LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Lincoln Union School District

CDS Code: 21-65375

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

LEA contact information: Luke McCann, 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).

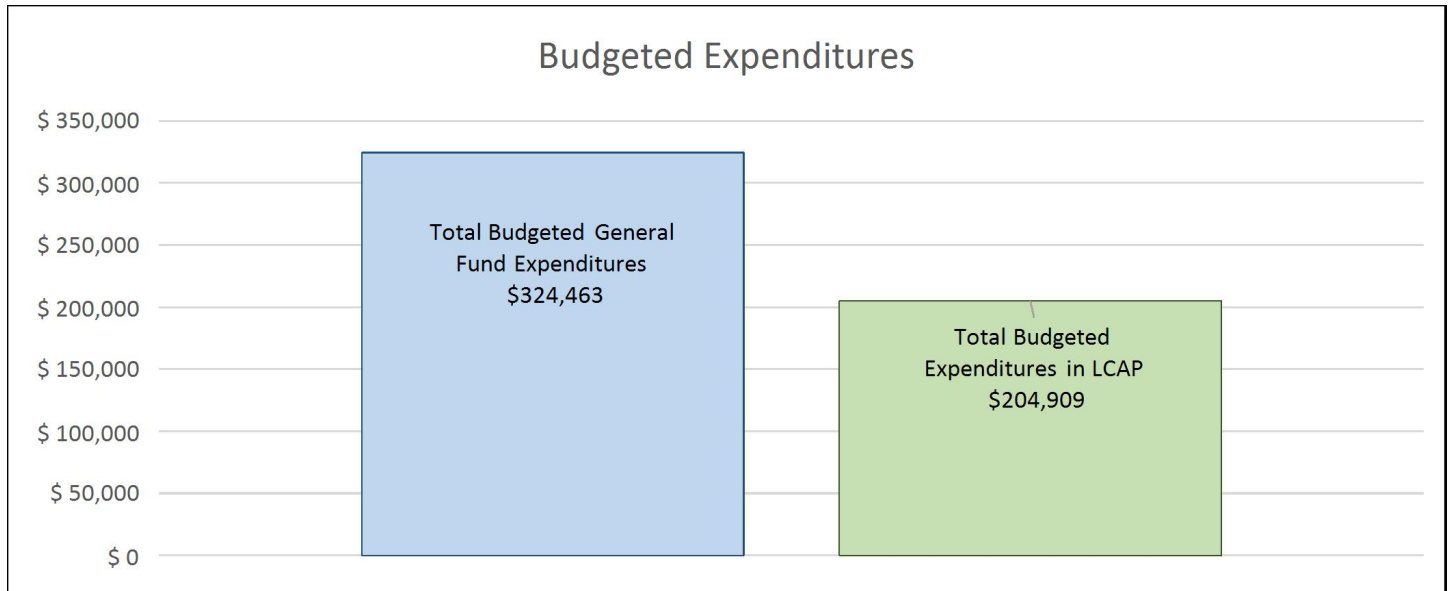## Budget Overview for the 2019-20 LCAP Year
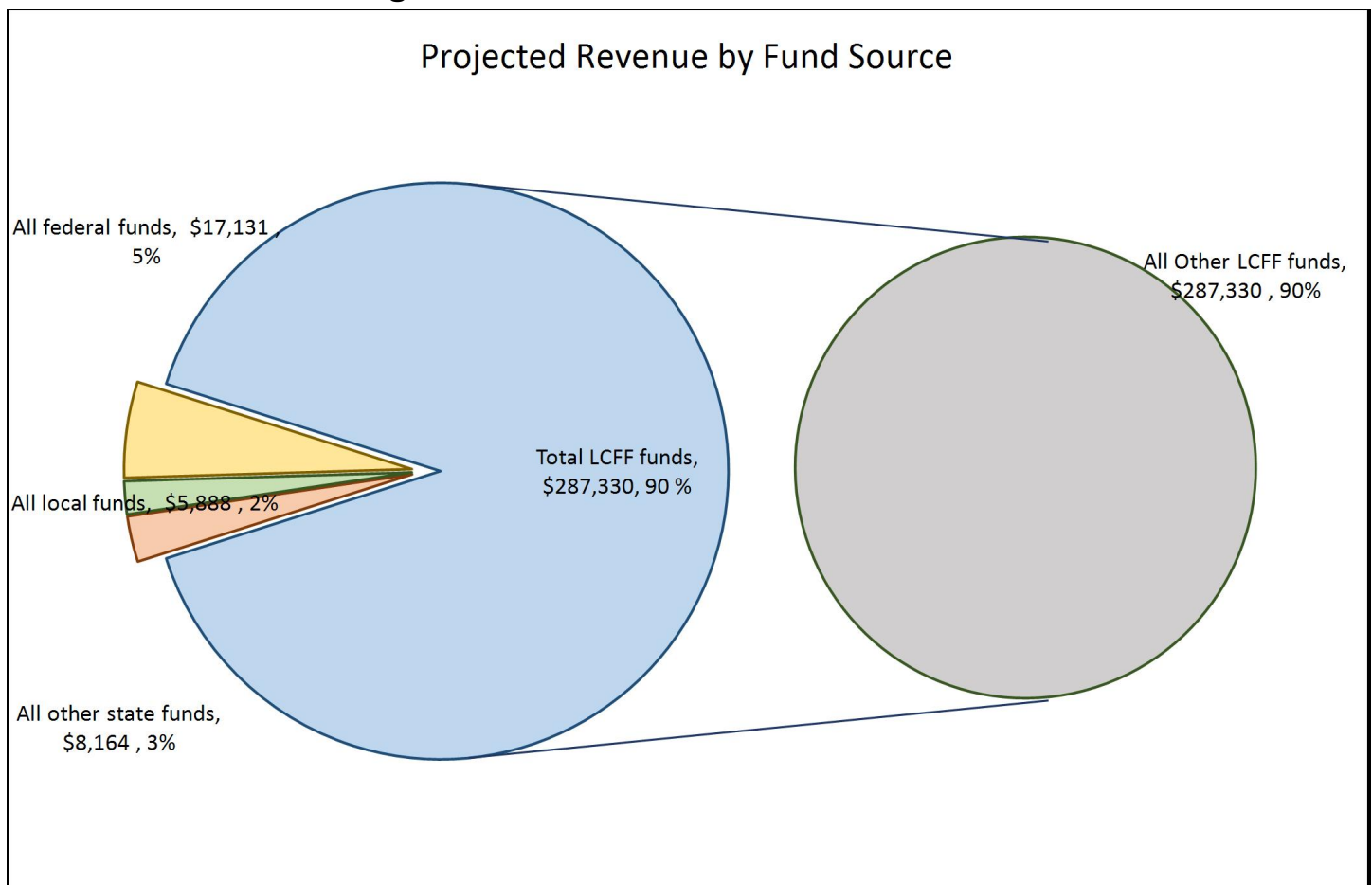
This chart shows the total general purpose revenue Lincoln Union School District expects to receive in the coming year from all sources.

