Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

<u>LCFF Evaluation Rubrics</u>: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
Cienega Union Elementary School District	Nancy MacLean Superintendent/Principal	cienegaschool@yahoo.com (831) 637-3821

2017-20 Plan Summary

The Story

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

Cienega Union Elementary District is a small, rural district with only one school in the district.   In recent years the student population has numbered between 25 and 35 students. This year the number has been average, with 30 students as of the October CBEDS count. The district has 23% English Language Learners and 20% low income students. The district currently has no foster youth. There are 17 unduplicated students. The district has a 27% Special Education population. The district is in a rural setting and is a single-school district employing two credentialed teachers. Because of the remote location of the district, stakeholder involvement is limited. Because of the small size of the district, very limited Dashboard information is available for use in compiling this plan.

As a kindergarten through 8th grade district, we do not administer the California High School Exit Exam, Early Assessment Program exam or Advanced Placement (AP) exams, offer A-G coursework or Career Technical Education (CTE), Pathways as defined by the state of California, or receive a California Department of Education (CDE) calculation for graduation rate (100%), dropout rate (0%), and Academic Performance Index (API). Therefore, these metrics will not be used in our plan. However, all of our actions are directed toward our students successfully matriculating to high school prepared to pass the EAP, take A-G, AP, and CTE courses, and graduate high school.

LCAP Highlights

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

Through collaborative efforts of the parents, school staff, and the Board of Trustees every effort has been made to improve the effectiveness of the education at Cienega Union School District. This will continue to be the case in the 2018-2019 school year. The staff has made changes this year in the use of the adopted math curriculum and has been pleased by the results of these changes.

Local assessments, such as STAR 360 and teacher created assessments, have indicated that these changes have been productive. The input that was given by stakeholders was considered and implemented whenever possible. Staff has participated in professional development when available and relevant.

Review of Performance

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

Greatest Progress

Communication between parents and school personnel has continued to improve. Staff has made every effort to communicate an a regular basis with all parents, especially families with special areas of need. This continued improvement in communication has meant more students arriving on time, getting extra help at home, and receiving help both before and after school. The district plans to build on this success by continuing to offer after school extra help for students, continuing the effective home phone calls, and contacting parents in person both before and after school when possible and needed. The district is especially proud of the updates that have been made to the campus this year. Areas of need and safety were addressed, such as replacing old flourescent lights with LED lights and new HVAC.

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

Greatest Needs

The district recognizes a continuing need to improve our ELD instruction. Although the district is too small to have any Dashboard data available, the local indicators of progress have been positive, but it is felt that progress still needs to be made. The district employed a new ELA and Math assessment/diagnostic program this year. Progress has been made toward improving instruction, but this area remains an area of great need. Because of the district's large percentage of SPED students, there is a need to support those students. The district plans to hire a paraprofessional to work with students who need extra support in core subjects.

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

Performance Gaps

There is no information available on the Dashboard for this district due to small population size.

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

Increased or Improved services

A new supplemental Math program was purchased late in the 2016-2017 school year, and was fully implemented in 2017-2018 school year. The new mathematics on-line program targeted English learners and SPED students. It is a spatial-temporal learning based program. Because there are no words used in the program, it has been a good fit for those students that struggle with written and/or spoken English. The program is individualized, which works well in the district's multi-grade classrooms. The staff feels this program has been successful by reaching targeted populations. The Average Student Growth percentile in the STAR 360 math assessment program showed an average graowth of 55% for the 2017-2018 school year for the students who participated in the ST Math program for at least half of the year.

The staff has revised its use of the current Math program and has implemented new strategies in this area. Professional development in mathematics has given the staff new ways to reach students in this area.

The staff plans to continue to monitor the attendance of low-income and homeless families. The staff will find the best mode to communicate with these families. As the needs of each individual family changes, adjustments will be made in the services offered to each family.

A new ELD program will be purchased to better serve our English Language Learner population. The district is also optimistic about the addition of a projector to the second of the two classrooms. More time will be necessary to determine its effectiveness.

The new ELA/ELD program for the preK to 3rd grade population has appeared to improve results as it is bilingual and available to use both at home and at school.

Budget Summary

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

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures For LCAP Year	$432,033
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	$38,929.00

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

The district has a significant portion, 27% of the population, that qualifies as SPED. Money will be spent to serve the needs of these students.

As pension funds and salaries increase, money will be spent to retain experienced teachers. This is a challenge in rural schools because of the competition for qualified teachers, low salaries, and remote locations of schools makes recruiting difficult. The districts' largest budget expense continues to be salaries.

Funds will be spent on maintenance of the buildings and grounds and continuing operation costs.

