

LCAP Year 2017–18 2018–19 2019–20

Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

[LCFF Evaluation Rubrics](#): 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	Cienega Union Elementary School District		
Contact Name and Title	Nancy MacLean Superintendent/Principal	Email and Phone	cienegaschool@yahoo.com (831) 637-3821

2017-20 Plan Summary

THE STORY

Briefly 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 lower, with 23 students as of the October CBEDS count. The district has 28% English Language Learners and 44% low income students. The district currently has no foster youth. There are 8 unduplicated students. The district has a 24% 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 (CAHSEE), 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 CAHSEE and 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 2017-2018 school year. Several programs that were planned for the 2016-2017 school year were not implemented until late in the academic year, making it difficult to determine their effectiveness. These programs will continue through the upcoming school year to determine their effectiveness. The ELA program that has been used by the school district has not achieved the results that we had hoped, and will, therefore, be discontinued. The staff has reviewed the adopted math curriculum and has plans to make changes to improve instruction in that academic area by using professional development and curriculum changes. The input that was given by stakeholders was considered and implemented whenever possible.

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 on 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 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 worn playground surfaces and replacing much needed shade trees.

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. The indicators of progress have not been met. As a result the district has decided to discontinue the current supplementary ELA program and replace it with a program that will have a broader scope of assistance for this area of need. The indicators also show that mathematics achievement has continued to go down.

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?

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

PERFORMANCE GAPS

INCREASED OR IMPROVED SERVICES

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

A new supplemental Math program was purchased late in the 2016-2017 school year, in the hopes of full implementation by 2017-2018 school year. The new mathematics on-line program will target English learners and SPED students. It is a spatial-temporal learning based program. Because there are no words used in the program, it will be a good fit for those students that struggle with written and/or spoken English. The staff has reviewed the current Math program and has plans to implement 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 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 assessment program will be purchased in the hopes of improving instruction in ELD, ELD, and Math. The district is also optimistic about the addition of a projector to one of the classrooms. More time will be necessary to determine its effectiveness. Similar projector/document camera combination will be purchased for the other classroom. The new ELA/ELD program for the preK to 3rd grade population is expected 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	\$348,495
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$42,610.00

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, 24% 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.

\$262,936	Total Projected LCFF Revenues for LCAP Year
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Annual Update

LCAP Year Reviewed: 2016-17

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 teachers are highly qualified
(Includes teachers who will participate in the Induction Program offered through SBCOE, as needed)

State and/or Local Priorities Addressed by this goal:

STATE	<input checked="" type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input type="checkbox"/>	7	<input type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

ANNUAL MEASURABLE OUTCOMES

EXPECTED

1. 100% Fully Credentialed Teachers

ACTUAL

100% of teachers in the district are fully credentialed

ACTIONS / SERVICES

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

Action

1

Actions/Services

PLANNED

1. Analysis of Teacher Credentials

(Documentation and monitoring of teacher progress in Induction Program)

ACTUAL

Teacher credential analysis and monitoring was carried out by specialists at the San Benito County Office of Education. All teachers were fully credentialed and qualified. No induction program was needed in 2016 - 2017.

Expenditures	BUDGETED Examination of teachers' credentials - \$0 0001-0999: Unrestricted: Locally Defined	ESTIMATED ACTUAL \$0 0001-0999: Unrestricted: Locally Defined
Action	2	
Actions/Services	PLANNED Provide Induction program as needed	ACTUAL No induction program was needed in the 2016 - 2017 school year.
Expenditures	BUDGETED \$2000 per teacher per year 0001-0999: Unrestricted: Locally Defined Base	ESTIMATED ACTUAL \$0 0001-0999: Unrestricted: Locally Defined Base

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 goals were met.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Actions and services were effective. All students in the district were taught by fully credentialed teachers.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	\$2000 for Induction Program expenses was not spent. No teachers in the district were in need of this program.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	To provide a more understandable and streamlined goal, this goal will be combined with Goal 3. Money needs to be budgeted for new teacher training in the event that a new teacher is hired by the district. Credentials will continued to be monitored for existing teachers to insure high standards in all classrooms continue to be met.