The total revenue projected for Lincoln Union School District is $318,513, of which $287,330 is Local Control Funding Formula (LCFF), $8,164 is other state funds, $5,888 is local funds, and $17,131 is federal funds. Of the $287,330 in LCFF Funds, $0 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.

Budgeted Expenditures

Total Budgeted General Fund Expenditures
$324,463

Total Budgeted Expenditures in LCAP
$204,909

This chart provides a quick summary of how much Lincoln Union 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.

Lincoln Union School District plans to spend $324,463 for the 2019-20 school year. Of that amount, $204,909 is tied to actions/services in the LCAP and $119554 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The following budgeted expenditures have not been included in the LCAP:
1. Special Education services, $31,194
2. STRS on Behalf payment made by State, $7,254
3. District Administration (audit, business services, board), $24,726
4. School Site Administration (operations, technology, and communication), $56,380

Total $119,554

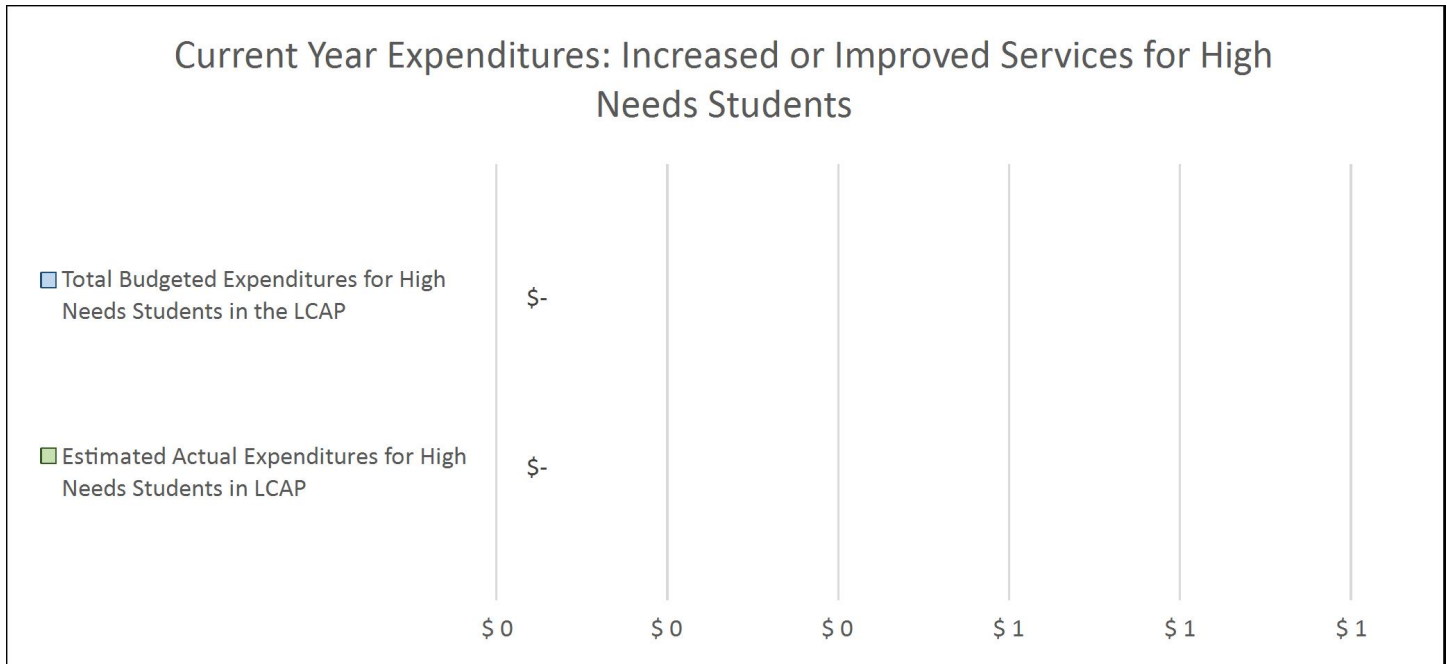## Increased or Improved Services for High Needs Students in 2019-20

In 2019-20, Lincoln Union School District is projecting it will receive $0 based on the enrollment of foster youth, English learner, and low-income students. Lincoln Union 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, Lincoln Union School District plans to spend $0 on actions to meet this requirement.

The additional improved services described in the LCAP include the following:
N/A Lincoln Union doesn't receive LCFF Supplemental and Concentration funds.

LCFF Budget Overview for Parents

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

Current Year Expenditures: Increased or Improved Services for High Needs Students

☐ Total Budgeted Expenditures for High Needs Students in the LCAP $-

☐ Estimated Actual Expenditures for High Needs Students in LCAP $-

$ 0 $ 0 $ 0 $ 1 $ 1 $ 1

This chart compares what Lincoln Union 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 Lincoln Union 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, Lincoln Union School District's LCAP budgeted $0 for planned actions to increase or improve services for high needs students. Lincoln Union School District estimates that it will actually spend $0 for actions to increase or improve services for high needs students in 2018-19.

The difference between the budgeted and actual expenditures of $0 had the following impact on Lincoln Union School District's ability to increase or improve services for high needs students:
N/A Lincoln Union doesn't receive LCFF Supplemental and Concentration funds.