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	$344,814

Annual Update

LCAP Year Reviewed: **2017-18**

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

Goal 1

1. 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
Metric/Indicator 1a. CCTC Credentialing information 1b. Annual Fit Report Annual Williams Report 1c. District created Climate Survey **17-18** 1a. 100% Fully Credentialed Teachers 1b. Continue use of facility evaluation tool and prioritize annually. 1b. Continue to meet all requirements of the William's Report 1c. Climate Survey satisfaction rate of 75%	1a. 100% of teachers fully credentialed 1b. FIT report used All categories received a "good repair" rating. 1b. William's report requirements met 1c. Climate Survey for parents - 96% satisfaction rate Climate survey for students - 88% satisfaction rate

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

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.Provide Induction for new teachers (Documentation and monitoring of teacher progress in Induction Program)	1. No new teachers hired in 2017-2018	Examination of teachers' credentials - 5800: Professional/Consulting Services And Operating Expenditures Base $0	Examination of teachers' credentials 5800: Professional/Consulting Services And Operating Expenditures Base $0

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide Induction program as needed	Induction program not needed	5800: Professional/Consulting Services And Operating Expenditures Base $4000	Induction program 5800: Professional/Consulting Services And Operating Expenditures Base $0

Action 3

Planned	Actual	Budgeted	Estimated Actual

Actions/Services	Actions/Services	Expenditures	Expenditures
Repairs will be made on a yearly basis as needed. Facilities will be maintained at current levels. New classroom furniture added as needed.	Repairs made: Water pipes repaired Water system repaired Electrical outlets replaced	5000-5999: Services And Other Operating Expenditures Base $3500	Repairs made to school campus 5000-5999: Services And Other Operating Expenditures Base $2000

Analysis

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

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

The district is very pleased to have used a climate survey for the first time during the 2017-2018 school year. The district made repairs to facilities as needed. No induction program was needed.

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

The district found that the district's climate is viewed positively by the stakeholders, with no areas of improvement needed. The facilities in the district are in good repair, and no areas of need were identified on the FIT report.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No new teachers were hired this year, so funds for an induction program were not needed. New repairs to the school campus were made. Costs for these repairs were less than expected.

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

The district will not make any changes to this goal. Although costs were less than expected for this school year, the district recognizes that the needs of the district change over time, and so are planning for these possible expenses.

Annual Update

LCAP Year Reviewed: **2017-18**

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

Goal 2

2. 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
Metric/Indicator 2a.SBAC Math % Standard Met/exceeded 2a. SBAC ELA % Standard Met/exceeded 2b. SBAC Science % Standard Met/ exceeded 2c. CELDT % advancement in levels/categories 2d. CEDLT reclassification rate 2e. All students will have access to Art and Music instruction	2a. 50% of students achieved Met/exceeded Standard on SBAC Math 2a. 46% of students achieved Met/exceeded Standard on SBAC ELA 2b. 100% of teachers participated in mathematics professional development 50% of teachers participated in science professional development 2c. CELDT testing was not done this year ELPAC used for all students - 14% Level 1, 29% Level 2, 57% Level 3 2d. CELDT testing was not done this year ELPAC used for all students - No students were reclassified 2e.100% of students have access to Music and Art instruction

Expected	Actual
17-18 2a. 50% of students achieve a proficient (or the equivalent) on SBAC testing. 2b. 100% of teachers will participate in professional development in at least 2 core subjects. 2c. 25% of ELL students will advance at least one level overall. 2d. 20% of CELDT students will be reclassified 2e. All students will have access to Art and Music instruction **Baseline** 2a. 2015/2016 SBAC Math Results - 35% Met/exceeded Standard 2a.2015/2016 SBAC ELA Results - 20% Met/exceeded Standard 2b. 100% of teachers participate in professional development in one core subject 2c. 17% of CELDT students advanced one level overall 2d. 0% reclassification rate 2e. All students will have access to Art and Music instruction	

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Employ supplemental math programs.	ST Math used	5000-5999: Services And Other Operating Expenditures Supplemental $700	ST Math 5000-5999: Services And Other Operating Expenditures Supplemental $700

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Improve teacher understanding of NGSS and ELD instruction by	50% of teachers participated in NGSS professional development	Teachers will participate in professional development, as needed.	Teachers participated in science professional development 5000-5999: Services And Other

participating in professional development.	No professional development in ELD	5000-5999: Services And Other Operating Expenditures Base $500	Operating Expenditures Common Core Standards Implementation Funds $60
		5000-5999: Services And Other Operating Expenditures Supplemental $500	Teachers participated in math professional development 5000-5999: Services And Other Operating Expenditures Common Core Standards Implementation Funds $500

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Extended day offered to all students to supplement ELA and math instruction.	Extended day was utilized by 60% of students	No anticipated costs $0 $0	Extended day $0

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Purchase on-line ELA, Math, and Early Literacy assessment program (Star 360) for grades K-8	STAR 360 purchased	Purchase of on-line ELA, Math, and early literacy assessment program for grades K-5 and 6-8. 4000-4999: Books And Supplies Base $1500	Purchase of ELA, Math, and early literacy assessment programs for grades K-8 4000-4999: Books And Supplies Base $3700

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Enrichment of ELL language experiences and improved ELA instructional practices and purchase of online ELD support program. Purchase of projector/document camera for lower grade classroom.	Document camera purchased	Purchase of online ELD support program. Purchase of projector/document camera for lower grade classroom. 4000-4999: Books And Supplies Supplemental $3700	Document camera/projector/computer purchased for lower grade classroom 4000-4999: Books And Supplies Supplemental $3500