Annual Update

LCAP Year Reviewed: 2016-17

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 and ELA instruction for all students

State and/or Local Priorities Addressed by this goal:

STATE	<input type="checkbox"/>	1	<input checked="" type="checkbox"/>	2	<input type="checkbox"/>	3	<input checked="" type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input checked="" type="checkbox"/>	7	<input checked="" type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

ANNUAL MEASURABLE OUTCOMES

EXPECTED

2a. 50% of students achieve a proficient (or the equivalent) on CAASPP testing.

2b. 100% Teachers will participate in professional development, as needed.

2c. Implement at least one on-line program for ELL achievement.

2d. 75% of ELL students will advance at least one level in at least two of the four categories on CELDT test.

2e. 30% of ELL students will meet reclassification requirements.

2f. 100% of students will have access to Standards-Aligned Instructional Materials.

ACTUAL

2a. 21% of students met or exceeded standards in ELA, 32% of students met or exceeded standards in math

2b. 100% of teachers participated in professional development.

2c. Footsteps to Brilliance was implemented in grades K-3.

2d. 33% of ELL students advanced one level in at least two of the four categories. 83% of ELL students advanced one level in at least one category.

2e. 0% of ELL students were reclassified

2f. 100% of students had access to Standards-Aligned Instructional Materials.

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**

<p>Actions/Services</p>	<p>PLANNED 2. Continue to employ supplemental math programs. In particular, find quality supplemental math programs for the lower grade classroom.</p>	<p>ACTUAL Kahn Academy used in upper grade classroom ST Math started April 17, 2017</p>
<p>Expenditures</p>	<p>BUDGETED Purchase apps 0001-0999: Unrestricted: Locally Defined Supplemental \$1000 Base</p>	<p>ESTIMATED ACTUAL Purchased ST Math 5000-5999: Services And Other Operating Expenditures Supplemental \$700 Base</p>

Action **2**

<p>Actions/Services</p>	<p>PLANNED Continue to improve teacher understanding of NGSS, math, and ELA requirements by participating in professional development, for example CMC Asilomar conference.</p>	<p>ACTUAL Teachers attended CMC math conference, NGSS professional development provided by SBCOE, on-line math class</p>
<p>Expenditures</p>	<p>BUDGETED Teachers will participate in professional development, as needed. 0001-0999: Unrestricted: Locally Defined Supplemental \$1400</p>	<p>ESTIMATED ACTUAL CMC Math Conference - \$525 NGSS Monterey Bay Aquarium Classes - \$150 Mathematical Mindsets/Jo Boaler on-line math class - \$125 5000-5999: Services And Other Operating Expenditures Supplemental \$800</p>

Action **3**

<p>Actions/Services</p>	<p>PLANNED Extended day offered to all students to supplement ELA and math instruction, including ELL and SPED students.</p>	<p>ACTUAL Extended day was offered to all students to supplement ELA and math instruction.</p>
<p>Expenditures</p>	<p>BUDGETED No anticipated costs \$0 \$0</p>	<p>ESTIMATED ACTUAL \$0 \$0</p>

Action **4**

<p>Actions/Services</p>	<p>PLANNED Purchase current On-line ELA program (Lexia) for grades K-5 and 6-8.</p>	<p>ACTUAL Lexia was purchased for all grade levels.</p>
<p>Expenditures</p>	<p>BUDGETED Purchase of on-line ELA program for grades K-5 and 6-8. 0001-0999: Unrestricted: Locally Defined Supplemental \$1100</p>	<p>ESTIMATED ACTUAL Purchased Lexia for all grade levels 5000-5999: Services And Other Operating Expenditures Supplemental \$920</p>

Action **5**

Actions/Services	<p>PLANNED Enrichment of ELL language experiences and improved ELA instructional practices by purchasing an on-line ELD support program.</p>	<p>ACTUAL Footsteps to Brilliance purchased for K-3 students.</p>
Expenditures	<p>BUDGETED Purchase of online ELD support program 0001-0999: Unrestricted: Locally Defined Supplemental \$1000</p>	<p>ESTIMATED ACTUAL Footsteps to Brilliance purchased for grades Pre-K to 3rd 5000-5999: Services And Other Operating Expenditures Supplemental \$50</p>