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
Lincoln Union School District	Luke McCann Superintendent	lmccann@marinschools.org 415-499-5890

2017-20 Plan Summary

The Story

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

Lincoln School, located in rural Marin County, is the oldest continuously operating one room school in California. It has been serving students in grades K-6 for over 100 years. In recent years the district has experienced low enrollment, reflecting the long term trend of declining rural populations throughout the state. The district is still settling its staffing pattern after the long-term teacher/principal left at the end of 2016-17. In light of the retirement of the District's equally long-term instructional aide and in support of the current effort to increase student enrollment, the Board have decided to operate a two teacher model for at least the budget and two subsequent years.. The district receives support from the Marin County Office of Education for school psychologist, speech and language pathologist and resource specialist services.

Lincoln School embraces its mission: To instill the joy and value of learning to all its students; To provide a strong balanced curriculum; To provide the type of community environment that develops social skills and encourages student responsibility and citizenship; To give each student the opportunity to be successful and recognized for his or her accomplishments; To foster partnerships with parents as essential to the success of each student. Students are presented with opportunities to become critical thinkers, problem solvers, and able to justify their positions with evidence.

LCAP Highlights

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

Lincoln School is committed to making progress toward its three LCAP goals. The new staff has developed effective working relationships with the parent community and is moving forward with bringing a solid curricular program to the school. School facilities continue to be maintained in a

manner that ensures a positive learning environment for students and instill a feeling of pride in the school and community.

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

Despite decreased enrollment, Lincoln School continues to provide a robust multi-age program. This program encompasses a rich academic, hands on curriculum with social emotional learning at it's core. The garden program, whicl halted due to the extremely wet weather is a center part of our school that allows for rich family and parent engagement.

Mathematics, Science and English Language Arts are in ongoing development to keep all students engaged. We are looking forward to adding the new History and Social Science materials in 19-20 and 20-21.

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

Due to Lincoln's small enrollment, the California School Dashboard does not provide performance information. Student performance is evaluated on an ongoing basis by the teacher, using varied informal assessments as well as conventional quizzes and tests. The specific needs of each student are addressed by the teacher. The current student population does not include English Learners, whose needs in previous years were a priority. Staffing was not available for Spanish language instruction and may be prioritized to enhance the instructional program.

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

Student performance gaps are not presented in the California School Dashboard, but Lincoln's rural student population has needs that could be further complemented by involving more adults than the one teacher and one para professional. Teacher provides after school tutoring one day a week.

CAASP interim assessments will be utilized to identify areas of student strengths and weaknesses. IAB assessments will be used at regular intervals next year to inform teaching.

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 Lincoln School students will have a high quality education with a broad course of study by highly qualified educators who participate in and maintain best practice educational techniques.

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 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 1.1 HQT - Highly Qualified Teacher status 1.2 Common Core State Standard use (based upon training), Standards-aligned Materials 1.3 CCSS Implementation (Report cards) 1.4 Student access and attendance in all content areas. 1.5 Teacher observation of student technology use. 1.6 Teacher observation of hands on learning 1.7 Standardized test scores (SBAC) 1.8 CELDT scores 1.9 Student reclassification rates 1.10 Suspension and expulsion rates.	1.1 Metric met 1.2 Metric met 1.3 Metric met - All general ed students show growth toward State Standards, and students with IEPs show progress toward meeting their IEP goals. 1.4 Metric met - Group and paired activities occur on a daily basis. 1.5 Metric met - Each student uses their own dedicated device (iPad or Chromebook) daily. 1.6 Metric met - Hands on activities take place daily. 1.7 Metric met - Student scores on standardized tests show progress toward proficiency. Two of four students in the school have IEPs, and shave met their goals. 1.8 N/A - no EL students enrolled 1.9 N/A - no EL students enrolled 1.10 - Metric met - no suspensions or expulsions

Expected	Actual

18-19
1.1 100% of staff will maintain their Highly Qualified Status
1.2 Participation in curricular and instructional trainings by staff
1.3 Students will participate in learning that encompasses all courses – as measured by consistent year to year growth on standards aligned report card
1.4 Students will participate in collaborative learning 70% of the time in all subject areas.
1.5 Students will maintain use of technology in learning – in ELA/ELD, Mathematics and Science as measured by teacher observation at 30%.
1.6 Students will continue to be provided hands on learning opportunities.
1.7 Students' scores, on Smarter Balanced tests/standardized testing, will reflect grade level competence.
1.8 EL students will continue to progress on the EL measure (ELPA)
1.9 Reclassification rate for students will maintain consistent rate.
1.10 Maintain Suspension and Expulsion rate of 0 students
1.11 The one room school provides staffing and curriculum for a broad range of courses including Core academics, the Arts, PE.

Baseline
1.1 Teacher meets HQT status
1.2   NGSS training attended; ELA/ELD training still needed.
1.3 Students show growth on report cards.
1.4 Students participate in collaborative learning over 60% of the time.
1.5 Students use technology in class at least 30% of the time.
1.6 Hands on learning lessons daily.
1.7 Students show grade level competence.
1.8 Data not displayed for low student numbers
1.9 Data not displayed for low student numbers
1.10 No suspensions or expulsions

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

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.1 Maintain Highly Qualified instructional staff 1.2 Monitor Credentials 1.3 Provide Music instruction 1.4 Provide Spanish language instruction 1.5 Provide hands on science & STEM instruction	1.1 New teacher hired in November, 2018, with requirement met. 1.2 Credentials up to date. 1.3 Instruction provided by teaching assistant. 1.4 Spanish instruction was limited this year due to limited resources of new staff. Next year new resources will be looked into. 1.5 Instruction provided and includes Coding and field trips.	2000-3999: Classified Instructional Salaries & Benefits Function 1xxx Base $17,382	2000-3999:Classified Instructional Salaries & Benefits Function 1xxx LCFF Base 20,959
		Resource 0000-1400 Object 1xxx-3xx1 Function 1xxx-2xxx 1000-1999: Certificated Personnel Salaries Base $102,546	Resource 0000-1400 Object 1xxx-3xx1 Function 1xxx-2xxx 1000-1999: Certificated Personnel Salaries LCFF Base 141,527
		REAP resource 5830 Object 2xxx-3xxx 2000-2999: Classified Personnel Salaries Federal Funds $17,170	REAP resource 5830 Object 2xxx-3xxx 2000-2999: Classified Personnel Salaries Federal Funds 17,169
		Resource 9252 Object 1xxx-3xxx 1000-1999: Certificated Personnel Salaries Locally Defined $7,903	Resource 9252 Object 1xxx-3xxx 1000-1999: Certificated Personnel Salaries Locally Defined 7,903
		Certificated Substitute Title II $273	Certificated Substitute Title II 531