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide Instructional Assistant for intervention support	Instructional Assistant hired for intervention support	2000-2999: Classified Personnel Salaries Supplemental $21,869	Instructional Assistant hired for intervention support 2000-2999: Classified Personnel Salaries Supplemental $6000
		3000-3999: Employee Benefits Supplemental $5041	Instructional Assistant hired for intervention support 3000-3999: Employee Benefits Supplemental $1000

Analysis

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

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

The supplemental math program ST Math, was started with students in the spring of 2017.
1 teacher (50% of teaching staff) attended NGSS training provided by the COE and Monterey Bay Aquarium.
No ELL program was found to meet the needs of the students in the district.
Document camera and projector were purchased for one classroom.
Extended day was offered to all students. Extended day allows students to either arrive at school an hour before the day starts and stay an hour after the day is over. Teachers make themselves available to give extra help to students who need it. Teachers generally work one-on-one with students during these times. 60% to 70% of students participated in extended day.
An on-line assessment program was purchased for both math and ELA.
An instructional assistant was hired for intervention support.

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

The supplemental math program was started with students in the spring of 2017, therefore students did not have any time to use the program before standardized tests were taken that year. Teachers feel this program has been effective because of observation of students both during the use of the program and as they discuss mathematics in the classroom.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The needs for funds earmarked for instructional assistant support was not as great as anticipated. The support person was not hired until after the school year had started, and then a change of personnel meant a gap in the time when an IA was on campus. Also the IA was only need part time.
Funds needed for STAR 360 were greater than anticipated. The original quote needed to be adjusted to reflect start-up costs and professional development.
Due to the support of the San Benito County Office of Education, costs for science professional development were less than anticipated.

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

ST Math will be used again in the 2018-2019 school year so that more data may be collected about its effectiveness.
The district will continue its search for an ELD program that will be effective in the district's small school environment.
Teachers will participate in mathematics PD, NGSS PD, and ELA PD, if available locally.

Annual Update

LCAP Year Reviewed: **2017-18**

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

Goal 3

3. Make needed repairs and upgrades to facilities in order to meet state compliance standards.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 3a. Annual FIT report 3b. Annual Williams report **17-18** 3a. Continue use of facility evaluation tool and prioritize annually. 3b. Continue to meet all requirements of the William's Report **Baseline** 3a. All required elements on Annual FiT report are found to be in the "good" category 3b. All required elements on the annual Williams report are found to be satisfactory	3a. FIT report was used - All categories received a "good repair" rating. 3b. Williams Report was used to evaluate progress toward goals

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3. Repairs will be made on a yearly basis as needed. Facilities will be maintained at current levels.		On an as needed basis 5000-5999: Services And Other Operating Expenditures Base $1000	$0

Analysis

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

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

All needed repairs were made. See Goal 1/ Action 3.

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

All school sites are safe and comfortable for both students and staff.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Budgeted expenses were addressed in Goal 1.

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

This goal will be rolled into Goal 1, as Goal 1 addresses all of the issues in this goal.

Annual Update

LCAP Year Reviewed: 2017-18

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

Goal 4

4. 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
Metric/Indicator 4a. Parent involvement in SSC 4b. Parent attendance at school/community opportunities **17-18** Full SSC membership of 4 members. Continued participation of families and community members in school/community events. 60% of parents and community members participating in school/community events. **Baseline** 4a. Full membership in SSC 4b. 60% of parents participated in Halloween, 75% of parents participated in gingerbread house celebration, 90% of parents participated in graduation	4a. SSC membership at 4 members 4b. 65% of parents and community members participated in school/community events

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4. Continue to encourage participation in SSC and explain roles and responsibilities regarding CCSS. Reach out to parents through the use of school's Tuesday Telegram, emails, conferences, and surveys.	Parents and community members were contacted to encourage participation in SSC and Safety Committee. All forms of communication were employed.	Parent-school communication 4000-4999: Books And Supplies Base $100	Parent-School communication 4000-4999: Books And Supplies Base $100

Analysis

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

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

District staff used a large variety of ways to reach out to parents and other stakeholders. Climate surveys were offered in both paper and on-line forms. Staff communicated through email, paper copies, phone calls, and formal and informal conferences. Staff made every effort to determine the best mode of communication for each family, depending on the situation.

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

District staff continues to find great success in the varied modes of contact with parents and other stakeholders. The efforts made to find the best mode of communication for each situation continues to be key. Parents and other stakeholders continue to respond positively to the staffs' efforts. This has encouraged parents to feel welcome at the school and comfortable discussing concerns with staff members.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There are no material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

No changes are expected to be made to this goal.

