

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Cienega Union Elementary School District

CDS Code: 35 67462 6035018

School Year: 2021-22

LEA contact information:

Hallie Ochoa

Superintendent/Principal

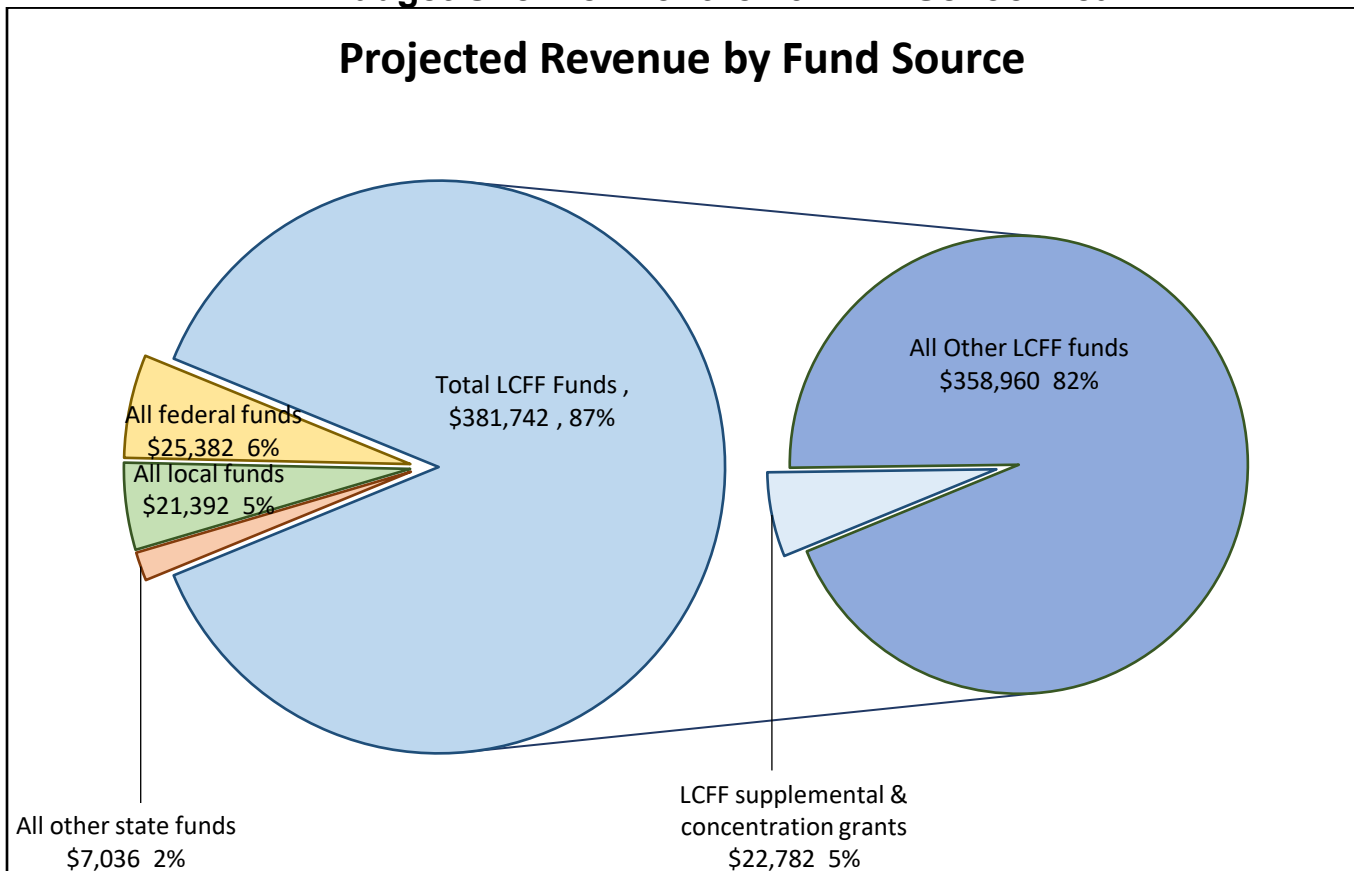
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School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "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 2021-22 School Year

Projected Revenue by Fund Source

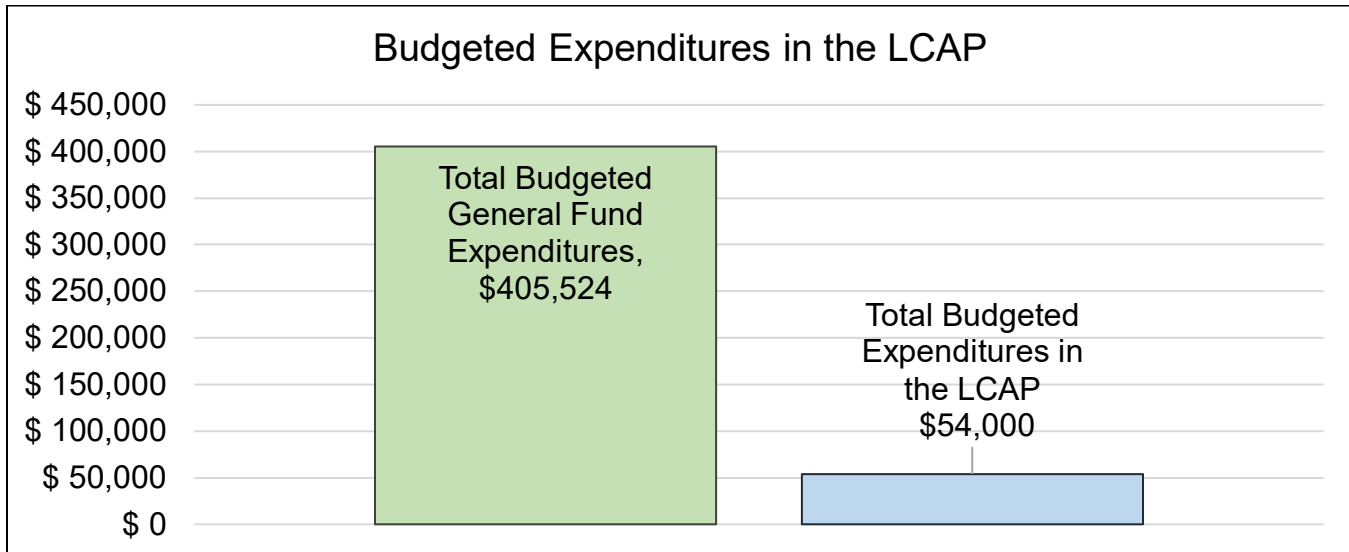


This chart shows the total general purpose revenue Cienega Union Elementary School District expects to receive in the coming year from all sources.