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.6 Classroom staff to Participate in the following trainings: o ELA/ELD o NGSS/STEM learning Technology integration o History Social Studies	New teacher hired in November and has not attended content area trainings. CPR and First Aid training was completed.	Costs included in Goal #1 – Staff time	Costs included in Goal#1 - Staff time

Action 3

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

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.7 Provide technology training for students and opportunities to use computer apps that expand learning through technology	MCOE staff provided technical support but did not work with students. Science staff provided Coding class for students. Teacher used IXL online math program to complement math instruction.	Costs included in Goal #1 – Staff time $0	Costs included in Goal#1 - Staff time 0

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.8 Maintain increased and improved access to technology for students Purchase NEWELA	Program lapsed during staff changes.	Object 4000-5999 Supplemental and Concentration $1,000	Object 4000-5999 LCFF Supplemental and Concentration 1,000

Analysis

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

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

Apart from the lack of regular, formal Spanish instruction, actions/services were implemented as expected.

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

Actions/Services have shown to be effective.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Increase in Action 1 Certificated Salaries and Benefits was due to staff settlements

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

No changes are anticipated.

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

Increase parent/family participation in school programs to enhance learning experiences for all students.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 2.1 Parent Input (Parent survey) , Parent Participation (Attendance in Parent Club meetings, Attendance to board meetings) 2.2 Record of teacher led training for extended learning. 2.3 Archive of newsletters 2.4 Parent participation 2.5 Teacher observation 2.6 School Attendance Rates, Chronic Absenteeism Rate	2.1 - Metric met. All parents have attended all parent meetings. 2.2 - Metric not met 2.3 - Metric met. Newsletter issued each month of the school year. 2.4 - Metric not met. School staff continues with managing recycling and garden, but parents not directly participating. 2.5 - Metric not met. Parent led sessions did not occur this year. 2.6 - Metric met.

Expected	Actual
18-19 2.1 Continue parent/family participation in Parent Club meetings to 100% parent attendance. 2.2 Continue parent understanding of how to extend learning as measured by participation in teacher led training for extended learning 2.3 Parents will be provided ongoing regular communication via monthly newsletter – communication. 2.4 Parents will continue to participate in the garden and recycling programs 2.5 Increase cooperative learning time for students in parent led lessons and have parent led lessons 4 times a year. 2.6 Maintain consistent low attendance rate and low to 0 Chronic Absenteeism rate. **Baseline** 2.1 100% participation in either meeting presence or follow up communication 2.2 2.3 Newsletter is now written and distributed weekly. 2.4 Regular parent participation in garden and recycling programs. 2.5 Cooperative learning activities take place daily. Parent led lessons in art, gardening, and math occur weekly. 2.6 High attendance is stable, along with low absence rate	

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.11 Maintain school newsletter 2.12 Parent club topics identified and prioritized at the beginning of the year, and meeting minutes sent to all parents. 2.13 Monitor attendance daily and contact parents	2.1 Parent club meetings are held monthly. 2.3 Newsletter sent to parents monthly. 2.6 Attendance and parent contact daily.	Costs included in Goal #1 $0	Costs included in Goal #1 plus consultant contract 5000-5999: Services And Other Operating Expenditures LCFF Base 35,000

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.21 Diversify parent participation with in-class lessons created by the parents.	2.5 Parent classroom volunteers not available as they are working parents.	Costs included in Goal #1 $0	Costs included in Goal #1 0

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.31 Provide time for parent training to prepare them for leading lessons/groups.	2.5 Parent classroom volunteers not available as they are working parents.	Costs included in Goal #1 $0	Costs included in Goal #1 0

Analysis

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

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

Lincoln is a one-room school house. Part of the charm or this environment is the opportunity to closely engage with parents. This goal was implemented effectively.

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

See above. Parent engagement and pupil engagement are observed as very effective as measured by attendance rates and parent engagement rates.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 1 was materially different because the board moved to hire a consulting firm to help increase enrollment at Lincoln. Because enrollment at Lincoln is low, increasing enrollment enriches the overall school experience. Among other things, the consulting firm created a new district website and logo and orchestrated different community engagement activities including open houses and public forums.

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

No changes will be made to the goal or it's accompanying action steps.

Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 3

Maintain and/or improve school facilities to provide a clean and safe environment

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 3.1 FIT report, 3.2 Student survey, accident/incident reports 3.3 Calendar of work completed/improvements to campus), behavior incident reports. **18-19** 3.1 Maintain "Excellent" rating on FIT report 3.2 School grounds will be safe and inviting for student play, exercise, and socialization as measured by student survey and accident/incident report documentation. 3.3 Classrooms will be efficiently organized so students may work, problem solve, and learn with ease as measured by on task behavior – Behavior incident report. **Baseline** 3.1 Excellent FIT report 3.2 No notable student accidents/incidents 3.3 Classrooms well organized and no notable behavior reports.	3.1 FIT report 3.2 No school related injuries occurred. 3.3 Classrooms are well organized and contribute to a safe, effective learning environment.

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
3.1 Maintain custodial services and utilities for a safe, clean, functional facility	3.1 Custodial services provided twice/week.	Resource 0000 Object 2210/2230 +3xxx 2000-2999: Classified Personnel Salaries Base $3,326	Resource 0000 Object 2210/2230 +3xxx 2000-2999: Classified Personnel Salaries LCFF Base 3,058
		Resource 0000 Object 4000-5999 Function 8xxx Lincoln Site 5000-5999: Services And Other Operating Expenditures LCFF $10,519	Resource 0000 Object 4000-5999 Function 8xxx School 035 5000-5999: Services And Other Operating Expenditures LCFF 11,872

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.21 Continue maintenance as needed. No major repairs anticipated. 3.22 Calendar of repairs maintained	3.21 General maintenance occurs as needed. Electrical and AV estimates for future. Installed a CCTV security system. 3.22 Maintained on school calendar.	Costs included in Action #1	Costs included in Goal 3 Action #1

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.3 Investigate the need and feasibility of having a Recycle/garden program	3.3 School staff runs the recycling program. Garden program lapsed during the winter with heavy rains, and is being revitalized during the spring.	Costs included in Action #1 $0	Costs included in Action #1 0

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.4 Maintain an advisory committee to oversee and make recommendations on the Union School facility. Maintain the Union facility.	Occasional reports presented at Board meetings.	Function 8xxx, School 115, Resource 0000 Base $7,309	Resource 0000 Function 8xxx School 115 LCFF Base 7,309

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.