Annual Update

LCAP Year Reviewed: 2017-18

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

Goal 5

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
Metric/Indicator 5a. Graduation rate 5b. Suspension rate 5c. Current attendance rates 5d. Expulsion rate 5e. School created survey 5f. Drop out rate **17-18** 5a. Maintain 100% graduation rate 5b. Maintain suspension rate of less than 2% 5c. Maintain less that 5% Chronic Absenteeism 5d. Maintain Student Expulsion Rate of less than 2% 5e. To be determined 5f. Maintain drop out rate of less that 2%	5a. 100% graduation rate 5b. Suspension rate 0% 5c. Chronic absenteeism Rate - 11.76% 5d. Expulsion rate 0% 5e.Climate Survey for parents - 96% satisfaction rate Climate survey for students - 88% satisfaction rate 5f. Drop out rate 0%

	Expected	Actual
	Baseline 5a. 100% graduation rate 5b. Suspension rate of 0% 5c. 0% Chronic Absenteeism 5d. 0% expulsion rate 5e. No baseline survey data is currently available 5f. 0% Middle school drop out rate	

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Improve home to school communication by making personal contacts, email contacts, and written communication in all appropriate languages. Explore incentives for improving student attendance. Create and administer a school climate survey.	Contacts with parents/gaurdians were made using personal contacts, email contacts, and written communication in all appropriate languages. School climate survey was created and given. No incentives were found appropriate to this school/district setting.	Home/school contacts 4000-4999: Books And Supplies Base $100	Home/school contacts 4000-4999: Books And Supplies Base $25
		School climate survey 4000-4999: Books And Supplies LCFF $100	School climate survey 4000-4999: Books And Supplies LCFF $25

Analysis

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

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

School personnel continues to make every effort to contact all members of the school community in whatever method is most comfortable for that person or family.

Every effort was made to reach out to families with attendance difficulties, giving support to families as needed. This included personal contact with families at drop-off and pick-up, phone calls home, and transportation of students to and from school when necessary.
A school climate survey was created and distributed to all stakeholders in the district.

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

The district believes the personalized contact with families has been very effective. Attendance and graduation rates continue to be high. Drop out, expulsion, and suspension rates continue to be low.
The climate survey given for the first time in the fall showed that the stakeholders believe the district to be doing a good job of educating the students and keeing them safe. Survey was given again in April 2018 and rates of satisfaction continue to be high.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The differences between Budgeted Expenditures and Estimated Actual expenditures were not significant.

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

Now that the district has school climate survey baseline data, the district will begin surveying stakeholders only once per year.

Stakeholder Engagement

LCAP Year: **2018-19**

Involvement Process for LCAP and Annual Update

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

The Cienega School District involved a variety of constituents through the following means:
- Surveys for Parents were sent home with students through "Tuesday Telegram" or emailed to parents through "Tuesday Telegram" process (4/25/18). Five responses were received. The district includes 17 families, making the response rate 29%.
- Surveys for Students which were distributed during school (4/25/18). Nineteen responses were received.
- Surveys to Stakeholders (e.g., Board Members) were distributed during a meetings including this group (1/10/18, 2/14/18 – Board meetings). Five responses were received.
- Input received during Board Meeting and School Site Council Meeting (3/20/18) – Site Council
- All surveys and requests for input were written in both English and Spanish.

Information from draft of 2018 - 2019 LCAP was given to stakeholders in both email form and written form on 5/10/18 and input was asked for.

Input was received both in person and in written form.

Students were asked for their input on 4/25/18.

School Board input was oral (1/10/18, 2/14/18).

Staff input was received on 1/17/18.

Parent groups responded in person (3/20/18).

Research was conducted by staff members to help with decision making process. This research was conducted on the internet and in discussions with principals and teachers of similar sized schools. Because of the unique size of the school population, it was purposeful to find similar situations.

Staff members at the SBCOE were also consulted about possible curriculum changes.

Staff members attended technical support meetings prior to the writing of this document.

Public Hearing to review LCAP 5/23/18

- Final approval of LCAP 6/5/18

Impact on LCAP and Annual Update

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

As a result of the input provided through the involvement process, the following actions are included in the LCAP:
- Apps and software will reflect the academic concerns for targeted groups
- Extended school hours will be made available to provide remediation for all students

Additional staff support will be made available to struggling students

Online math support and math and ELA assessment programs will be continued

Student input: The only suggestion for improvement was additional staffing for the playground.
School Board: The Board suggested that the school should continue to support English Language Learners whenever possible.
Suggestions included: additional staff hours.
Staff input: More support for English Language Learners. .
Parent groups: The responses expressed the desire for the school to continue the course the school is currently on. They expressed that they felt the school was doing a good job meeting the needs of all the students.