The total revenue projected for Cienega Union Elementary School District is \$435,552, of which \$381,742 is Local Control Funding Formula (LCFF), \$7,036 is other state funds, \$21,392 is local funds, and \$25,382 is federal funds. Of the \$381,742 in LCFF Funds, \$22,782 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Cienega Union Elementary School District plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Cienega Union Elementary School District plans to spend \$405,524 for the 2021-22 school year. Of that amount, \$54,000 is tied to actions/services in the LCAP and \$351,524 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

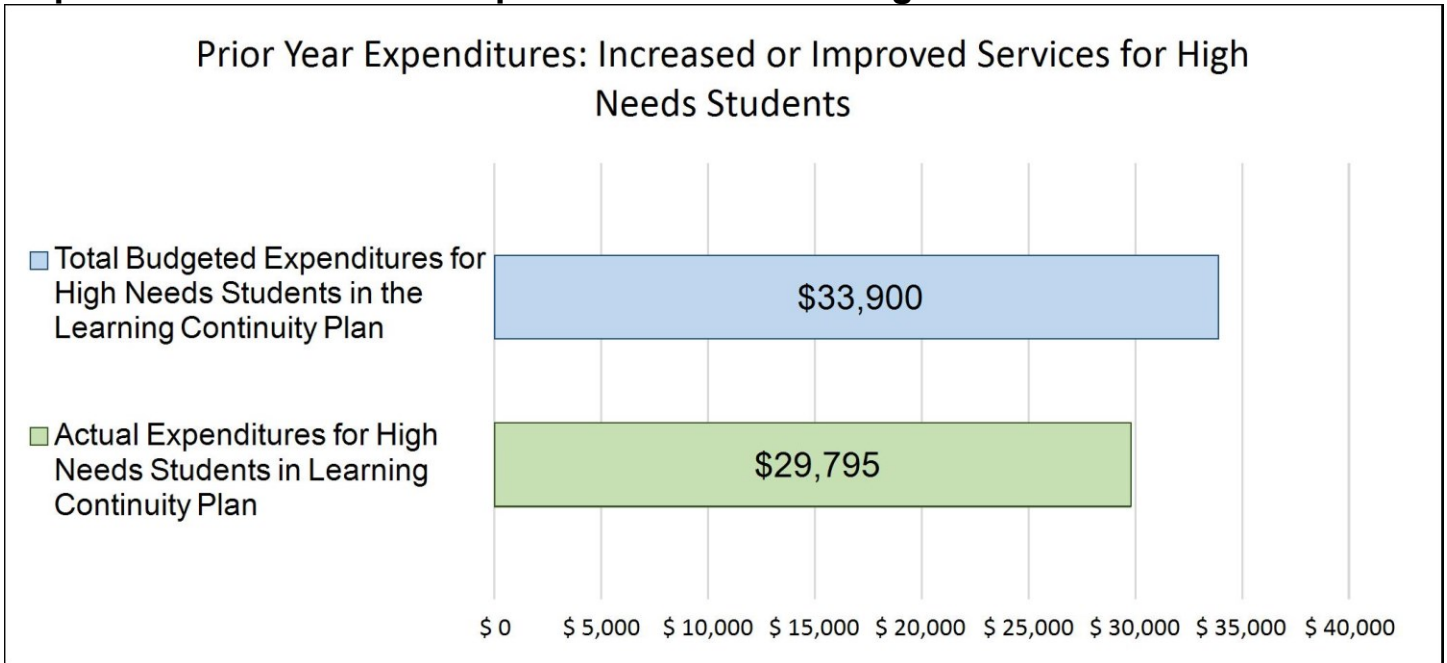
Employee salaries and benefits, both certificated are not included in the LCAP. Additionally, operation of the school site and maintenance as well as the cost of books and some supplies are also not included in the LCAP.

Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Cienega Union Elementary School District is projecting it will receive \$22,782 based on the enrollment of foster youth, English learner, and low-income students. Cienega Union Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Cienega Union Elementary School District plans to spend \$52,000 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020-21



This chart compares what Cienega Union Elementary School District budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Cienega Union Elementary School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020-21, Cienega Union Elementary School District's Learning Continuity Plan budgeted \$33900 for planned actions to increase or improve services for high needs students. Cienega Union Elementary School District actually spent \$29795 for actions to increase or improve services for high needs students in 2020-21.

There was a decrease in the amount of actual expenditures when related to budgeted expenditures for high needs students due to the fact that we had an exceptionally large number of students with high needs promote from 8th grade in June 2020. As such, there was a reduction in needs for services for our student population.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

LEA Name	Contact Name and Title	Email and Phone
Cienega Union Elementary School District	Hallie Ochoa Superintendent/Principal	hochoa@sbcoe.org (831) 637-3821

The following is the local educational agency’s (LEA’s) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

1. The district will insure all students have a safe and comfortable learning environment.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator 1a. CCTC Credentialing information</p> <p>1b. Annual Fit Report Annual Williams Report</p> <p>1c. District created Climate Survey</p> <p>19-20 1a. 100% Fully Credentialed Teachers</p> <p>1b. Maintain good or better status on FIT. 1b. Continue to meet all requirements of the William's Report</p> <p>1c. 95% satisfaction with school climate</p>	<p>1a. Met. One teacher was fully credentialed, and one completed their second year of induction in 2019/2020.</p> <p>1b. Met both metrics. All facilities met good or better status on FIT report. All requirements were met for the Williams Report.</p> <p>1c. Not Met. School climate survey was created but not administered due to COVID-19.</p>

Expected	Actual
<p>Baseline</p> <p>1a. 100% Fully Credentialed Teachers</p> <p>1b. All required elements on Annual FiT report are found to be in the "good" category</p> <p>1b. All required elements on the annual Williams report are found to be satisfactory</p> <p>1c. No survey has been created or used</p>	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>1. Ensure proper credentialing of all teachers</p> <p>(Documentation and monitoring of teacher progress in Induction Program)</p> <p>Provide Induction program as needed</p>	<p>Examination of teachers' credentials - \$0 5800: Professional/Consulting Services And Operating Expenditures Base \$0</p> <p>5800: Professional/Consulting Services And Operating Expenditures Base \$1500</p>	<p>No new teachers hired in 2019-2020 5800: Professional/Consulting Services And Operating Expenditures Base \$0</p> <p>One new teacher was provided with induction services. 5800: Professional/Consulting Services And Operating Expenditures Base \$1500</p>
<p>Repairs will be made on a yearly basis as needed. Facilities will be maintained at current levels.</p>	<p>5000-5999: Services And Other Operating Expenditures Base \$1000</p>	<p>Repairs Made to School Campus 5000-5999: Services And Other Operating Expenditures Base \$1500</p>

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All funds were used for their budgeted actions and services.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Serving students with credentialed teachers was a success as both teachers at Cienega School were fully credentialed by the end of the 2019-2020 school year. Repairs were made in a timely fashion and Cienega School was successful in maintaining a "Good" or better status in all areas of the FIT report. Copies of all instructional materials were available for every student which allowed Cienega School to be successful in meeting the requirements of the Williams Report. A school climate survey was created but not administered. The survey was not administered due to the COVID-19 pandemic and the sudden change from in-person to at-home learning.