This goal and action steps were implemented across the year without incident.

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

Our campus is clean, well organized and safe. We hope to revitalize the garden program.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There are no material differences noted.

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

We do not anticipate any changes to this goal or the associated action steps.

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?

Lincoln School has a small, but engaged parent group that takes a strong interest in the events and programs offered for their children.

Parent Club meetings take place over the course of the school year, as the school year opened, in November, and anticipated in the spring. Parents are welcomed to attend Board meetings also. Communication between the principal/teacher and parents occurs on a regular basis by email, texting and personal contact at drop off and pick up time. With only three families, personal communication is the standard means of input.

Students participate in classroom discussion around their work and assist in guiding some of the activities and programs.

Because of the small number of students and families in the school, the teacher is able to establish and maintain ongoing communication regarding all pertinent school matters.

The teacher attends almost all meetings of the Board of Trustees and provides and receives information.

Staff regularly discuss the goals and action steps as they are part of the school program. Paraeducator staff are active in contributing to the work in class on a day to day basis and to the shaping of LCAP goals.

Students felt that having a clean campus was important.

Impact on LCAP and Annual Update

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

Overall stakeholder satisfaction indicates a desire to continue current programs.

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 Lincoln School students will have a high quality education with a broad course of study by highly qualified educators who participate in and maintain best practice educational techniques.

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 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

All teachers need to maintain their highly qualified status
Professional development for educators that is based in best practice instruction and intervention for students.
Common Core and Next Generation Science instruction training/STEM instruction
Students have access to broad course of study that includes the Common Core and 21st Century Learning

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1.1 HQT - Highly Qualified Teacher status 1.2 Common Core State Standard use	1.1 Teacher meets HQT status	1.1 100% of staff will maintain their Highly Qualified Status	1.1 100% of staff will maintain their Highly Qualified Status	1.1 100% of staff will maintain their Highly Qualified Status

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
(based upon training), Standards-aligned Materials 1.3 CCSS Implementation (Report cards) 1.4 Student access and attendance in all content areas. 1.5 Teacher observation of student technology use. 1.6 Teacher observation of hands on learning 1.7 Standardized test scores (SBAC) 1.8 CELDT scores 1.9 Student reclassification rates 1.10 Suspension and expulsion rates.	1.2 NGSS training attended; ELA/ELD training still needed. 1.3 Students show growth on report cards. 1.4 Students participate in collaborative learning over 60% of the time. 1.5 Students use technology in class at least 30% of the time. 1.6 Hands on learning lessons daily. 1.7 Students show grade level competence. 1.8 Data not displayed for low student numbers 1.9 Data not displayed for low student numbers 1.10 No suspensions or expulsions	1.2 Participation in NGSS, ELA/ELD standards and/or materials (publisher) trainings by staff 1.3 Students will participate in learning that encompasses all courses – as measured by consistent year to year growth on standards aligned report card 1.4 Students will increase participation in collaborative learning from 50-60% to 70% in all subject areas. 1.5 Students will demonstrate increased use of technology in learning – in ELA/ELD, Mathematics and Science as measured by teacher observation from 20% to 30%. 1.6 Students will continue to be provided hands on learning opportunities. 1.7 Students' scores, on Smarter Balanced tests/standardized testing, will reflect grade level competence. 1.8 EL students will continue to progress on	1.2 Participation in curricular and instructional trainings by staff 1.3 Students will participate in learning that encompasses all courses – as measured by consistent year to year growth on standards aligned report card 1.4 Students will participate in collaborative learning 70% of the time in all subject areas. 1.5 Students will maintain use of technology in learning – in ELA/ELD, Mathematics and Science as measured by teacher observation at 30%. 1.6 Students will continue to be provided hands on learning opportunities. 1.7 Students' scores, on Smarter Balanced tests/standardized testing, will reflect grade level competence. 1.8 EL students will continue to progress on the EL measure (ELPA)	1.2 Participation in curricular and instructional trainings by staff 1.3 Students will participate in learning that encompasses all courses – as measured by consistent year to year growth on standards aligned report card 1.4 Students will participate in collaborative learning 70% of the time in all subject areas. 1.5 Students will maintain use of technology in learning – in ELA/ELD, Mathematics and Science as measured by teacher observation at 30%.. 1.6 Students will continue to be provided hands on learning opportunities. 1.7 Students' scores, on Smarter Balanced tests/standardized testing, will reflect grade level competence. 1.8 EL students will continue to progress on the EL measure (ELPA)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		the CELDT or other EL measure (ELPA) 1.9 Reclassification rate for students will maintain consistent rate (only one EL student at the time of this LCAP – at beginning level on CELDT) 1.10 Maintain Suspension and Expulsion rate of 0 students 1.11 The one room school provides staffing and curriculum for a broad range of courses including Core academics, the Arts, PE.	1.9 Reclassification rate for students will maintain consistent rate. 1.10 Maintain Suspension and Expulsion rate of 0 students 1.11 The one room school provides staffing and curriculum for a broad range of courses including Core academics, the Arts, PE.	1.9 Reclassification rate for students will maintain consistent rate. 1.10 Maintain Suspension and Expulsion rate of 0 students 1.11 The one room school provides staffing and curriculum for a broad range of courses including Core academics, the Arts, PE.