Goals, Actions, & Services

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

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

Unchanged Goal

Goal 1

1. 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:

Identified Need:

1a. Need: Meet California teacher credentialing requirements
Metric: Analysis of Teacher Credentials

1b. Need: Facilities upkeep
Metric: Fit Report, District Williams Report

1c. Need: Positive School Culture
Metric: District created Climate Survey

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1a. CCTC Credentialing information	1a. 100% Fully Credentialed Teachers	1a. 100% Fully Credentialed Teachers	1a.100% Fully Credentialed Teachers	1a. 100% Fully Credentialed Teachers

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1b. Annual Fit Report Annual Williams Report 1c. District created Climate Survey	1b. All required elements on Annual FiT report are found to be in the "good" category 1b. All required elements on the annual Williams report are found to be satisfactory 1c. No survey has been created or used	1b. Maintain good or better status on FIT. 1b. Continue to meet all requirements of the William's Report 1c. 75% satisfaction with school climate.	1b. Maintain good or better status on FIT. 1b. Continue to meet all requirements of the William's Report 1.c 75% satisfaction with school climate	1b. Maintain good or better status on FIT. 1b. Continue to meet all requirements of the William's Report 1c. 75% satisfaction with school climate

Planned Actions / Services

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

Action 1

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

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

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

All	All Schools

OR

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

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

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

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

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

Actions/Services

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

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

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

Unchanged Action	Modified Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1.Provide Induction for new teachers (Documentation and monitoring of teacher progress in Induction Program)	1. Insure proper credentialing of all teachers (Documentation and monitoring of teacher progress in Induction Program)	1. Insure proper credentialing of all teachers (Documentation and monitoring of teacher progress in Induction Program)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$0	$0	$0
Source	Base	Base	Base
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Examination of teachers' credentials - $0	5800: Professional/Consulting Services And Operating Expenditures Examination of teachers' credentials - $0	5800: Professional/Consulting Services And Operating Expenditures Examination of teachers' credentials - $0

Action 2

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

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

All

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

All Schools

OR

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

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

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Provide Induction program as needed	Provide Induction program as needed	Provide Induction program as needed

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$4000	$1500	$1500
Source	Base	Base	Base
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures

Action 3

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

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

All

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

All Schools

OR

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

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

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Repairs will be made on a yearly basis as needed. Facilities will be maintained at current levels. New classroom furniture added as needed.	Repairs will be made on a yearly basis as needed. Facilities will be maintained at current levels.	Repairs will be made on a yearly basis as needed. Facilities will be maintained at current levels.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$3500	$1000	$1000
Source	Base	Base	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

Goals, Actions, & Services

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

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

Modified Goal

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:

Identified Need:

Need:
Improved academic achievement for all students based on STAR 360 and CAASPP results.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
2a.SBAC Math % Standard Met/exceeded 2a. SBAC ELA % Standard Met/exceeded 2b. SBAC Science % Standard Met/ exceeded	2a. 2015/2016 SBAC Math Results - 35% Met/exceeded Standard 2a.2015/2016 SBAC ELA Results - 20% Met/exceeded Standard	2a. 50% of students achieve a proficient (or the equivalent) on SBAC testing. 2b. 100% of teachers will participate in	2a. 55% of students achieve a proficient (or the equivalent) on SBAC testing. 2b. 100% of teachers will participate in	2a. 60% of students achieve a proficient (or the equivalent) on SBAC testing. 2b. 100% of teachers will participate in

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
2c. CELDT % advancement in levels/categories 2d. Reclassification rate 2e. All students will have access to Art and Music instruction	2b. 100% of teachers participate in professional development in one core subject 2c. 17% of CELDT students advanced one level overall 2d. 0% reclassification rate 2e. All students will have access to Art and Music instruction	professional development in at least 2 core subjects. 2c. 25% of ELL students will advance at least one level overall. 2d. 20% of students will be reclassified 2e. All students will have access to Art and Music instruction	professional development in at least 2 core subjects. 2c. 25% of ELL students will advance at least one level. 2d. 20% of students will be reclassified 2e.All students will have access to Art and Music instruction	professional development in at least 2 core subjects. 2c. 25% of ELL students will advance at least one level overall. 2d. 20% of students will be reclassified 2e.All students will have access to Art and Music instruction

Planned Actions / Services

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

Action 1

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

English Learners
Foster Youth
Low Income

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

LEA-wide

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

All Schools

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Employ supplemental math programs.	2. Continue to employ supplemental math programs.	Continue to employ supplemental math programs.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$700	$700	$700
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

Action 2

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

English Learners
Foster Youth
Low Income

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

LEA-wide

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

All Schools

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Improve teacher understanding of NGSS and ELD instruction by participating in professional development.	Continue to improve teacher understanding of Math, ELD, and ELA instruction by participating in professional development.	Continue to improve teacher understanding of Social Science and ELD instruction by participating in professional development.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$500	$200	$200
Source	Base	Base	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures Teachers will participate in professional development, as needed.	5000-5999: Services And Other Operating Expenditures Teachers will continue to participate in professional development, as needed.	5000-5999: Services And Other Operating Expenditures Teachers will continue to participate in professional development, as needed.
Amount	$500	$200	$200
Source	Base	Base	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

Action 3

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

Actions/Services

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

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$0	$0	$0
Budget Reference	No anticipated costs $0	No anticipated costs	No anticipated costs

Action 4

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

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

OR

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

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

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Purchase on-line ELA, Math, and Early Literacy assessment program (Star 360) for grades K-8	Purchase on-line ELA, Math, and Early Literacy assessment program (Star 360) for grades K-8	Purchase on-line ELA, Math, and Early Literacy assessment program (Star 360) for grades K-8

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$1500	$1400	$1400
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies Purchase of on-line ELA, Math, and early literacy assessment program for grades K-5 and 6-8.	4000-4999: Books And Supplies Purchase of on-line ELA, Math, and early literacy assessment program for grades K-5 and 6-8.	4000-4999: Books And Supplies Purchase of on-line ELA, Math, and early literacy assessment program for grades K-5 and 6-8.