Action **6**

Actions/Services	<p>PLANNED Support ELD programs in lower grade classroom with needed technology</p>	<p>ACTUAL 4 iPads were purchased for the K-4 classroom.</p>
Expenditures	<p>BUDGETED Purchase of 4 iPads for lower grade classroom 0000: Unrestricted Supplemental \$2500</p>	<p>ESTIMATED ACTUAL 4 iPads purchased 4000-4999: Books And Supplies Supplemental \$2072</p>

Action **7**

Actions/Services	<p>PLANNED Support learning in classroom, especially collaborative learning.</p>	<p>ACTUAL Collaborative learning was supported by the installation of a projector and document camera in one classroom</p>
Expenditures	<p>BUDGETED Purchase document camera and projector for upper grade classroom 0000: Unrestricted Supplemental \$2000</p>	<p>ESTIMATED ACTUAL Document camera and projector purchased for upper grade classroom 4000-4999: Books And Supplies Supplemental \$1558</p>

ANALYSIS

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

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

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

Some of the district’s goals were achieved this year. Professional development proved to be available and successful. Teachers participated whenever possible. New equipment was purchased for both classrooms. Some interesting on-line programs were found and we are optimistic about their effectiveness. ELL goal of increased understanding was not met. Students did not achieve at hoped for levels in SBAC testing.

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

ST Math, the chosen supplemental math program, was not purchased until late in the school year. For this reason the effectiveness will not be measurable until next school year. The teachers feel confident about all professional development received, and its effectiveness was felt in both classrooms. Although LEXIA has been used for several years in both classrooms, achievement in ELA has not been at hoped for levels. iPads were purchased for this program. It is hoped that this equipment will be valuable in future years with other programs. Projector and document camera were installed in one classroom in February. Although late in the year, this addition to the classroom has, so far, proved valuable. No ELL on-line support program was found that met the needs of all of our students. Extended day for all students has made it possible for all students to receive extra help as needed. ELL students take advantage of this opportunity approximately 75% of the time, SPED students approximately 80% of the time, and the general population approximately 60% of the time.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Costs for items purchased was lower than expected for Lexia (due to smaller student numbers) and professional development. Costs for A/V equipment was slightly 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.

It has been noted that the progress made by ELL students was not sufficient. It is our hope to increase the success of these students. Stakeholders have recommended an on-line language program to assist ELL students in language acquisition. We will continue to research ELL programs that will suit our needs and benefit the students. The district plans to discontinue the use of the Lexia program and replace it with STAR 360. The hope is that this will better serve the needs of the classroom. Because the projector was very effective in the one classroom in which it was installed, the goal for next year is to outfit the other classroom with the same projector. Offering extended day to all students will continue. This was a successful offering.

Annual Update

LCAP Year Reviewed: 2016-17

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	<input checked="" type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input type="checkbox"/>	7	<input type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

ANNUAL MEASURABLE OUTCOMES

EXPECTED

3a. Continue to meet all requirements of the William's Report
 3b. Implement facility evaluation tool.

ACTUAL

3a. All requirements of the Williams Act were met.
 3b. District used an assessment tool provided by district's insurance provider.

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

<p>Actions/Services</p>	<p>PLANNED 3. Repairs will be made on a yearly basis as needed. Facilities will be maintained at current levels.</p>	<p>ACTUAL Interior painting, replacement of shed skylights, replacement of playground retaining wall, repairing holes in bathroom drywall, outdoor drainage project, water system repairs, replacement of tanbark in playgrounds</p>
<p>Expenditures</p>	<p>BUDGETED Repairs on an as needed basis 5000-5999: Services And Other Operating Expenditures Base \$1000</p>	<p>ESTIMATED ACTUAL Repairs and replacements 5000-5999: Services And Other Operating Expenditures Base \$5500</p>

ANALYSIS

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

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

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

Implementation of action and services was carried out as planned. Rather than create a new facility evaluation rubric, the district used a rubric that was created by Keenan and Associates, the district's insurance provider.

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

The actions and services were effective in reaching the stated goals. Tanbark was added to playground areas to address safety concerns for students. A retaining wall around one of the playgrounds was replaced.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The actual expenditure far exceeded the budgeted expenditures. An unanticipated project (tanbark replacement) was the reason.