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)

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)

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

1.1 Maintain Highly Qualified instructional staff
1.2 Monitor Credentials
1.3 Provide Music instruction
1.4 Provide Spanish language instruction
1.5 Provide hands on science & STEM instruction

2018-19 Actions/Services

1.1 Maintain Highly Qualified instructional staff
1.2 Monitor Credentials
1.3 Provide Music instruction
1.4 Provide Spanish language instruction
1.5 Provide hands on science & STEM instruction

2019-20 Actions/Services

1.1 Maintain Highly Qualified instructional staff
1.2 Monitor Credentials
1.3 Provide Music instruction
1.4 Provide Spanish language instruction
1.5 Provide hands on science & STEM instruction

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$9,317	$17,382	0
Source	Base	Base	LCFF Base
Budget Reference	2000-2999: Classified Personnel Salaries Resource 0000 Object 2xxx-3xxx	2000-3999: Classified Instructional Salaries & Benefits Function 1xxx	2000-2999: Classified Personnel Salaries Function 1xxx

Amount	$118,257	$102,546	157,269
Source	Base	Base	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Resource 0000-1400 Object 1xxx-3xxx less janitorial	1000-1999: Certificated Personnel Salaries Resource 0000-1400 Object 1xxx-3xx1 Function 1xxx-2xxx	Object 1xxx & 3xx1 Function 1000-2999 Resource 0000-1400
Amount	$592	$17,170	16,600
Source	Title II	Federal Funds	Federal Funds
Budget Reference	1000-1999: Certificated Personnel Salaries Resource 4035 Object 1xxx-3xxx	2000-2999: Classified Personnel Salaries REAP resource 5830 Object 2xxx-3xxx	1000-1999: Certificated Personnel Salaries REAP resource 5830 Object 1xxx-3xxx
Amount	$19,408	$7,903	7,950
Source	Federal Funds	Locally Defined	Locally Defined
Budget Reference	2000-2999: Classified Personnel Salaries REAP Resource 5830 Object 2xxx-3xxx	1000-1999: Certificated Personnel Salaries Resource 9252 Object 1xxx-3xxx	Resource 9252 Object 1xxx-3xxx
Amount	$7,648	$273	531
Source	Locally Defined	Title II	Title II
Budget Reference	1000-1999: Certificated Personnel Salaries Parent Club Donation Object 1xxx-3xxx Science & Spanish	Certificated Substitute	5000-5999: Services And Other Operating Expenditures Certificated Substitute

Action 2

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

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

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

All	All Schools

OR

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1.6 Continue to expand lesson and curriculum for: o ELA/ELD o NGSS/STEM learning o Integration of technology	1.6 Classroom staff to Participate in the following trainings: o ELA/ELD o NGSS/STEM learning Technology integration o History Social Studies	1.6 Classroom staff to Participate in the following trainings: o ELA/ELD o NGSS/STEM learning Technology integration o History Social Studies

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Budget Reference	Costs included in Goal #1 – Staff time	Costs included in Goal #1 – Staff time	Costs included in Goal #1 Action #1- Staff time

Action 3

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

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

OR

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

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

[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	

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1.7 Expand school library to include up-to-date reading material to enhance STEM and History Social Studies	1.7 Provide technology training for students and opportunities to use computer apps that expand learning through technology	1.7 Provide technology training for students and opportunities to use computer apps that expand learning through technology

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$3,486	$0	$0
Budget Reference	4000-4999: Books And Supplies	Costs included in Goal #1 – Staff time	Costs included in Goal #1 - Staff time
Amount	$3,486		
Source	LCFF		

Action 4

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

English Learners
Foster Youth
Low Income

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

LEA-wide

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

All Schools

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

1.8 Provide increased and improved access to technology for students

2018-19 Actions/Services

1.8 Maintain increased and improved access to technology for students
Purchase NEWELA

2019-20 Actions/Services

1.8 Assess needs for increased and improved access to technology for students
Maintain NEWELA

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$4,000	$1,000	$1,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Resource 0000 Object 4xxx Devices purchase	Object 4000-5999	Object 4000-5999

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

Increase parent/family participation in school programs to enhance learning experiences for all students.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Identified Need:

Increase parent/family participation in school programs

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
2.1 Parent Input (Parent survey) , Parent Participation (Attendance in Parent Club meetings, Attendance to board meetings) 2.2 Record of teacher led training for extended learning.	2.1 100% participation in either meeting presence or follow up communication 2.2 2.3 Newsletter is now written and distributed weekly. 2.4 Regular parent participation in garden and recycling programs.	2.1 Increase/maintain parent/family participation in Parent Club meetings to 100% parent attendance. 2.2 Increase parent understanding of how to extend learning as measured by participation in teacher	2.1 Continue parent/family participation in Parent Club meetings to 100% parent attendance. 2.2 Continue parent understanding of how to extend learning as measured by participation in teacher	2.1 Continue parent/family participation in Parent Club meetings to 100% parent attendance. 2.2 Continue parent understanding of how to extend learning as measured by participation in teacher

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
2.3 Archive of newsletters 2.4 Parent participation 2.5 Teacher observation 2.6 School Attendance Rates, Chronic Absenteeism Rate	2.5 Cooperative learning activities take place daily. Parent led lessons in art, gardening, and math occur weekly. 2.6 High attendance is stable, along with low absence rate	led training for extended learning 2.3 Parents will be provided ongoing regular communication via monthly newsletter – communication. 2.4 Parents will continue to participate in the garden and recycling programs 2.5 Increase cooperative learning time for students in parent led lessons and have parent led lessons 4 times a year. 2.6 Maintain consistent low attendance rate and low to 0 Chronic Absenteeism rate.	led training for extended learning 2.3 Parents will be provided ongoing regular communication via monthly newsletter – communication. 2.4 Parents will continue to participate in the garden and recycling programs 2.5 Increase cooperative learning time for students in parent led lessons and have parent led lessons 4 times a year. 2.6 Maintain consistent low attendance rate and low to 0 Chronic Absenteeism rate.	led training for extended learning 2.3 Parents will be provided ongoing regular communication via monthly newsletter – communication. 2.4 Parents will continue to participate in the garden and recycling programs 2.5 Increase cooperative learning time for students in parent led lessons and have parent led lessons 4 times a year. 2.6 Maintain consistent low attendance rate and low to 0 Chronic Absenteeism rate.

