Reference		Budget Reference		Budget Reference	

Action   **1.4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____	
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____	

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income	
Scope of Services	☐ LEA-wide ☐ School wide **OR** ☐ Limited to Unduplicated Student Group(s)	
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____	

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
• Continue to provide professional development in ELA/ELD, Math, History/Social Science, Science, and other technical subjects • Implement benchmark assessments and provide teachers ongoing professional development on the administration of assessments and data analysis required to ensure student needs are being met • Continue to ensure intervention opportunities are available for at risk students, socioeconomically disadvantaged students, students with exceptional needs, and English learners before school, during the school day, and after school	• Continue to provide professional development in ELA/ELD, Math, History/Social Science, Science, and other technical subjects • Continue to implement benchmark assessments and provide teachers ongoing professional development on the administration of assessments and data analysis required to ensure student needs are being met • Continue to ensure intervention opportunities are available for at	• Continue to provide professional development in ELA/ELD, Math, History/Social Science, Science, and other technical subjects • Continue to implement benchmark assessments and provide teachers ongoing professional development on the administration of assessments and data analysis required to ensure student needs are being met • Continue to ensure intervention opportunities are available for at risk students, socioeconomically

and provide appropriate professional development for teachers	risk students, socioeconomically disadvantaged students, students with exceptional needs, and English learners before school, during the school day, and after school and provide appropriate professional development for teachers	disadvantaged students, students with exceptional needs, and English learners before school, during the school day, and after school and provide appropriate professional development for teachers

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$8,600	Amount		Amount	
Source	base	Source		Source	
Budget Reference	1000, 3000, 4000, 5000	Budget Reference		Budget Reference	

Action **1.5**

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

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

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

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

2017-18	**2018-19**	**2019-20**
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
• Continue to maintain a broad course of study through different pathways • Upgrade the current computer labs and maintain good repair of Chromebook carts • Purchase LCD projectors as needed • Replace teacher lap tops • Provide professional development to administrative staff and technology staff. • Develop a plan to train teachers.	• Continue to maintain a broad course of study through different pathways • Continue to monitor computer labs for updates and needs. Maintain good repair of Chromebook carts • Implement technology training plan for teachers	• Continue to maintain a broad course of study through different pathways • Continue to monitor computer labs for updates and needs. Maintain good repair of Chromebook carts • Continue to provide professional development for teachers on technology

BUDGETED EXPENDITURES

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

Action	**1.6**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

<div align="center">

OR

</div>

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

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

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Continue to supplement transportation services for students in order to prevent forwarding on costs to families	Continue to supplement transportation services for students in order to prevent forwarding on costs to families	Continue to supplement transportation services for students in order to prevent forwarding on costs to families

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$100,345	Amount		Amount	
Source	Supplemental	Source		Source	
Budget Reference	2000, 3000	Budget Reference		Budget Reference	

☐ New	☒ Modified	☐ Unchanged

Goal 2	**2.0 Pupil Outcomes** We will ensure students are college and career ready by providing additional support for staff and students with regard to instruction learning respectively. ENHS will address professional development in the area of California Standards and benchmark assessments, while also reviewing intervention needs and ELD to support.

State and/or Local Priorities Addressed by this goal:

STATE   ☐ 1 ☐ 2 ☐ 3 ☒ 4 ☐ 5 ☐ 6 ☐ 7 ☒ 8

COE   ☐ 9 ☐ 10

LOCAL _____

Identified Need

*Strategies and tools to identify struggling students earlier

*Common assessments and targeted professional development to insure adequate implementation of the California standards

*Updated technology and improve access to technology for both staff and students

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
2.1 English Learner Progress Indicator and CELDT/ELPAC data Priority 4D	2 students increased one or more levels on the CELDT in 2016-17	Baseline will be established with English Language Proficient Assessment for California (ELPAC) data	Re-evaluate EMO based on the transition from the CELDT to the ELPAC	Re-evaluate identified progress when ELPAC benchmarks are established
2.2 Reclassification Data	0 students reclassified in 2016-17	Reclassify 2 students	Reclassify 2 students	Reclassify 2 students