Goal 2

2. Improve CCSS Math, ELA, ELD, Social Science, and NGSS instruction for all students

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator</p> <p>2a. SBAC Math % Standard Met/exceeded</p> <p>2a. SBAC ELA % Standard Met/exceeded</p> <p>2b. SBAC Science % Standard Met/ exceeded</p> <p>2c. CELDT % advancement in levels/categories</p> <p>2d. Reclassification rate</p> <p>2e. All students will have access to Art and Music instruction</p>	<p>2a. Not met. Students did not complete the SBAC testing in Math due to the COVID-19 pandemic. In 2018-2019, 50% of students achieved Met/ exceeded on SBAC Math.</p> <p>2a. Not met. Students did not complete the SBAC testing in ELA due to the COVID-19 pandemic. In 2018-2019, 46% of students achieved Met/ exceeded on SBAC ELA.</p> <p>2b. Not Met. Students did not complete the SBAC testing in Science due to the COVID-19 pandemic. However, 50% of teachers participated in professional development in at least two subject areas. 100% participated in one professional development</p> <p>2c. Not Met. Students did not complete the CELDT/ ELPAC testing in 2019-2020 due to the COVID-19 pandemic. However, in 2018-2019, 14% were at Level 1, 29% were at Level 2, and 57% were at Level 3.</p> <p>2d. Not Met. Students did not complete the CELDT/ ELPAC testing in 2019-2020 due to the COVID-19 pandemic, therefore no students were reclassified.</p>

Expected	Actual
<p>19-20</p> <p>2a. 40% of students achieve a proficient (or the equivalent) on SBAC testing in math and ELA.</p> <p>2b. 100% of teachers will participate in professional development in at least 2 core subjects.</p> <p>2c. 25% of ELL students will advance at least one level overall on the ELPAC.</p> <p>2d. 20% of students will be reclassified</p> <p>2e. All students will have access to Art and Music instruction</p> <p>Baseline</p> <p>2a. 2015/2016 SBAC Math Results - 35% Met/exceeded Standard</p> <p>2a. 2015/2016 SBAC ELA Results - 20% Met/exceeded Standard</p> <p>2b. 100% of teachers participate in professional development in one core subject</p> <p>2c. 17% of CELDT students advanced one level overall</p> <p>2d. 0% reclassification rate</p> <p>2e. All students will have access to Art and Music instruction</p>	<p>2e. Met. All students had access to art and music instruction, which continued throughout the COVID-19 pandemic.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Continue to employ supplemental math programs (ST Math).</p>	<p>ST Math was utilized by all students across the LEA. 5000-5999: Services And Other Operating Expenditures Supplemental \$700</p>	<p>ST Math was utilized by all students across the LEA. 5000-5999: Services And Other Operating Expenditures Supplemental \$700</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Continue to improve teacher understanding of Science (NGSS) and ELD instruction by participating in professional development.</p> <p>Extended day offered to all students to supplement ELA and math instruction. Extended day allows students to arrive at school an hour before the day starts and stay an hour after the day is over.</p>	<p>Teachers will continue to participate in professional development, as needed. 5000-5999: Services And Other Operating Expenditures Base \$200</p> <p>5000-5999: Services And Other Operating Expenditures Base \$200</p> <p>No anticipated costs \$0</p>	<p>Teachers participated in Math teacher development. No teachers received training in ELD. 5000-5999: Services And Other Operating Expenditures Base \$190</p> <p>5000-5999: Services And Other Operating Expenditures Base 190</p> <p>Extended day was offered to all students until the COVID-19 pandemic disrupted the normal school day schedule. Prior to the pandemic, 60% of students participated in Extended Day. 0</p>
<p>Purchase on-line ELA, Math, and Early Literacy assessment program (Star 360) for grades K-8</p>	<p>Purchase of on-line ELA, Math, and early literacy assessment program for grades K-5 and 6-8. 5000-5999: Services And Other Operating Expenditures Supplemental \$1900</p>	<p>Purchased STAR 360 to utilize as a math, ELA, and early literacy assessment program for K-8th grade students. 5000-5999: Services And Other Operating Expenditures Supplemental \$1092</p>
<p>Enrichment of ELL language experiences and improved ELA instructional practices and purchase of online ELD program.</p> <p>Provide Instructional Assistant for intervention support</p>	<p>Purchase of online ELD program 4000-4999: Books And Supplies Supplemental \$1000</p> <p>2000-2999: Classified Personnel Salaries Special Education \$9508</p> <p>3000-3999: Employee Benefits Supplemental \$1758</p> <p>2000-2999: Classified Personnel Salaries Supplemental \$6339</p>	<p>Footsteps to Brilliance 4000-4999: Books And Supplies Supplemental \$500</p> <p>Instructional assistant continued to provide intervention support in the 2019-2020 school year. 2000-2999: Classified Personnel Salaries Special Education \$12792</p> <p>3000-3999: Employee Benefits Supplemental \$2375</p> <p>2000-2999: Classified Personnel Salaries Supplemental \$10856</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	3000-3999: Employee Benefits Special Education \$2957	3000-3999: Employee Benefits Special Education \$1280
Provide Instructional Assistant for RTI	2000-2999: Classified Personnel Salaries Supplemental \$12,000 3000-3999: Employee Benefits Supplemental \$3332	The RTI instructional assistant continued to provide support for students in 2019-2020. 2000-2999: Classified Personnel Salaries Supplemental \$11239 3000-3999: Employee Benefits Supplemental \$3100
Music and Art Instruction	2000-2999: Classified Personnel Salaries Supplemental \$3600 3000-3999: Employee Benefits Supplemental \$1057	Music instruction was provided for all students in the 2019-2020 school year, including during the COVID pandemic. 2000-2999: Classified Personnel Salaries Supplemental \$3600 3000-3999: Employee Benefits Supplemental \$1057

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All funds were used for their budgeted actions and services.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The COVID-19 pandemic was a barrier for meeting testing goals in the 2019-2020 school year. Due to the rapid transition to distance learning, challenges with technology and internet connectivity, and inequities in home learning settings, the LEA did not implement statewide testing. However, students continued to receive support through supplemental math (ST Math), Language Arts (Footsteps to Brilliance), and academic interventions. Music and art instruction was maintained throughout the year and continued virtually when students began distance learning. Prior to the pandemic, 60% of students participated in the extended school day program to receive academic support.

Goal 3

3. Maintain parent involvement.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator 3a. Parent involvement in SSC 3b. Parent attendance at school/community opportunities</p> <p>19-20 Full SSC membership of 4 members. Continued participation of families and community members in school/community events. 75% of parents and community members participating in school/community events. Parents of unduplicated students are contacted by their preferred method to offer support and needed resources.</p> <p>Baseline 3a. Full membership in SSC 3b. 60% of parents participated in Halloween, 75% of parents participated in gingerbread house celebration, 90% of parents participated in graduation</p>	<p>3a. Met. A full membership of the school site council was maintained throughout the 2019-2020 school year.</p> <p>3b. Met. 80% of parents were involved in school and community events, including Halloween and the Gingerbread house celebration. A drive through graduation was held due to the COVID-19 pandemic with 90% parent involvement.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>3. Continue to encourage participation in SSC and explain roles and responsibilities regarding CCSS.</p> <p>Reach out to parents through the use of school's Tuesday Telegram, emails, conferences, and surveys. All of these documents will be translated.</p>	<p>School to parent communication 4000-4999: Books And Supplies Base \$100</p>	<p>School to parent communication 4000-4999: Books And Supplies Base \$100</p>

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All funds budgeted for the actions/ services were implemented.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

District staff used a wide variety of methods to communicate with parents and stakeholders, including online surveys, emails, phone calls, Tuesday Telegram, and text messages. The LEA found great success in the varied modes of contact with stakeholders. In March 2020 at the onset of the COVID-19 Pandemic, communications were increased, and surveys were given in an effort to meet students' academic, technological, and social-emotional needs. The school communicated on a daily basis with all families in their preferred language.