Action 5

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

English Learners
Foster Youth
Low Income

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

LEA-wide

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

All Schools

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Enrichment of ELL language experiences and improved ELA instructional practices and purchase of online ELD support program. Purchase of projector/document camera for lower grade classroom.	Enrichment of ELL language experiences and improved ELA instructional practices and purchase of online ELD program.	Enrichment of ELL language experiences and improved ELA instructional practices and purchase of online ELD program.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$3700	$1000	$1000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	4000-4999: Books And Supplies Purchase of online ELD support program. Purchase of projector/document camera for lower grade classroom.	4000-4999: Books And Supplies Purchase of online ELD program	4000-4999: Books And Supplies Purchase of online ELD program

Action 6

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

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

All

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

All Schools

OR

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

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

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Provide Instructional Assistant for intervention support	Provide Instructional Assistant for intervention support	Provide Instructional Assistant for intervention support

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$21,869	$9322	$9508
Source	Supplemental	Special Education	Special Education
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount	$5041	$1724	$1758
Source	Supplemental	Supplemental	Supplemental
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits

Amount		$6215	$6339
Source		Supplemental	Supplemental
Budget Reference		2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount		$2591	$2957
Source		Special Education	Special Education
Budget Reference		3000-3999: Employee Benefits	3000-3999: Employee Benefits

Action 7

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

OR

English Learners Foster Youth Low Income	LEA-wide	All Schools

Actions/Services

	New Action	Modified Action
	Provide Instructional Assistant for RTI	Provide Instructional Assistant for RTI

Budgeted Expenditures

Amount		$10,000	$12,000
Source		Supplemental	Supplemental
Budget Reference		2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries

Amount		$2777	$3332
Source		Supplemental	Supplemental
Budget Reference		3000-3999: Employee Benefits	3000-3999: Employee Benefits

Goals, Actions, & Services

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

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

Modified Goal

Goal 3

3. Maintain parent involvement.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities:

Identified Need:

Need: 3a. Parents need to be involved in the School Site Council (SSC); knowledge of CCSS and decision-making.
3b. Parental participation in school/community events

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
3a. Parent involvement in SSC 3b. Parent attendance at school/community opportunities	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	Full SSC membership of 4 members. Continued participation of families and community members in school/community events. 60% of parents and community members participating in	Full SSC membership of 4 members. Continued participation of families and community members in school/community events. 60% of parents and community members participating in	Full SSC membership of 4 members. Continued participation of families and community members in school/community events. 60% of parents and community members participating in

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		school/community events.	school/community events. Parents of unduplicated students are contacted by their preferred method to offer support and needed resources.	school/community events. Parents of unduplicated students are contacted by their preferred method to offer support and needed resources.

Planned Actions / Services

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

Action 1

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

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

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

All	All Schools

OR

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

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

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

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

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

Actions/Services

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

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

| 3. Continue to encourage participation in SSC and explain roles and responsibilities regarding CCSS.

Reach out to parents through the use of school's Tuesday Telegram, emails, conferences, and surveys. | 3. Continue to encourage participation in SSC and explain roles and responsibilities regarding CCSS.

Reach out to parents through the use of school's Tuesday Telegram, emails, conferences, and surveys. All of these documents will be translated. | 3. Continue to encourage participation in SSC and explain roles and responsibilities regarding CCSS.

Reach out to parents through the use of school's Tuesday Telegram, emails, conferences, and surveys. All of these documents will be translated. All of these documents will be translated. |

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$100	$100	$100
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies Parent-school communication	4000-4999: Books And Supplies School to parent communication	4000-4999: Books And Supplies School to parent communication

Goals, Actions, & Services

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

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

Modified Goal

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:

Identified Need:

5a. Need: Continue to maintain graduation and attendance rates of 2016/2017 (93% attendance 100% graduation)
5b. Students need to feel safe and connected in their school environment to be able to maximize their educational opportunities

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
4a. Graduation rate 4b. Suspension rate 4c. Chronic Absenteeism Rates 4d. Expulsion rate	4a. 100% graduation rate 4b. Suspension rate of 0% 4c. 0% Chronic Absenteeism	4a. 100% graduation rate 4b. Suspension rate of less than 2% 4c. Less that 5% Chronic Absenteeism	4a. 100% graduation rate 4b. Suspension rate of less than 2% 4c. Less that 5% Chronic Absenteeism	4a. 100% graduation rate 4b. Suspension rate of less than 2% 4c. Less that 5% Chronic Absenteeism