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 continue to make necessary repairs on an as needed basis. District will strive to correctly anticipate needed repairs and their associated costs more accurately. District will continue to utilize the assessment tool to anticipate these projects, with the understanding that some projects cannot be accurately predicted. The district anticipates spending Proposition 39 funding in the next school year, following required guidelines. This goal will be combined with existing Goal 1 to provide a more streamlined Basic Services goal.

Annual Update

LCAP Year Reviewed: 2016-17

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.
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State and/or Local Priorities Addressed by this goal:

STATE	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input checked="" type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input type="checkbox"/>	7	<input type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

ANNUAL MEASURABLE OUTCOMES

EXPECTED

4a. Parent education with roles and responsibilities of CCSS.
 4b. Full SSC membership of 4 members.
 4c. 50% of families would attend Cienega School community events held

ACTUAL

4a. Parents were educated as to the roles and responsibilities of CCSS.
 4b. A full SSC membership of 4 members was achieved.
 4c. 60% of families attended Cienega 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				
Actions/Services	<table border="1"> <tr> <td style="background-color: #e6e6fa; text-align: center; vertical-align: top;">PLANNED</td> <td style="background-color: #e6e6fa;"> 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. </td> </tr> <tr> <td style="background-color: #e6e6fa; text-align: center; vertical-align: top;">ACTUAL</td> <td style="background-color: #e6e6fa;"> All actions and services were accomplished. The district had full participation in SSC. All meetings had 100% attendance. Tuesday telegrams were sent each week in both Spanish and English. They were sent in paper form and email, depending on stated family reference. Conferences were held and had a 93% participation rate. </td> </tr> </table>	PLANNED	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.	ACTUAL	All actions and services were accomplished. The district had full participation in SSC. All meetings had 100% attendance. Tuesday telegrams were sent each week in both Spanish and English. They were sent in paper form and email, depending on stated family reference. Conferences were held and had a 93% participation rate.
PLANNED	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.				
ACTUAL	All actions and services were accomplished. The district had full participation in SSC. All meetings had 100% attendance. Tuesday telegrams were sent each week in both Spanish and English. They were sent in paper form and email, depending on stated family reference. Conferences were held and had a 93% participation rate.				

Expenditures

	Surveys were sent to families and other stakeholders. Results of these surveys were considered in the formulation of this plan.
BUDGETED Parent-school communication 0001-0999: Unrestricted: Locally Defined Base \$100	ESTIMATED ACTUAL 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.

Every effort was made to maintain open, inclusive, and respectful communication with all families between school and home. Efforts were made to determine the most effective form of communication for each family. Two meetings were held. There averaged 5.5 participants at each meeting.

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

These actions and services were effective in achieving stated goals. 60% of parents participated in Halloween, 75% of parents participated in gingerbread house celebration, 90% of parents participated in graduation.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Budgeted and actual expenditures were the same.

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 plans to continue these goals due to their effectiveness. The district plans to continue to reach out to families in the district with preschool students to assure they are aware of resources available to them.

Annual Update

LCAP Year Reviewed: 2016-17

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

5. Improve school attendance

State and/or Local Priorities Addressed by this goal:

STATE	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input checked="" type="checkbox"/>	5	<input checked="" type="checkbox"/>	6	<input type="checkbox"/>	7	<input type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

ANNUAL MEASURABLE OUTCOMES

EXPECTED

5a. Maintain 100% graduation rate
 5b. Maintain suspension rate of less than 2%
 5c. Maintain less than 5% Chronic Absenteeism
 5d. Maintain 0% Student Expulsion Rate
 5e. Maintain 0% drop out rate

ACTUAL

5a. 100% graduation rate
 5b. 0% suspension rate
 5c. 0% chronic absenteeism
 5d. 0% student expulsion rate
 5e. 0% 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

Actions/Services

PLANNED

Improve home to school communication by making personal contacts, email contacts, and written communication in all appropriate languages.

ACTUAL

Home to school communication was improved during this school year. An effort was made to reach out to all families. Communication was in appropriate languages whenever

		<p>possible. The district has found that this improved communication with families has improved absenteeism and tardiness. We have reached out to families with histories of attendance problems.</p>
Expenditures	<p>BUDGETED No expenses anticipated. \$0</p>	<p>ESTIMATED ACTUAL No expenses \$0</p>

ANALYSIS

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

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

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

Home to school communication was improved during this school year. An effort was made to reach out to all families. Communication was in appropriate languages whenever possible.