Goal 4

- 5a. Improve school attendance
- 5b. Maintain a district in which students feel safe and connected.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator</p> <ul style="list-style-type: none"> 4a. Graduation rate 4b. Suspension rate 4c. Chronic Absenteeism Rates 4d. Expulsion rate 4e. School created survey 4f. Dropout rate <p>19-20</p> <ul style="list-style-type: none"> 4a. 100% graduation rate 4b. Suspension rate of less than 2% 4c. Less than 5% Chronic Absenteeism 4d. Student Expulsion Rate of less than 2% 4e. 75% satisfaction rate 4f. Dropout rate of less than 2% 	<ul style="list-style-type: none"> 4a - Met with 100% graduation rate in 2019-2020. 4b - Met with 0% suspension rate in 2019-2020. 4c - Chronic absenteeism rate was less than 5%. 4e - Not met as the school created survey was not administered in 2019-2020 due to the COVID-19 pandemic. 4f - Met with 0% dropout rate.

Expected	Actual
<p>Baseline</p> <p>4a. 100% graduation rate</p> <p>4b. Suspension rate of 0%</p> <p>4c. 0% Chronic Absenteeism</p> <p>4d. 0% expulsion rate</p> <p>4e. No baseline survey data is currently available</p> <p>4f. 0% Middle school dropout rate</p>	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Improve home to school communication by making personal contacts, email contacts, and written communication in all appropriate languages.</p> <p>Implement student incentives for improved attendance.</p> <p>Administer a school climate survey.</p>	<p>4000-4999: Books And Supplies Base \$100</p> <p>School climate survey 4000-4999: Books And Supplies LCFF \$100</p>	<p>4000-4999: Books And Supplies Base \$100</p> <p>School Climate Survey 4000-4999: Books And Supplies LCFF 0</p>

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All budgeted funds were used for their designated actions and services.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Due to the LEA's population, stakeholders are able to receive communication in the way that best suits them, from text messaging to phone calls to in-person conversations with staff. All written communication is translated and provided in both English and Spanish. The school climate survey was developed but not deployed due to the COVID-19 pandemic. However, numerous additional surveys were administered related to the COVID pandemic and daily stakeholder communication was at an all-time high during the months of March, April, May and June.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Custodial staff hours, increased by 25% in the 2020-2021 school year to provide for increased sanitation requirements for face-to-face instruction. General funds used to pay for employee salary.	\$3,000.00	\$3,000	No
Sanitation and PPE supplies for COVID-19 related staff and student safety. Learning Loss Mitigation Funds used to pay for school sanitation supplies and PPE.	\$1,500.00	\$1,500	No
Individualized classroom supplies to eliminate sharing of materials. Learning Loss Mitigation Funds used to pay for individual supplies.	\$500.00	\$1000.00	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

Custodial staff hours and sanitation and PPE supplies expenditures remained the same as the budgeted funds. However, the individualized classroom supplies cost was 100% greater than anticipated, as teachers required additional science, art, math, and reading books to supply students with individual items.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

The LEA found great successes in implementing in-person instruction. The district opened for in-person learning on July 6, 2020, the first scheduled day of school for the 2020-2021 school year. Students attended school on a hybrid model until October 2020, when the school opened for full time in-person learning. As of May 1, 2021, 92% of students attend in-person, with just 8% continuing to attend school virtually. The LEA found success in implementing daily health checks, sanitizing the school on a daily basis, and providing students with both written and online assignments when they were distance learning. The families attending Cienega Union Elementary School District are thankful that their students have had the opportunity to attend school in-person this year.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Establishing 50% Hybrid in-school classes. These classes provide 14 weekly hours of on-campus, face to face instruction for all students. Funds: General Funds for all staff salaries responsible for 50% hybrid instruction.	\$112,000.00	\$112,000.00	No
Establishing one day per week of distance learning for all students. Teachers provide instruction and support staff provide online learning monitoring. General Funds for all staff salaries responsible for distance learning instruction.	\$42,000.00	\$39,772.20	No
June 2020 Chromebook acquisition. Chromebooks were provided by the SBCOE in conjunction with a grant.	\$0	\$0	Yes
Licensing for iPads and Chromebooks, including GoogleSuite and educational applications.	\$1,000.00	\$650.00	Yes
September 2020 Technology acquisition. Purchasing 12 iPads and 10 Chromebooks to provide 1:1 devices. LLMF for all September 2020 technology purchasing.	\$14,000.00	\$9,140.83	Yes
Paper-and-pencil packet copying and supplies. General Fund.	\$400.00	\$495.00	Yes
Updating school Language Arts and Science curriculum to include online curriculum availability for distance learning. LLMF.	\$3,500.00	\$4,283.36	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

The technology purchase was approximately \$5,000 less than originally anticipated. This was due to improved pricing and purchase agreements that were reached by the LEA and the distributor. The LEA purchased 15 Chromebooks and 15 iPads, which allowed all students to be 1:1 with devices.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

The LEA was able to open for hybrid in-person learning on July 6, 2020, with full distance learning offered to all families. As a result of being able to offer in-person instruction to students immediately, learning continuity did not present an issue at Cienega Union Elementary School District. The LEA is located in a rural area of San Benito County, where internet connectivity is a challenge. With unreliable wireless service, even when we provided hotspots to our families there continued to be issues with students accessing online materials, GoogleMeetings, and online support programs. For these reasons, the LEA prioritized the students with the most limited internet connectivity, our homeless population, and students demonstrating the greatest learning loss to return to school full time in early October. Staff members attended GoogleClassroom professional development held by the San Benito County Office of Education and the paraprofessionals assisted with classroom meetings, preparing assignments, and keeping students engaged during their distance learning days.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
After school tutoring designed for at-risk students (but open to all students) provided by certificated staff. General funds used for staff salary.	\$8,000.00	\$8,076.24	Yes
Footsteps 2 Brilliance for early literacy student engagement. General funds used to pay for licensing.	\$500.00	\$300.00	Yes
IXL, Accelerated Reader, and additional online supplemental curriculum purchased to provide students with additional resources specifically for making up for COVID-19 related learning loss. Learning Loss Mitigation Funding used to pay for programming and curriculum.	\$1,500.00	\$1349.62	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

The LEA purchased and began utilizing Accelerated Reader in Fall 2020. The LEA did not purchase IXL as it did not seem to meet the needs of the district at the time. The cost of Footsteps to Brilliance was slightly lower than expected.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

Cienega Union Elementary School made every effort to frequently assess learning through Star 360 and standards-based assessments to determine learning loss throughout the school year. Areas of success for addressing learning loss included frequent and high-quality interactions between staff and students, both online and in-person. Cienega School was able to open for in-person instruction on schedule, though a hybrid schedule was followed for the first four months of the school year. In-person learning allowed teachers to frequently monitor student learning and adjust instruction as needed. Due to the hybrid schedule and students learning both at home and in school, pacing for all instructional areas was adjusted in the 2020-2021 school year. This was especially felt in mathematics instruction.