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
4e. School created survey 4f. Drop out rate	4d. 0% expulsion rate 4e. No baseline survey data is currently available 4f. 0% Middle school drop out rate	4d. Student Expulsion Rate of less than 2% 4e. To be determined 4f. Drop out rate of less that 2%	4d. Student Expulsion Rate of less than 2% 4e. 75% satisfaction rate 4f. Drop out rate of less that 2%	4d. Student Expulsion Rate of less than 2% 4e. 75% satisfaction rate 4f. Drop out rate of less that 2%

Planned Actions / Services

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

Action 1

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

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

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

Specific Student Groups: All students with attendance and tardy issues.	All Schools

OR

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

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

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

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Improve home to school communication by making personal contacts, email	Improve home to school communication by making personal contacts, email	Improve home to school communication by making personal contacts, email

| contacts, and written communication in all appropriate languages. Explore incentives for improving student attendance. Create and administer a school climate survey. | contacts, and written communication in all appropriate languages. Implement student incentives for improved attendance. Administer a school climate survey. | contacts, and written communication in all appropriate languages. Implement student incentives for improved attendance. Administer a school climate survey. |

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$100	$100	$100
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount	$100	$100	$100
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies School climate survey	4000-4999: Books And Supplies School climate survey	4000-4999: Books And Supplies School climate survey

Goals, Actions, & Services

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

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

New Goal

Goal 5

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Identified Need:

Expected Annual Measurable Outcomes

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

Planned Actions / Services

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

Action 1

OR

Actions/Services

Budgeted Expenditures

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$17,511	5.43%

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

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

Cienega is planning to offer on-line ELA, Math, and Early Literacy assessment program (Star 360), a spatial-temperas on-line Math (ST Math) program, a school climate survey, additional staff hours to meet the needs of our most challenged students, and extended school hours. These extended hours target ELL and SPED populations. The assessment program particularly helps our English Language Learners and SPED students because the program is individualized, which allows teachers to closely monitor the progress of the ELL and SPED students so they can be effectively supported as they move toward success.   The on-line Math supplemental program targets both ELL and SPED students because it teaches math in a virtually non-verbal program and reaches students through different leaning styles.   The more multi-sensory input was targeted at ELL and SPED students who tend to struggle when information is presented in only one way.

Increased staffing hours have allowed more one-on-one and small-group time for our most vulnerable populations.   Because of the small size of the school, all programs will be available school-wide.

These services have been especially beneficial to ELD and SPED students, because the programs are individualized to meet the particular needs of each individual student. Teachers are available both before and after school hours to provide individualized instruction and support to students. The before and after school hours provide small groups and one-on-one interaction. Currently the school has no foster youth, but if we did we would work with agencies within the local area to coordinate services for these students.

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$8519	3.38%

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

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

On-line ELA, Math, and Early Literacy assessment program (Star 360), a spatial-temperas on-line Math (ST Math) program, projector/document camera to maximize learning opportunities in classrooms, a school climate survey, and extended school hours. These extended hours target ELL and SPED populations. Because of the small size of the school, all programs will be available school-wide. The assessment program particularly helps our English Language Learners and SPED students because the program is individualized, which allows teachers to closely monitor the progress of the ELL and SPED students so they can be effectively supported as they move toward success. The projector/document camera added to one of the classrooms has allowed for oral instruction to be supported by improving visual and auditory input. This success will be duplicated in the other classroom. The more multi-sensory input was targeted at ELL and SPED students who tend to struggle when information is presented in only one way. The on-line Math supplemental program targets both ELL and SPED students because it teaches math in a virtually non-verbal program and reaches students through different leaning styles.

These services have been especially beneficial to ELD and SPED students, because the programs are individualized to meet the particular needs of each individual student. Teachers are available both before and after school hours to provide individualized instruction and support to students. The before and after school hours provide small groups and one-on-one interaction. Currently the school has no foster youth, but if we did we would work with agencies within the local area to coordinate services for these students.

Addendum

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

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

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

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

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

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

Instructions: Linked Table of Contents

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

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.
When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.
In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.
An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.
The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

Budget Summary

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

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

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

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

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

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

Annual Update

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

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

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

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

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

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

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

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

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

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

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

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

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

Goals, Actions, and Services

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

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

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

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

Goal

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

Related State and/or Local Priorities

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served
The "Students to be Served" box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering "All", "Students with Disabilities", or "Specific Student

Group(s)". If "Specific Student Group(s)" is entered, identify the specific student group(s) as appropriate.

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."

- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".

- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

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

Location(s)

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

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

Actions/Services

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

New/Modified/Unchanged:
- Enter "New Action" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.

- Enter "Modified Action" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.

- Enter "Unchanged Action" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.

    - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter "Unchanged Action" and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

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

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

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

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

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

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.