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)

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)

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

2.11 Maintain school newsletter
2.12 Parent club topics identified and prioritized at the beginning of the year, and meeting minutes sent to all parents.
2.13 Monitor attendance daily and contact parents

2018-19 Actions/Services

2.11 Maintain school newsletter
2.12 Parent club topics identified and prioritized at the beginning of the year, and meeting minutes sent to all parents.
2.13 Monitor attendance daily and contact parents

2019-20 Actions/Services

2.1 Parent club topics identified and prioritized at the beginning of the year, and meeting minutes sent to all parents.
2.3 Maintain school newsletter
2.6 Monitor attendance daily and contact parents

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$0	$0	$0
Budget Reference	Costs included in Goal #1	Costs included in Goal #1	Costs included in Goal #1

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

2.21 Diversify parent participation with in-class lessons created by the parents.

2018-19 Actions/Services

2.21 Diversify parent participation with in-class lessons created by the parents.

2019-20 Actions/Services

2.5 Continue parent participation with in-class lessons created by the parents.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$0	$0	$0
Budget Reference	Costs included in Goal #1	Costs included in Goal #1	Costs included in Goal #1

Action 3

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

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

All

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

All Schools

OR

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

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

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
2.31 Provide time for parent training to prepare them for leading lessons/groups	2.31 Provide time for parent training to prepare them for leading lessons/groups.	2.31 Provide time for parent training to prepare them for leading lessons/groups.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$0	$0	$0
Budget Reference	Costs included in Goal #1	Costs included in Goal #1	Costs included in Goal #1

Goals, Actions, & Services

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

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

Unchanged Goal

Goal 3

Maintain and/or improve school facilities to provide a clean and safe environment

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Identified Need:

All facilities need to be maintained for safety and in good working order
Metric: FIT report, Other Local Measures (Parent, student survey, Calendar of work completed/improvements to campus)

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
3.1 FIT report, 3.2 Student survey, accident/incident reports 3.3 Calendar of work completed/improvements to campus), behavior incident reports.	3.1 Excellent FIT report 3.2 No notable student accidents/incidents 3.3 Classrooms well organized and no notable behavior reports.	3.1 Maintain "Excellent" rating on FIT report 3.2 School grounds will be safe and inviting for student play, exercise, and socialization as measured by student survey and accident/incident report documentation. 3.3 Classrooms will be efficiently organized so	3.1 Maintain "Excellent" rating on FIT report 3.2 School grounds will be safe and inviting for student play, exercise, and socialization as measured by student survey and accident/incident report documentation. 3.3 Classrooms will be efficiently organized so	3.1 Maintain "Excellent" rating on FIT report 3.2 School grounds will be safe and inviting for student play, exercise, and socialization as measured by student survey and accident/incident report documentation. 3.3 Classrooms will be efficiently organized so

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		students may work, problem solve, and learn with ease as measured by on task behavior – Behavior incident report.	students may work, problem solve, and learn with ease as measured by on task behavior – Behavior incident report.	students may work, problem solve, and learn with ease as measured by on task behavior – Behavior incident report.

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	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
3.1 Maintain custodial services and utilities for a safe, clean, functional facility	3.1 Maintain custodial services and utilities for a safe, clean, functional facility	3.1 Maintain custodial services and utilities for a safe, clean, functional facility

Budgeted Expenditures

	Year	2017-18	2018-19	2019-20
	Amount	$3,560	$3,326	$3,374
	Source	Base	Base	Base
	Budget Reference	2000-2999: Classified Personnel Salaries Resource 0000 Object 2210/2230 + 3xxx	2000-2999: Classified Personnel Salaries Resource 0000 Object 2210/2230 +3xxx	2000-2999: Classified Personnel Salaries Resource 0000 Object 2210/2230 + 3xxx
	Amount	$14,079	$10,519	10,730
	Source	LCFF	LCFF	LCFF
	Budget Reference	5000-5999: Services And Other Operating Expenditures Resource 0000 Object 4000-5999 Function 8xxx	5000-5999: Services And Other Operating Expenditures Resource 0000 Object 4000-5999 Function 8xxx Lincoln Site	5000-5999: Services And Other Operating Expenditures Resource 0000 Object 4000-5999 Function 8xxx Lincoln Site
	Amount	$1,183		
	Source	Lottery		
	Budget Reference	4000-4999: Books And Supplies Resource 1100 Object 4000-4999 Function 8xxx		

Action 2

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

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

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

Students to be Served	Location(s)
All	All Schools

OR

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

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

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

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
3.21 Continue maintenance as needed. No major repairs anticipated. 3.22 Calendar of repairs maintained 3.23 Purchase and install new playground equipment.	3.21 Continue maintenance as needed. No major repairs anticipated. 3.22 Calendar of repairs maintained	3.21 Continue maintenance as needed. No major repairs anticipated. 3.22 Calendar of repairs maintained

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Budget Reference	Costs included in Action #1	Costs included in Action #1	Cost included in Action #1

Action 3

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

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

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

| All | All Schools |

OR

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

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

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

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
3.3 Expand existing Recycle/garden program	3.3 Investigate the need and feasibility of having a Recycle/garden program	3.3 Review Recycle/garden program

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$0	$0	$0
Budget Reference	Costs included in Action #1	Costs included in Action #1	Costs included in Goal #1

Action 4

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

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

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

All	All Schools

OR

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

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

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

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

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

Actions/Services

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

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

3.4 Form an advisory committee to oversee and make recommendations on the Union School facility.	3.4 Maintain an advisory committee to oversee and make recommendations on the Union School facility. Maintain the Union facility.	3.4 Maintain an advisory committee to oversee and make recommendations on the Union School facility.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$0	$7,309	7,455
Source		Base	Base
Budget Reference		Function 8xxx, School 115, Resource 0000	Function 8xxx, School 115, Resource 0000

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$0	0%

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

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

Goal #1 Action #4 is designed to meet the needs of students generating supplemental grant funding.

The District plans to continue the subscription-based English Language Development program to strengthen differentiated assistance.

The District plans to offer LEA-wide as the entire school district is comprised of 4 students.

The percent of unduplicated pupils is below 55%. The District has determined these actions and services are the most effective use of the funds to meet the District's goals for pupils in the eight state priority areas as research and experience has proven that differentiated instruction, data driven decision making, and intensive services when needed will, in combination, promote greater success for the target population.