Students, including English Learners, Homeless, and Low-Income populations, were assessed using Star 360 in August, October, January, and April. When comparing scores from August to April, 25% of students had a decline in their Star 360 score in Math. In reading, 33% of students saw a decline in their score from August to April. In order to address learning loss, Cienega School engaged students in extended school day programming twice per week. During this time, students were able to receive individualized instruction on areas of struggle.

Parents feedback on Pupil Learning Loss was collected via survey in August, October, and April. The August survey found that 80% of parents felt that their students were receiving adequate support on their student's distance learning days but felt that their student would be better served through in-person instruction. The October survey found that 100% of parents felt that their students were struggling in one or more academic area (language arts, math, science, or history). The April parent survey found that 100% of parents were in support of providing students with extended school day intervention opportunities, as needed.

Additionally, students were given extended time frames to complete assignments, more targeted assignments, and additional supports from our RTI and Intervention paraprofessionals.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

Cienega Union Elementary School District staff members closely monitored the mental health and social/emotional well-being of students through daily observations of the students in the district. Staff members incorporated daily SEL check-ins with their students, conferenced frequently with administration and special education staff members, and communicated with parents about their student's mental health and wellness. One of the challenges that Cienega School faced was the challenge of finding mental health services for students in the district due to the rural and remote location of the school.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Cienega Union Elementary School District was unable to provide in-person family engagement activities, such as our usual holiday celebrations, due to the COVID-19 pandemic. However, 100% of families participated in parent-teacher conferences in the fall and all parents participated in the school climate survey distributed in April 2021. Families were engaged in regular communication regarding attendance, school announcements, and frequent communication with their student's classroom teachers.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

Cienega Union Elementary School District does not usually provide school nutrition for students due to our lack of commercial kitchen facilities. However, in the 2020-2021 school year, the LEA was able to partner with the Hollister School District to receive Meal Boxes on a weekly basis. These meal boxes contain 5 breakfasts, 5 lunches, snacks, milk, and fresh produce. The LEA averaged 10 families picking up these boxes throughout the school year. The LEA picked up and delivered boxes to families during holiday breaks and worked closely with the food service staff from the Hollister School District to ensure that our families received highly nutritious meal options during the global pandemic.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
N/A	N/A	\$0.00		

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

The Cienega Union Elementary School District was able to be open for in-person instruction for our students for the entirety of the 2020-2021 school year. Initially, students attended on a hybrid schedule twice per week and distance learned from home on the remaining days. Some families opted to have their students distance learn, and our staff was able to be flexible for students returning to school for in-person learning, as well as transitioning to distance learning when needed. The biggest lesson learned through the COVID-19 pandemic is that our staff, students, and parents are resilient, flexible, and patient. In order to further support our students, staff, and families, Cienega School will provide mental health support services beginning in the 2021 school year.

Throughout the course of the 2020-2021 school year, it became apparent that additional online ELA supports were needed for our students. Because of this, the LEA developed a goal within the 2021-2024 LCAP to purchase online ELA and ELD supports through Lexia Learning. Another development was the clear need for targeted interventions for students who were missing lessons or who were unable to be engaged due to challenges brought on by the pandemic. As a result, the LEA developed an extended school day action to serve students who have experienced learning loss.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

Pupil learning loss will continue to be assessed regularly and has been written in to the 2021-2024 LCAP. These regular assessments, which will occur five times per year, will be completed through Star 360 and will assess students in the areas of reading, early literacy, and math. These assessments will allow for students with significant learning loss to be swiftly identified and to receive support as quickly as possible. Additionally, these assessments will help us determine how to best serve our students with unique learning challenges, including English Language learners, homeless and low-income students. Students who are identified through assessments as having learning loss will be asked to attend an extended school day program. The extended school day program will prioritize students English Learners, homeless, and low-income students, though all students will be eligible to attend. The ended school-day program will utilize Lexia, which has built in ELD supports for English learners.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

There were no substantive differences between actions identified as contributing and actions implemented.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

Cienega Union Elementary School District has carefully dissected the results of both the 2019-2020 LCAP and 2020-2021 Learning Continuity and Attendance Plan and have utilized the data to inform the development of the 2021-2024 LCAP. The learning loss demonstrated through the Star 360 assessments has provided us with invaluable data about how our students struggled and succeeded in the 2020-2021 school year. Areas of growth for Cienega Union Elementary School District include math and ELA instruction, most notably in the areas of early literacy and reading comprehension, social emotional supports for students, and improving the extended school day program. These areas of growth informed the 2021-2024 LCAP in the following ways:

- An action item was developed around using assessment data to provide targeted interventions for students through the extended day program.
- An action item was developed to purchase updated ELA curriculum.
- An action item was developed to purchase Lexia, an ELA and ELD online supplemental program.

Additionally, the LEA will utilize ELO grant funding to provide students with in-person social emotional counseling support.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	47,351.00	52,171.00
	0.00	0.00
Base	3,100.00	3,580.00
LCFF	100.00	0.00
Special Education	12,465.00	14,072.00
Supplemental	31,686.00	34,519.00

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

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	47,351.00	52,171.00
	0.00	0.00
2000-2999: Classified Personnel Salaries	31,447.00	38,487.00
3000-3999: Employee Benefits	9,104.00	7,812.00
4000-4999: Books And Supplies	1,300.00	700.00
5000-5999: Services And Other Operating Expenditures	4,000.00	3,672.00
5800: Professional/Consulting Services And Operating Expenditures	1,500.00	1,500.00

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

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	47,351.00	52,171.00
		0.00	0.00
2000-2999: Classified Personnel Salaries	Special Education	9,508.00	12,792.00
2000-2999: Classified Personnel Salaries	Supplemental	21,939.00	25,695.00
3000-3999: Employee Benefits	Special Education	2,957.00	1,280.00
3000-3999: Employee Benefits	Supplemental	6,147.00	6,532.00
4000-4999: Books And Supplies	Base	200.00	200.00
4000-4999: Books And Supplies	LCFF	100.00	0.00
4000-4999: Books And Supplies	Supplemental	1,000.00	500.00
5000-5999: Services And Other Operating Expenditures	Base	1,400.00	1,880.00
5000-5999: Services And Other Operating Expenditures	Supplemental	2,600.00	1,792.00
5800: Professional/Consulting Services And Operating Expenditures	Base	1,500.00	1,500.00

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

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	2,500.00	3,000.00
Goal 2	44,551.00	48,971.00
Goal 3	100.00	100.00
Goal 4	200.00	100.00

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

Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$5,000.00	\$5,500.00
Distance Learning Program	\$172,900.00	\$168,569.19
Pupil Learning Loss	\$10,000.00	\$9,725.86
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$187,900.00	\$183,795.05

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program	\$154,000.00	\$154,000.00
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$154,000.00	\$154,000.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$5,000.00	\$5,500.00
Distance Learning Program	\$18,900.00	\$14,569.19
Pupil Learning Loss	\$10,000.00	\$9,725.86
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$33,900.00	\$29,795.05

Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Cienega Union Elementary School District	Hallie Ochoa Superintendent/Principal	hochoa@sbcoe.org (831) 637-3821

Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

Cienega Union Elementary School District is a rural one school district. In recent years the student population has numbered between 25 and 35 students. In 2020-2021, the number has been average with 30 students in the October CALPADS count. The district has 23% English Learners and 23% low-income students. The district has 23% students who qualify as homeless and no foster youth. The district has a 19% Special Education population. The district is in a rural setting and is a single-school district employing two credentialed teachers. One teacher is responsible for teaching grades TK-4, while the other teacher is responsible for teaching grades 5-8, as well as fulfilling the roles of principal and superintendent of the district. Additionally, the district employs two paraprofessionals, an administrative assistant, and one person who provides part time custodial and maintenance services. Because of the remote location of the district, stakeholder involvement must be done creatively when students and parents are on campus. Due to the small size of the school district, very limited California School Dashboard information is available for use in compiling this plan. We do collect local data around academics, facilities, and school climate. As a TK through 8th grade district, we do not collect secondary level metrics. However, all of our actions are directed towards our students successfully matriculating to high school prepared to pass the Early Assessment Program, succeed in A-G, Advance Placement, and Career Technical Education courses, and graduate high school.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Cienega Union Elementary School District has had great success in building relationships with stakeholders. Improved parent communication, through our weekly "Tuesday Telegram," has led to greater student involvement in after-school academic support, greater utilization of available community resources, and improved school attendance. School communications are offered to families in their preferred choice of format and language, and all school communications are prepared in both English and Spanish. The district plans to continue to use the improved channels of communication to further build positive relationships with our families. The district is proud of

facilities updates that have been made in the past years, including a new roof on the school building, solar panel installation, and an improved wireless internet connection that allows all students to utilize online resources while on campus.

In the 2020-2021 school year, 63% of students tested at or above grade level on the STAR 360 Reading Enterprise test and 70% of students tested at or above grade level on the STAR 360 Math test.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Cienega Union Elementary School District recognizes that improvements need to be made in the areas of targeted academic interventions and social-emotional support for our students. Although the district has a population that is too small to have California School Dashboard data available, local data has shown that progress needs to be made and targeted interventions need to be put into place. The district continues to use STAR 360 as an assessment and diagnostic tool for early literacy, reading and mathematics, and curriculum embedded assessments for history-social science and science, but progress needs to be made in utilizing this data to drive instruction. The district will utilize our teachers and paraprofessional staff to provide targeted after-school interventions to students with identified needs from STAR 360 and classroom assessment tools. Due to the COVID-19 pandemic, an increased need for social-emotional support for our students has become very apparent. The district plans to hire a social worker to provide this support to our students.

Although we had some success in Star360, Cienega still has 37% of students not meeting grade level in Star360 Reading and 30% not meeting grade level standards on Star360 in math.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

Through collaborative efforts of the parents, students, school staff, and the Board of Trustees every effort has been made to improve the effectiveness of the education at the Cienega Union Elementary School District. This will continue to be the case in the 2021-2022 school year. Input from our stakeholders was carefully considered and implemented wherever possible. The staff will utilize the newly adopted science curriculum, utilize data to target instruction and academic interventions, and implement the regular availability of a social worker to provide social-emotional support to our students. Staff will continue to participate in professional development throughout the school year.

The three goals of Cienega Union Elementary School District's LCAP are:

Goal 1: Provide high quality teaching in a well-maintained learning environment where all students have access to standards based instruction.

Goal 2: Improve student achievement in the core content areas of math, English language arts, English language development, and NGSS for all students.

Goal 3: Ensure high levels of parent engagement, student engagement, and a positive school climate.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Not applicable for our LEA.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Not applicable for our LEA.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

Not applicable for our LEA.

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

Cienega Union Elementary School District has identified three primary stakeholder groups: parents, students, and school staff members. Throughout the development of this LCAP, stakeholders have been engaged in a variety of ways. School Site Council (SSC) meetings have been held on three different occasions to solicit feedback (September 2020, December 2020, and May 2021), a parent and staff survey was administered in April 2021, and a student survey was administered (May 2021). The draft version of our LCAP goals were presented at a May 2021 School Site Council meeting. The SSC, which consists of a parent of English Learners, as well as a parent of a special education student, provided feedback on the goals and helped to guide the direction of the LCAP. The district consulted with the SELPA on April 21, 2021. A public hearing was held on May 25, 2021 to gather any additional feedback or guidance from stakeholder groups. The complete LCAP document will be submitted to the Board of Trustees for a second reading, public hearing, and adoption on June 22, 2021.

A summary of the feedback provided by specific stakeholder groups.

The parent surveys administered in April 2021 provided the following trends: In the area of academic instruction, parents expressed a need for improved Physical Education (PE) and art instruction. To improve academic instruction, parents overwhelmingly selected additional hands-on learning opportunities and updated curriculum as ways to improve instruction for their students. In the area of social-emotional learning, parents indicated that providing student access to in-person counseling was of great importance to them, as well as parent and family educational opportunities. In the area of technology improvement, parents indicated a need for improved online curriculum access for their students.

When students were surveyed, the following trends emerged: Overall, students feel safe, cared for, and happy at school. Students indicated that they would like to have a counselor available for in-person counseling services. Additionally, students would like to have improved online curriculum that they can access at school and at home. Further, students expressed the need for PE instruction to return to in-person learning as quickly as possible.

Staff surveys provided the following trends: Staff members indicated a need for updated ELA and social studies curriculum, as well as improved math curriculum. Staff members also overwhelmingly indicated a need for social-emotional support for our students in the form of in-person counseling. Finally, staff members shared the desire to have additional online curriculum resources for students, with teacher training.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

Cienega Union Elementary School District has paid close attention to the feedback from our stakeholder groups. In the 2020-2021 school year, Physical Education (PE) was limited to a distance learning model due to the COVID-19 pandemic, however regular PE, including the Physical Fitness Test, will resume in the 2021-2022 school year. Additionally, improved PE equipment will be purchased to provide enhanced educational experiences for our students. To improve art instruction, our teachers will attend arts focused professional development in the 2021-2022 school year. To meet the needs of both teachers and parent stakeholders, the LEA will purchase updated Language Arts curriculum support, as well as updated Social Studies curriculum in the 2020-2021 school year. In direct response to our stakeholder's input, the LEA will hire a social worker to provide in-person counseling services to our students in the 2021-2022 school year. This social worker will also provide quarterly parent and family educational opportunities, with room for expansion.

Goals and Actions

Goal

Goal #	Description
1	Provide high quality teaching in a well-maintained learning environment where all students have access to standards based instruction. (Priority 1 - Pupil Achievement, Priority 2 - Implementation of State Standards, and Priority 7 - Course Access)

An explanation of why the LEA has developed this goal.