Priority 4E				
2.4 – Local Assessment Data Priority 8	No formalized and consistent data exists	Create and administer benchmark assessments in order to create a baseline	Continue to administer benchmark assessments and analyze data in order to create site level goals across content areas	Continue to administer benchmark assessments and analyze data in order to create site level goals across content areas
2.5 API Priority 4B	API is not currently reported	Await guidance from the State	Await guidance from the State	Await guidance from the State
2.6a Academic Progress Indicator and CAASPP Data (ELA) Priority 4A	Spring 2017 Dashboard Data (15-16 data) Status – 17.2 points below level 3 Change – represents -28 points from 2014-15 2016-17 ELA CAASPP Data 55% of 11th Grade Students Met/Exceeded Grade Level Standards in ELA on the 2016-17 CAASPP assessment	Increase status to reflect 13.2 points below level 3 Adjust 2018-19 based on November 2017 release of the CA Schools Dashboard 11th grade CAASPP scores will increase 4-5% (This is the average increase for the State)	Adjust 2018-19 based in November 2019 release of the Dashboard and/or guidance from the State on what is determined to be adequate growth	Adjust 2019-20 based in November 2019 release of the Dashboard and/or guidance from the State on what is determined to be adequate growth
2.6b Academic Progress Indicator and CAASPP Data (Math) Priority 4A	Spring 2017 Dashboard Data (15-16 data) Status – 54.4 points below level 3 Change – represents +19.4 points from 2014-15 2016-17 Math CAASPP Data 29% of 11th Grade Students	Increase status to reflect -34.4 points below level 3 Adjust 2018-19 based on November 2017 release of the CA Schools Dashboard 11th grade CAASPP scores will increase 3-4%	Adjust 2018-19 based in November 2019 release of the Dashboard and/or guidance from the State on what is determined to be adequate growth	Adjust 2019-20 based in November 2019 release of the Dashboard and/or guidance from the State on what is determined to be adequate growth

	Met/Exceeded Grade Level Standards in math on the 2016-17 CAASPP assessment	(This is the average increase for the State)		
2.7 – Course Completion of UC/CSU requirement data Priority 4C	2016-17 UC/CSU A-G Completion Rate 46.9%	Increase completion rate by 1%	Increase completion rate by 1%	Increase completion rate by 1%
2.8 – AP Pass Rate of 3 or Higher Data Priority 4F	2016-17 AP exam with a 3 or Higher 35%	Increase AP exam pass rate by 1%	Increase AP exam pass rate by 1%	Increase AP exam pass rate by 1%
2.12 – EAP Data Priority 4G	2016-17 Standard Exceeded (Ready) 28% ELA 8% Math Standard Met (Conditionally Ready) 35% ELA 21% Math	Increase Standard Exceeded (Ready) and Standard Met (Conditionally Ready) by 1%	Increase Standard Exceeded (Ready) and Standard Met (Conditionally Ready) by 1%	Increase Standard Exceeded (Ready) and Standard Met (Conditionally Ready) by 1%

Action **2.1 and 2.2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____	
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____	

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served	☒ English Learners ☐ Foster Youth ☐ Low Income	
Scope of Services	☒ LEA-wide ☐ School wide **OR** ☐ Limited to Unduplicated Student Group(s)	
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____	

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☒ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
• Continue to provide services for English learners which increase English proficiency and support reclassification • Provide professional development for ELD teacher included but not limited to serving the diverse needs of English learners and the transition from the CELDT to the ELPAC and the implications for testing and instruction • Re-evaluate the Reclassification policy as it relates to changes from CELDT to ELPAC	• Continue to provide services for English learners which increase English proficiency and support reclassification • Continue to provide relevant professional development for serving the diverse needs of English learners • Re-evaluate the Reclassification policy as needed	• Continue to provide services for English learners which increase English proficiency and support reclassification • Continue to provide relevant professional development for serving the diverse needs of English learners • Re-evaluate the Reclassification policy as needed

2017-18

Amount | 0

Source |

Budget Reference |

2018-19

Amount |

Source |

Budget Reference |

2019-20

Amount |

Source |

Budget Reference |

Action 2.3

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

Students to be Served | ☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____

Location(s) | ☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

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

Students to be Served | ☐ English Learners ☐ Foster Youth ☐ Low Income

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

Location(s) | ☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☒ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
• Administrative team will create a plan for a formalized to support for students with D's and F's? • Monitor students receiving D's and F's and begin	• Re-evaluate and continue to implement the plan created to support students with D's and F's • Refine the mentorship program for students on the D and F list.	• Re-evaluate and continue to implement the plan created to support students with D's and F's • Continue to Refine the mentorship program for students on the D and F list.

a mentorship program with community and staff for these respective students.		

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	0	Amount		Amount	
Source		Source		Source	
Budget Reference		Budget Reference		Budget Reference	

Action   **2.4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
[Students to be Served](#)	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
[Location(s)](#)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

<div align="center">

OR

</div>

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
[Students to be Served](#)	☐ English Learners ☐ Foster Youth ☐ Low Income
[Scope of Services](#)	☐ LEA-wide ☐ School wide **OR** ☐ Limited to Unduplicated Student Group(s)
[Location(s)](#)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**

☒ New ☐ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged
• Create a formalized process for administering local assessments (such as formative and summative assessments (throughout the year • Implement benchmark assessments in all core subject areas. • Identify students who need intervention classes	• Meet with departments to review formative and summative assessment data • Improve upon the administering benchmark assessments in all subject areas. • Continue to identify and monitor students who need intervention classes.	• Continue to refine communications between departments regarding assessment data • Formalize a system of assessing students' school wide. • Continue to identify and monitor students who need intervention classes.