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

Actions and services were effective. Parents communicated well with the school and participated in all available activities; including Halloween, holiday gingerbread open house, and graduation.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Actual expenditures were as 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.

Due to its effectiveness, all aspects of this goal are expected to remain the same.

Stakeholder Engagement

LCAP Year

2017–18 2018–19 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

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

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 (4/18/17). No responses were received.
- Surveys for Students which were distributed during school (4/24/17). Fifteen responses were received.
- Surveys to Stakeholders (e.g., Board Members) were distributed during a meetings including this group (1/11/17, 2/8/17 – Board). Three responses were received.
- Input received during Board Meeting and School Site Council Meeting (2/14/17) – Site Council
- All surveys and requests for input were written in both English and Spanish.

Information from draft of 2017-2018 LCAP was given to stakeholders in both email form and written form on 5/24/17 and input was asked for.

Input was received both in person and in written form.

Students were asked for their input on 4/24/17.

School Board input was oral (1/11/17, 2/8/17).

Staff input was received on 1/17/17.

Parent groups responded in person (2/14/17).

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 5/24/17

- Final approval of LCAP 6/1/17

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

Technology will be updated in lower-grade classroom

New furniture for classrooms

Student input: Great interest was shown(4 of 14 students) in new furniture for the upper grade classroom. Several students suggested strengthening the curriculum with a school garden, new dictionaries, and more math supplies.

School Board: The Board suggested that the school should continue to support English Language Learners whenever possible. Suggestions included: additional staff hours, additional iPads, and a language program to teach a variety of languages.

Staff input: More support for English Language Learners. Replacement of projector and document camera in lower-grade classroom.

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. An interest was expressed in having on-line language programs made available to 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.

New
 Modified
 Unchanged

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 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL

Identified Need

1a. Need: Highly Qualified Teachers
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 1b. Annual Fit Report Annual Williams Report 1c. District created Climate Survey	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	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. 75% satisfaction with school climate.	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 1.c 75% satisfaction with school climate	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. 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:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> <u>[Specific Student Group(s)]</u>
<u>Location(s)</u>	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

1. Provide Induction for new teachers
(Documentation and monitoring of teacher progress in Induction Program)

2018-19

New Modified Unchanged

1. Provide Induction for new teachers
(Documentation and monitoring of teacher progress in Induction Program)

2019-20

New Modified Unchanged

1. Provide Induction for new teachers
(Documentation and monitoring of teacher progress in Induction Program)

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount	\$0	Amount	\$0	Amount	\$0
Source	Base	Source	Base	Source	Base
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Examination of teachers' credentials - \$0	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Examination of teachers' credentials - \$0	Budget Reference	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 All Students with Disabilities [Specific Student Group(s)]

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

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

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Provide Induction program as needed

2018-19

New Modified Unchanged

Provide Induction program as needed

2019-20

New Modified Unchanged

Provide Induction program as needed

BUDGETED EXPENDITURES

2017-18

Amount \$4000

2018-19

Amount \$4000

2019-20

Amount \$4000

Source	Base
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures

Source	Base
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures

Source	Base
Budget Reference	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	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)]
Location(s)	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

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

Students to be Served	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
Scope of Services	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Location(s)	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Repairs will be made on a yearly basis as needed. Facilities will be maintained at current levels. New classroom furniture added as needed.

2018-19

New Modified Unchanged

Repairs will be made on a yearly basis as needed. Facilities will be maintained at current levels.

2019-20

New Modified Unchanged

Repairs will be made on a yearly basis as needed. Facilities will be maintained at current levels.

BUDGETED EXPENDITURES

2017-18

Amount	\$3500
Source	Base

2018-19

Amount	\$1000
Source	Base

2019-20

Amount	\$1000
Source	Base

Budget
Reference

5000-5999: Services And Other
Operating Expenditures

Budget
Reference

5000-5999: Services And Other Operating
Expenditures

Budget
Reference

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.