The metrics and actions described below will be implemented to ensure Cienega Union Elementary School District continues to provide students with an excellent education in the coming three years. These areas will be evaluated annually to ensure progress is being made and student needs are being met. These goals reflect input from parents, students, staff, and site administrators.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
California Commission on Teacher Credentialing Information	100% fully credentialed teachers who are highly qualified instructors.				100% of teachers will be fully credentialed and highly qualified instructors.
Provide a broad course of study aligned to the state standards for History/ Social Science, Science Physical Education (PE), Health, and the Arts.	No adopted history/ social science curriculum, outdated PE equipment, web-based only health education materials, and minimal art-related professional development.				Teachers and students will have 100% access to state standards aligned materials for a broad course of study, including History/ Social Science, Science, PE, Health, and Art.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	New NGSS aligned science curriculum acquired in 2020.				
Annual Facilities Inspection Tool (FIT)	All facilities received an overall rating of "Good" on FIT.				All facilities will receive an overall rating of "Good" or "Exemplary" on the FIT.
Common Core State Standards aligned ELA, ELD, and Math curriculum	Students have access to CCSS aligned ELA and Math curriculum, and ELD curriculum in grades TK-4.				100% of teachers and students will have access to CCSS aligned materials for ELA, ELD, and Math.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Maintain fully credentialed and highly qualified teachers	Cienega Union Elementary School District will maintain a staff that is 100% fully credentialed and highly qualified.		No
2	Well maintained school site	Cienega Union Elementary School District will assess facilities on a regular basis. Allocate funds to purchase necessary supplies for facility maintenance.	\$1,500.00	No

Action #	Title	Description	Total Funds	Contributing
		Allocate funds to make repairs to maintain a clean, safe, and equitable school site for students, staff, and parents.		
3	Purchase and implementation of updated state standards aligned history/ social studies curriculum	Cienega Union Elementary School District will purchase updated history/ social studies curriculum to implement in the 2021-2022 school year.	\$1,500.00	No
4	Purchase updated Physical Education instructional materials	Cienega Union Elementary School District will purchase updated Physical Education materials. Allocate funds to acquire materials to prepare students for the Physical Fitness Test.	\$1,000.00	No
5	Purchase and implement updated English Language Arts, English Language Development, and Math curriculum	Cienega Union Elementary School District will purchase and implement CCSS aligned and California adopted ELA, ELD, and Math curriculum.	\$7,500.00	No
6	Improve art instruction by participating in professional development.	Cienega Union Elementary School teachers will participate in arts-related professional development. Allocate funds to provide arts-related professional development.	\$1,000.00	Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
2	<p>Improve student achievement in the core content areas of math, English language arts, English language development, and science for all students.</p> <p>(Priority 4 - Pupil Achievement, Priority 8 - Other Student Outcomes)</p>

An explanation of why the LEA has developed this goal.

Cienega Union Elementary School District recognizes the need to provide students with the supports necessary to grow both academically and socially. Stakeholders identified improved supplemental academic programming as an area of improvement for the district. As a result of stakeholder input, the LEA developed the actions related to the goal of improving student achievement. The metrics described will determine if the LEA has succeeded in improving student achievement.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Math CAASPP Scores (% standard met/exceeded)	<p>The CAASPP was not administered in 2019-2020 due to the COVID-19 pandemic.</p> <p>In 2018-2019, 50% of students met or exceeded grade level standards.</p>				80% of students will meet or exceed standards on the CAASPP math test.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
ELA CAASPP Scores (% standard met/exceeded)	<p>The CAASPP was not administered in 2019-2020 due to the COVID-19 pandemic.</p> <p>In 2018-2019, 46% of students met or exceeded grade level standards.</p>				80% of students will meet or exceed standards on the CAASPP ELA test.
CAST Scores (% standard met/exceeded)	<p>No baseline as CAST was administered for the first time in May 2021.</p> <p>Baseline will be established in July 2021.</p>				All students will have access to NGSS aligned curriculum and 80% of students will meet or exceed grade level standards on the CAST.
ELPAC advancement in levels and redesignation	<p>The ELPAC was not administered in 2019-2020 due to the COVID-19 pandemic.</p> <p>Baseline will be established in 2021-2022 school year.</p>				English learners will advance at least one level on the ELPAC each year. English learners will be redesignated within five years of attending Cienega School.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Physical Education Fitness Test (PFT) improvement in scores	<p>The PFT was not administered in the 2019-2020 or 2020-2021 school years due to the COVID-19 pandemic.</p> <p>Baseline will be established in the 2021-2022 school year.</p>				Students will show growth in their PFT.
STAR 360 Reading (% at or above grade level)	In the 2020-2021 school year, 63% of students tested at or above grade level on the STAR 360 Reading Enterprise test.				100% of students will score at or above grade level on the STAR 360 reading enterprise test.
STAR 360 Math (% at or above grade level)	In the 2020-2021 school year, 70% of students tested at or above grade level on the STAR 360 Math test.				100% of students will score at or above grade level on the STAR 360 math test.

Actions

Action #	Title	Description	Total Funds	Contributing
1	ELA and Math After School Intervention	<p>Cienega Union Elementary School staff will utilize STAR 360, CAASPP, and standards-aligned assessment data to identify students needing academic intervention in the areas of ELA and Math.</p> <p>Staff will provide one-on-one or small group after school instruction that targets specific learning needs, as identified through assessment data.</p> <p>Allocate funding for materials and supplies for after-school interventions.</p>	\$1,000.00	Yes
2	Employ supplemental math programs	<p>Cienega Union Elementary School District staff will engage in the use of ST Math (Spatial Temporal Math) in order to further support student growth in mathematics.</p> <p>Allocate funds to acquire ST Math.</p>	\$1,000.00	Yes
3	Employ supplemental ELA programs	<p>Cienega Union Elementary School District will purchase and implement Lexia, an online ELA and ELD literacy support program designed for students in grades TK-8.</p> <p>Teachers will receive support and training through Lexia to improve instruction based on data collected by Lexia.</p>	\$3,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
4	Regular district-wide assessments of student learning	<p>Cienega Union Elementary School District staff will conduct quarterly STAR 360 math and ELA assessments of all students.</p> <p>Allocate funding to pay for Star360 fees.</p>	\$1,000.00	Yes
5	Instructional Assistants for Intervention Support	<p>Cienega Union Elementary School District will provide an instructional assistants for RTI and intervention support, including after-school intervention.</p> <p>Allocate funding for instructional assistants for RTI and Intervention support.</p>	\$34,000.00	Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
3	Ensure high levels of parent engagement, student engagement, and a positive school climate. (Priority 3 - Parent Involvement, Priority 5 - Pupil Engagement, Priority 6 - School Climate)

An explanation of why the LEA has developed this goal.

Cienega Union Elementary School recognizes the importance of an engaged school community. Throughout the stakeholder engagement process, parents, staff, and students continually recognized the value of the small-school atmosphere, personalized education, and low student to teacher ratio as the benefits of Cienega School. To ensure that our stakeholders continue to be involved in the decision making processes at the LEA, this goal has been developed with metrics to measure student and parent engagement in order to hold the LEA accountable.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Survey results regarding parent Input in Decision Making as measured by % reporting meaningful engagement	School Site Council met three times with a membership comprised of two parents and two staff members in the 2020-2021 school year. Survey results indicated that 65% of parents were engaged.				School site council meets quarterly with a membership comprised of two parents and two staff members in the 2020-2021 school year. Survey results will indicate that 80% of families will be involved.
School data regarding parental Involvement in School Activities as	Due to the COVID-19 pandemic, parental involvement was				In 2023-2024, 80% of families will participate in school activities,