[BUDGETED EXPENDITURES](#)

2017-18		**2018-19**		**2019-20**	
Amount	$3,000	Amount		Amount	
Source	supplemental	Source		Source	
Budget Reference	1000, 2000. 3000	Budget Reference		Budget Reference	

	New	☒ Modified	☐ Unchanged

Goal 3	**3.0 Engagement** ENHS will increase parent involvement and pupil engagement by ensuring that school climate identifies all areas of academics and student success. ENHS will Foster positive relationships between staff, students, parents, and the community as part of a successful learning environment. Additionally, a clean, healthy, physically and emotionally safe learning environment will be provided. Access to libraries, intervention services, and extra-curricular activities both in and outside of school foster student engagement.

[State and/or Local Priorities Addressed by this goal:](#)	STATE ☐ 1 ☐ 2 ☒ 3 ☐ 4 ☒ 5 ☒ 6 ☐ 7 ☐ 8 COE ☐ 9 ☐ 10 LOCAL _____
[Identified Need](#)	*Provide ongoing opportunities for parents and students to provide feedback to ENHS *Review of discipline practices and attendance policies

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
3.1 Parent, Staff, and Student Surveys Priority 3A, 3B, 3C, 5B, and 6C	This year staff, students and parents were all surveyed. 1. Staff-Survey Monkey 2. Parents-Survey Monkey 3. Students-Healthy Kids Survey	Continue to consensus build throughout stakeholder surveys.	Continue to consensus build throughout stakeholder surveys.	Continue to consensus build throughout stakeholder surveys.
3.2 Suspension Rate Indicator and Expulsion Data	Currently ENHS has no expulsions and has seen an increase of suspension by	Maintain less than 5% expulsion rate and decrease	Maintain less than 5% expulsion rate and maintain current suspension rate	Maintain less than 5% expulsion rate and maintain current suspension rate when

Priority 6A and Priority 6B	2%.	suspension rates by 1%.	when appropriate.	appropriate.
3.3 Attendance Data and Chronic Absenteeism Rate Indicator (Fall 2017) Priority 5A and Priority 5B	Attendance - 92.9% Chronic Absenteeism Rate – 7.1%	Increase Attendance Rate by 1% Decrease Chronic Absenteeism Rate by 1% Re-evaluate projected outcomes upon release of the Fall 2017 CA Schools Dashboard	Increase Attendance Rate by 1% Decrease Chronic Absenteeism Rate by 1% Re-evaluate projected outcomes upon release of the Fall 2018 CA Schools Dashboard	Increase Attendance Rate by 1% Decrease Chronic Absenteeism Rate by 1% Re-evaluate projected outcomes upon release of the Fall 2019 CA Schools Dashboard
3.4 Graduation Rate Indicator Priority 5E	Spring 2017 CA Schools Dashboard Data "Blue" Performance Category Status – "Very High" 96.2% Change – "Maintained" 0.2% 2016-17 Graduation Rate 96%	Maintain "Blue" Performance Category	Maintain "Blue" Performance Category	Maintain "Blue" Performance Category
3.5 High School Drop Out Rate	3/62 students	Decrease the dropout rate by 1 student	Decrease the dropout rate by 1 student	Decrease the dropout rate by 1 student

Action **3.1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income	
Scope of Services	☐ LEA-wide ☐ School wide **OR** ☐ Limited to Unduplicated Student Group(s)	
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____	

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☒ New ☐ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged
• Work with EQ Schools to assess school climate • Monitor school climate and identify areas of growth. • Create formalized processes to monitor school climate, chronic absenteeism, and discipline. • Begin implementation of a CARES program through SSC and Faculty meetings, which is a strategic program that positively monitors and supports the needs of unduplicated pupils. • Continue parent participation is promoted through the daily bulletin and web site communications. In addition, the ENHS Learning director and school administration will continue to reach out via phone to share with parents' progress and needs.	• Continue to monitor school climate and identify areas of growth. • Enhance formalized processes to monitor school climate, chronic absenteeism, and discipline • Fully implement the CARES program supporting unduplicated pupils • Evaluate effectiveness of parent participation is promoted through the daily bulletin and web site communications. In addition, the ENHS Learning director and school administration will continue to reach out via phone to share with parents' progress and needs.	• Continue to monitor school climate and identify areas of growth. • Maintain formalized processes to monitor school climate, chronic absenteeism, and discipline. • Assess the positive outcomes of CARES and what improvements have been made to the school by tracking and supporting unduplicated pupils • Enhance parent participation through the daily bulletin and web site communications. In addition, the ENHS Learning director and school administration will continue to reach out via phone to share with parents' progress and needs.

BUDGETED EXPENDITURES

2017-18

Amount	See 1.4
Source	
Budget Reference	

2018-19

Amount	
Source	
Budget Reference	

2019-20

Amount	
Source	
Budget Reference	

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year	☒ 2017–18 ☐ 2018–19 ☐ 2019–20

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

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