New
 Modified
 Unchanged

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 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL

Identified Need

Need:
Improved academic achievement for all students

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 2c. CELDT % advancement in levels/categories 2d. CEDLT reclassification rate 2e. All students will have access to Art and Music instruction	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	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	2a. 55% 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. 2d. 20% of CELDT students will be reclassified 2e.All students will have access to Art and Music instruction	2a. 60% 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

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:

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)]
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Employ supplemental math programs.

2018-19

New Modified Unchanged

2. Continue to employ supplemental math programs.

2019-20

New Modified Unchanged

Continue to employ supplemental math programs.

BUDGETED EXPENDITURES

2017-18

Amount	\$700
Source	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures

2018-19

Amount	\$700
Source	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures

2019-20

Amount	\$700
Source	Supplemental
Budget Reference	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 All Students with Disabilities [Specific Student Group(s)]

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

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

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Improve teacher understanding of NGSS and ELD instruction by participating in professional development.

2018-19

New Modified Unchanged

Continue to improve teacher understanding of Math and ELA instruction by participating in professional development.

2019-20

New Modified Unchanged

Continue to improve teacher understanding of Social Science and ELD instruction by participating in professional development.

BUDGETED EXPENDITURES

2017-18

Amount \$500

Source Base

Budget Reference 5000-5999: Services And Other Operating Expenditures
Teachers will participate in professional development, as needed.

2018-19

Amount \$200

Source Base

Budget Reference 5000-5999: Services And Other Operating Expenditures
Teachers will continue to participate in professional development, as needed.

2019-20

Amount \$200

Source Base

Budget Reference 5000-5999: Services And Other Operating Expenditures
Teachers will continue to participate in professional development, as needed.

Amount	\$500	Amount	\$200	Amount	\$200
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures	Budget Reference	5000-5999: Services And Other Operating Expenditures	Budget Reference	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 All Students with Disabilities [Specific Student Group(s)]

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

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

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Extended day offered to all students to supplement ELA and math instruction.

2018-19

New Modified Unchanged

Extended day offered to all students to supplement ELA and math instruction.

2019-20

New Modified Unchanged

Extended day offered to all students to supplement ELA and math instruction.

BUDGETED EXPENDITURES

2017-18

Amount \$0

2018-19

Amount \$0

2019-20

Amount \$0

Budget Reference No anticipated costs \$0

Budget Reference No anticipated costs

Budget Reference No anticipated costs

Action **4**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)]

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

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

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Purchase on-line ELA, Math, and Early Literacy assessment program (Star 360) for grades K-8

2018-19

New Modified Unchanged

Purchase on-line ELA, Math, and Early Literacy assessment program (Star 360) for grades K-8

2019-20

New Modified Unchanged

Purchase on-line ELA, Math, and Early Literacy assessment program (Star 360) for grades K-8

BUDGETED EXPENDITURES

2017-18

Amount \$1500

Source Base

2018-19

Amount \$1400

Source Base

2019-20

Amount \$1400

Source 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.

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.

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.

Action 5

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

Students to be Served All Students with Disabilities [Specific Student Group(s)]

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

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

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

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.

2018-19

New Modified Unchanged

Enrichment of ELL language experiences and improved ELA instructional practices and purchase of online ELD program.

2019-20

New Modified Unchanged

Enrichment of ELL language experiences and improved ELA instructional practices and purchase of online ELD program.

BUDGETED EXPENDITURES

2017-18

Amount \$3700

2018-19

Amount \$1000

2019-20

Amount \$1000

Source	Supplemental
Budget Reference	4000-4999: Books And Supplies Purchase of online ELD support program. Purchase of projector/document camera for lower grade classroom.

Source	Supplemental
Budget Reference	4000-4999: Books And Supplies Purchase of online ELD program

Source	Supplemental
Budget Reference	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 All Students with Disabilities [Specific Student Group(s)]

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

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

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Provide Instructional Assistant for intervention support

2018-19

New Modified Unchanged

Provide Instructional Assistant for intervention support

2019-20

New Modified Unchanged

Provide Instructional Assistant for intervention support

BUDGETED EXPENDITURES

2017-18

Amount	\$21,869
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2018-19

Amount	\$22,306
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2019-20

Amount	\$22,752
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Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries	Budget Reference	2000-2999: Classified Personnel Salaries	Budget Reference	2000-2999: Classified Personnel Salaries
Amount	\$5041	Amount	\$5643	Amount	\$6257
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	3000-3999: Employee Benefits	Budget Reference	3000-3999: Employee Benefits	Budget Reference	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.