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
measured by total parent visits to school events.	limited in the 2020-2021 school year. In the 2019-2020 school year, 65% of parents participated in school activities.				including parent-teacher conferences, Fall and Winter festivals, and the End-of-Year celebration.
Promotion Rate as measured by a percent of 8th grade student meeting requirements for promotion.	The promotion rate of 8th grade students in 2020-2021 was 100%.				Maintain 100% promotion rate.
School Attendance rate	The attendance rate in 2020-2021 was 90%.				Meet or exceed the state average attendance rate.
School Dropout Rate as measured by percentage of middle school students who drop out.	The middle school dropout rate in 2020-2021 was 0%.				Maintain a middle school dropout rate of 0%.
School Suspension/ Expulsion Rate as measured by the percentage of students expelled.	The suspension/ expulsion rate in 2020-2021 was 0%.				Maintain a suspension/ expulsion rate of 0%.
School Climate Survey for Parents as measured by percent reporting "Satisfied" or better on rating scale	In 2020-2021 100% of parents reported "satisfied" or better on the rating scale.				Maintain 90% or better of parents reporting "satisfied" or better on rating scale.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
for safety and school connectedness.					
School Climate Survey for Students as measured by percent reporting "Satisfied" or better on rating scale for safety and school connectedness.	In 2020-2021 100% of students reported "satisfied" or better on the rating scale.				Maintain 90% or better of students reporting "satisfied" or better on rating scale.
Chronic Absenteeism rate	The chronic absenteeism rate in 2020-2021 was 0%.				Maintain a chronic absenteeism rate of 0%.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Home to School Communications	Cienega Union Elementary School District will continue communication with families through Tuesday telegrams, Fall parent-teacher conferences, emails, phone calls, and surveys in the family's preferred language.	\$400.00	Yes
2	School Climate Survey	Cienega Union Elementary School District will administer an annual School Climate Survey to all families and students.	\$100.00	No
3	Improve School Attendance	Offer incentives for attendance through regular recognition of positive attendance records.	\$500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Allocate funding for student incentives.		

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
6.46%	\$22,782

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

Due to the size of the Cienega Union Elementary School District, all actions described in this LCAP are implemented across the entire LEA. The needs of students who are identified as foster youth, English learners, homeless, and low-income were considered first across all goals and action items developed in this LCAP.

The Actions in Goal 1, which is to provide high quality teaching in a well-maintained learning environment where all students have access to standards based instruction, all relate to the quality of education that our students access on a daily basis. Maintaining highly qualified teachers, a safe school site, standards based instructional materials, including those for PE and Language Arts, and improving teaching practices around arts education all impact our special populations directly. When considering the quality of teaching and comfort of our students, we must consider where our students are coming from. Our homeless and low-income students should be able to expect to feel comfortable and safe at school. Our English Learners must have access to high quality teaching that considers the unique needs of English Learners. Thus, the needs of these special populations were prioritized when creating our first LCAP goal and action items.

For Goal 2, which is to improve student achievement in the core content areas of math, English language arts, English language development, and NGSS for all students, the actions are directly tied to the achievement of our special populations. Cienega Union Elementary School District is planning to offer ELA, Early Literacy, and Math assessments through Star 360 to regularly (five times per year). Data from these assessments will be carefully analyzed for pupil learning loss and students will be offered after-school interventions based on these assessments. The after-school interventions are targeted towards low-income students, English Learners, and students with special learning needs. The assessments completed through STAR 360 will allow English Learners and students with special learning needs to receive targeted instruction based on their learning needs. Teachers will be able to closely monitor the progress of these special learning populations and implement supports based on the data produced by these assessments. Additionally, Cienega School will purchase and implement a spatial-temporal on-line math program (ST Math). This supplemental program targets both English Learners and

students with special learning needs because it teaches math in a non-verbal program that reaches students through different learning styles. This program is specifically targeted towards students who tend to struggle with processing information when it is presented in only one way. Further, Cienega School will provide extended school day opportunities through targeted academic interventions and one-on-one supports for our most vulnerable populations.

Finally, the actions required to achieve Goal 3, which is to ensure high levels of parent engagement, student engagement, and a positive school climate, all lend themselves directly to meeting the needs of the special populations at our school. The actions of school to home communication, school climate surveys, and improving school attendance through positive recognition considered the needs of our low-income, homeless, and EL students. Communications will be offered in the home language, families will be encouraged to participate in school activities which will be held at a time that is accessible for families to attend, and positive recognition of school attendance will ensure that students feel motivated to attend school.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Due to the size of the Cienega Union Elementary School District, all actions described in this LCAP are implemented across the entire LEA. The needs of students who are identified as foster youth, English learners, homeless, and low-income were considered first across all goals and action items developed in this LCAP.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$40,000.00	\$14,000.00			\$54,000.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$34,500.00	\$19,500.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Maintain fully credentialed and highly qualified teachers					
1	2	All	Well maintained school site	\$1,500.00				\$1,500.00
1	3	All	Purchase and implementation of updated state standards aligned history/ social studies curriculum		\$1,500.00			\$1,500.00
1	4	All	Purchase updated Physical Education instructional materials		\$1,000.00			\$1,000.00
1	5	All	Purchase and implement updated English Language Arts, English Language Development, and Math curriculum		\$7,500.00			\$7,500.00
1	6	English Learners Foster Youth Low Income	Improve art instruction by participating in professional development.	\$1,000.00				\$1,000.00
2	1	English Learners Foster Youth Low Income	ELA and Math After School Intervention	\$1,000.00				\$1,000.00
2	2	English Learners Foster Youth Low Income	Employ supplemental math programs	\$1,000.00				\$1,000.00
2	3	English Learners Foster Youth Low Income	Employ supplemental ELA programs	\$3,500.00				\$3,500.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	4	English Learners Foster Youth Low Income	Regular district-wide assessments of student learning	\$1,000.00				\$1,000.00
2	5	English Learners Foster Youth Low Income	Instructional Assistants for Intervention Support	\$30,000.00	\$4,000.00			\$34,000.00
3	1	English Learners Foster Youth Low Income	Home to School Communications	\$400.00				\$400.00
3	2	All	School Climate Survey	\$100.00				\$100.00
3	3	English Learners Foster Youth Low Income	Improve School Attendance	\$500.00				\$500.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$38,400.00	\$42,400.00
LEA-wide Total:	\$38,400.00	\$42,400.00
Limited Total:	\$0.00	\$0.00
Schoolwide Total:	\$0.00	\$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	3	Purchase and implementation of updated state standards aligned history/ social studies curriculum			All Schools		\$1,500.00
1	6	Improve art instruction by participating in professional development.	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,000.00	\$1,000.00
2	1	ELA and Math After School Intervention	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,000.00	\$1,000.00
2	2	Employ supplemental math programs	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,000.00	\$1,000.00
2	3	Employ supplemental ELA programs	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,500.00	\$3,500.00
2	4	Regular district-wide assessments of student learning	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,000.00	\$1,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
2	5	Instructional Assistants for Intervention Support	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$30,000.00	\$34,000.00
3	1	Home to School Communications	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$400.00	\$400.00
3	3	Improve School Attendance	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$500.00	\$500.00

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

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 *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.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any 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 specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) 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 areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

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 has or will support 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.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC 52064(e)(1)*). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

Prompt 2: “A summary of the feedback provided by specific stakeholder groups.”

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 .

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

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).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **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.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions 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 actions 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 actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

“A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.”

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 the 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. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:

- **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is 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.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.