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

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

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

    A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;

    B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and

    C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

    A. The implementation of state board adopted academic content and performance standards for all students, which are:

        a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts

        b. Mathematics – CCSS for Mathematics

        c. English Language Development (ELD)

        d. Career Technical Education

        e. Health Education Content Standards

        f. History-Social Science

        g. Model School Library Standards

        h. Physical Education Model Content Standards

        i. Next Generation Science Standards

        j. Visual and Performing Arts

        k. World Language; and

    B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

    A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;

    B. How the school district will promote parental participation in programs for unduplicated pupils; and

    C. How the school district will promote parental participation in programs for individuals with exceptional needs.

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

    A. Statewide assessments;

    B. The Academic Performance Index;

    C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;

    D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);

    E. The English learner reclassification rate;

    F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and

    G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

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

    A. School attendance rates;

    B. Chronic absenteeism rates;

    C. Middle school dropout rates;

    D. High school dropout rates; and

    E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:
  A. Pupil suspension rates;
  B. Pupil expulsion rates; and
  C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.
Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:
  A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
  B. Programs and services developed and provided to unduplicated pupils; and
  C. Programs and services developed and provided to individuals with exceptional needs.
Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.
Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.
Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:
  A. Working with the county child welfare agency to minimize changes in school placement
  B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
  C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
  D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.
Local Priorities address:
  A. Local priority goals; and
  B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

    (a) "Chronic absenteeism rate" shall be calculated as follows:

        (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.

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

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

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

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

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

        (2) The total number of cohort members.

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

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

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

        (2) The total number of cohort members.

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

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

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

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

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

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

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

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

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

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

APPENDIX B: GUIDING QUESTIONS
Guiding Questions: Annual Review and Analysis

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

2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?

3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?

4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?

5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?

6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?

2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?

3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?

4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?

5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?

6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?

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

Guiding Questions: Goals, Actions, and Services

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

Prepared by the California Department of Education, October 2016

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	**2017-18 Annual Update Budgeted**	**2017-18 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**	**2017-18 through 2019-20 Total**
All Funding Sources	42,610.00	17,610.00	41,610.00	38,929.00	42,194.00	122,733.00
	0.00	0.00	0.00	0.00	0.00	0.00
Base	10,700.00	5,825.00	10,200.00	4,500.00	4,500.00	19,200.00
Common Core Standards Implementation Funds	0.00	560.00	0.00	0.00	0.00	0.00
LCFF	100.00	25.00	100.00	100.00	100.00	300.00
Special Education	0.00	0.00	0.00	11,913.00	12,465.00	24,378.00
Supplemental	31,810.00	11,200.00	31,310.00	22,416.00	25,129.00	78,855.00

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

Total Expenditures by Object Type						
Object Type	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	42,610.00	17,610.00	41,610.00	38,929.00	42,194.00	122,733.00
	0.00	0.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	21,869.00	6,000.00	21,869.00	25,537.00	27,847.00	75,253.00
3000-3999: Employee Benefits	5,041.00	1,000.00	5,041.00	7,092.00	8,047.00	20,180.00
4000-4999: Books And Supplies	5,500.00	7,350.00	5,500.00	2,700.00	2,700.00	10,900.00
5000-5999: Services And Other Operating Expenditures	6,200.00	3,260.00	5,200.00	2,100.00	2,100.00	9,400.00
5800: Professional/Consulting Services And Operating Expenditures	4,000.00	0.00	4,000.00	1,500.00	1,500.00	7,000.00

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

Object Type	Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	42,610.00	17,610.00	41,610.00	38,929.00	42,194.00	122,733.00
		0.00	0.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Special Education	0.00	0.00	0.00	9,322.00	9,508.00	18,830.00
2000-2999: Classified Personnel Salaries	Supplemental	21,869.00	6,000.00	21,869.00	16,215.00	18,339.00	56,423.00
3000-3999: Employee Benefits	Special Education	0.00	0.00	0.00	2,591.00	2,957.00	5,548.00
3000-3999: Employee Benefits	Supplemental	5,041.00	1,000.00	5,041.00	4,501.00	5,090.00	14,632.00
4000-4999: Books And Supplies	Base	1,700.00	3,825.00	1,700.00	1,600.00	1,600.00	4,900.00
4000-4999: Books And Supplies	LCFF	100.00	25.00	100.00	100.00	100.00	300.00
4000-4999: Books And Supplies	Supplemental	3,700.00	3,500.00	3,700.00	1,000.00	1,000.00	5,700.00
5000-5999: Services And Other Operating Expenditures	Base	5,000.00	2,000.00	4,500.00	1,400.00	1,400.00	7,300.00
5000-5999: Services And Other Operating Expenditures	Common Core Standards Implementation Funds	0.00	560.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Supplemental	1,200.00	700.00	700.00	700.00	700.00	2,100.00
5800: Professional/Consulting Services And Operating Expenditures	Base	4,000.00	0.00	4,000.00	1,500.00	1,500.00	7,000.00

Table title: **Total Expenditures by Object Type and Funding Source**

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

Goal	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Total Expenditures by Goal						
Goal 1	7,500.00	2,000.00	7,500.00	2,500.00	2,500.00	12,500.00
Goal 2	33,810.00	15,460.00	33,810.00	36,129.00	39,394.00	109,333.00
Goal 3	1,000.00	0.00	100.00	100.00	100.00	300.00
Goal 4	100.00	100.00	200.00	200.00	200.00	600.00
Goal 5	200.00	50.00	0.00	0.00	0.00	0.00

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