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$840	0.38%

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

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

Goal #1 Action #4 is designed to meet the needs of students generating supplemental grant funding.

The District plans to offer a new subscription-based English Language Development program to strengthen differentiated assistance.

The District plans to offer LEA-wide as the entire school district is comprised of 8 students.

The percent of unduplicated pupils is below 55%. The District has determined these actions and services are the most effective use of the funds to meet the District's goals for pupils in the eight state priority areas as research and experience has proven that differentiated instruction, data driven decision making, and intensive services when needed will, in combination, promote greater success for the target population.

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$3,806	1.35%

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).

Lincoln School District's supplemental grant totals $3,806. The District will expend $4,000 to support students with increased access to technology with new devices. Normal budgeting for new devices is $500 or less, therefore this budget is a multi-fold increase that exceeds the District's MPP requirement.

The District has made a commitment to one-on-one computer/tablet access to ensure English Learners and low-income students have access to technology on a par with their peers.

The percent of unduplicated pupils is below 55%. The District has determined these actions and services are the most effective use of the funds to meet the District's goals for pupils in the eight state priority areas as research and experience has proven that differentiated instruction, data driven decision making, and intensive services when needed will, in combination, promote greater success for the target population.

Addendum

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

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

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

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

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

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

Instructions: Linked Table of Contents

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

Plan Summary

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

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

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the 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	167,428.00	246,328.00	185,016.00	167,428.00	204,909.00	557,353.00
	0.00	0.00	3,486.00	0.00	0.00	3,486.00
Base	130,563.00	0.00	131,134.00	130,563.00	168,098.00	429,795.00
Federal Funds	17,170.00	17,169.00	19,408.00	17,170.00	16,600.00	53,178.00
LCFF	10,519.00	11,872.00	17,565.00	10,519.00	10,730.00	38,814.00
LCFF Base	0.00	207,853.00	0.00	0.00	0.00	0.00
LCFF Supplemental and Concentration	0.00	1,000.00	0.00	0.00	0.00	0.00
Locally Defined	7,903.00	7,903.00	7,648.00	7,903.00	7,950.00	23,501.00
Lottery	0.00	0.00	1,183.00	0.00	0.00	1,183.00
Supplemental and Concentration	1,000.00	0.00	4,000.00	1,000.00	1,000.00	6,000.00
Title II	273.00	531.00	592.00	273.00	531.00	1,396.00

* 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	167,428.00	246,328.00	185,016.00	167,428.00	204,909.00	557,353.00
	25,964.00	29,799.00	3,486.00	25,964.00	173,674.00	203,124.00
0001-0999: Unrestricted: Locally Defined	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	110,449.00	149,430.00	126,497.00	110,449.00	16,600.00	253,546.00
2000-2999: Classified Personnel Salaries	20,496.00	20,227.00	32,285.00	20,496.00	3,374.00	56,155.00
4000-4999: Books And Supplies	0.00	0.00	8,669.00	0.00	0.00	8,669.00
5000-5999: Services And Other Operating Expenditures	10,519.00	46,872.00	14,079.00	10,519.00	11,261.00	35,859.00

* 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	167,428.00	246,328.00	185,016.00	167,428.00	204,909.00	557,353.00
		0.00	0.00	0.00	0.00	0.00	0.00
	Base	24,691.00	0.00	0.00	24,691.00	164,724.00	189,415.00
	LCFF	0.00	0.00	3,486.00	0.00	0.00	3,486.00
	LCFF Base	0.00	28,268.00	0.00	0.00	0.00	0.00
	LCFF Supplemental and Concentration	0.00	1,000.00	0.00	0.00	0.00	0.00
	Locally Defined	0.00	0.00	0.00	0.00	7,950.00	7,950.00
	Supplemental and Concentration	1,000.00	0.00	0.00	1,000.00	1,000.00	2,000.00
	Title II	273.00	531.00	0.00	273.00	0.00	273.00
0001-0999: Unrestricted: Locally Defined	Title II	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Base	102,546.00	0.00	118,257.00	102,546.00	0.00	220,803.00
1000-1999: Certificated Personnel Salaries	Federal Funds	0.00	0.00	0.00	0.00	16,600.00	16,600.00
1000-1999: Certificated Personnel Salaries	LCFF Base	0.00	141,527.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Locally Defined	7,903.00	7,903.00	7,648.00	7,903.00	0.00	15,551.00
1000-1999: Certificated Personnel Salaries	Title II	0.00	0.00	592.00	0.00	0.00	592.00
2000-2999: Classified Personnel Salaries	Base	3,326.00	0.00	12,877.00	3,326.00	3,374.00	19,577.00
2000-2999: Classified Personnel Salaries	Federal Funds	17,170.00	17,169.00	19,408.00	17,170.00	0.00	36,578.00
2000-2999: Classified Personnel Salaries	LCFF Base	0.00	3,058.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Locally Defined	0.00	0.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies		0.00	0.00	3,486.00	0.00	0.00	3,486.00
4000-4999: Books And Supplies	LCFF	0.00	0.00	0.00	0.00	0.00	0.00

		Total Expenditures by Object Type and Funding Source					
Object Type	**Funding Source**	**2018-19 Annual Update Budgeted**	**2018-19 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**	**2017-18 through 2019-20 Total**
4000-4999: Books And Supplies	Lottery	0.00	0.00	1,183.00	0.00	0.00	1,183.00
4000-4999: Books And Supplies	Supplemental and Concentration	0.00	0.00	4,000.00	0.00	0.00	4,000.00
5000-5999: Services And Other Operating Expenditures	LCFF	10,519.00	11,872.00	14,079.00	10,519.00	10,730.00	35,328.00
5000-5999: Services And Other Operating Expenditures	LCFF Base	0.00	35,000.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Title II	0.00	0.00	0.00	0.00	531.00	531.00

* 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	146,274.00	189,089.00	166,194.00	146,274.00	183,350.00	495,818.00
Goal 2	0.00	35,000.00	0.00	0.00	0.00	0.00
Goal 3	21,154.00	22,239.00	18,822.00	21,154.00	21,559.00	61,535.00

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

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

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