New
 Modified
 Unchanged

Goal 4

4. Maintain parent involvement.

[State and/or Local Priorities Addressed by this goal:](#)

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL

[Identified Need](#)

Need: 4a. Parents need to be involved in the School Site Council (SSC); knowledge of CCSS and decision-making.
 4b. Parental participation in school/community events

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
4a. Parent involvement in SSC 4b. Parent attendance at school/community opportunities	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	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.	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.	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.

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	<input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)]
Location(s)	<input checked="" type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: <input type="checkbox"/> Specific Grade spans:

OR

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

Students to be Served	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
Scope of Services	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Location(s)	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: <input type="checkbox"/> Specific Grade spans:

[ACTIONS/SERVICES](#)

2017-18

New
 Modified
 Unchanged

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.

2018-19

New
 Modified
 Unchanged

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.

2019-20

New
 Modified
 Unchanged

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.

[BUDGETED EXPENDITURES](#)

2017-18

Amount	\$100
Source	Base
Budget Reference	4000-4999: Books And Supplies Parent-school communication

2018-19

Amount	\$100
Source	Base
Budget Reference	4000-4999: Books And Supplies School to parent communication

2019-20

Amount	\$100
Source	Base
Budget Reference	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.

New
 Modified
 Unchanged

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 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL

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
5a. Graduation rate 5b. Suspension rate 5c. Current attendance rates 5d. Expulsion rate 5e. School created survey 5f. Drop out rate	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	5a. Maintain 100% graduation rate 5b. Maintain suspension rate of less than 2% 5c. Maintain less than 5% Chronic Absenteeism 5d. Maintain Student Expulsion Rate of less than 2% 5e. To be determined 5f. Maintain drop out rate of less than 2%	5a. Maintain 100% graduation rate 5b. Maintain suspension rate of less than 2% 5c. Maintain less than 5% Chronic Absenteeism 5d. Maintain Student Expulsion Rate of less than 2% 5e. To be determined 5f. Maintain drop out rate of less than 2%	5a. Maintain 100% graduation rate 5b. Maintain suspension rate of less than 2% 5c. Maintain less than 5% Chronic Absenteeism 5d. Maintain Student Expulsion Rate of less than 2% 5e. To be determined 5f. Maintain drop out rate of less than 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:

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input checked="" type="checkbox"/> <u>[Specific Student Group(s)] All students with attendance and tardy issues.</u>
<u>Location(s)</u>	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

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.

2018-19

New Modified Unchanged

Improve home to school communication by making personal contacts, email contacts, and written communication in all appropriate languages. Implement student incentives for improved attendance. Create and administer a school climate survey.

2019-20

New Modified Unchanged

Improve home to school communication by making personal contacts, email contacts, and written communication in all appropriate languages. Implement student incentives for improved attendance. Create and administer a school climate survey.

BUDGETED EXPENDITURES

2017-18

Amount	\$100
Source	Base

2018-19

Amount	\$100
Source	Base

2019-20

Amount	\$100
Source	Base

Budget Reference	4000-4999: Books And Supplies	Budget Reference	4000-4999: Books And Supplies	Budget Reference	4000-4999: Books And Supplies
Amount	\$100	Amount	\$100	Amount	\$100
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	4000-4999: Books And Supplies School climate survey	Budget Reference	4000-4999: Books And Supplies School climate survey	Budget Reference	4000-4999: Books And Supplies School climate survey

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year 2017–18 2018–19 2019–20

Estimated Supplemental and Concentration Grant Funds: \$8519

Percentage to Increase or Improve Services: 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-temporal 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 learning 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.

Revised Local Control and Accountability Plan and Annual Update Template Instructions

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. For school districts and county offices of education, the LCAP is a three-year plan which is reviewed and updated in the second and third years of the plan. 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 Education Code. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

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

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

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

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

Plan Summary

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

When developing the LCAP, mark the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, mark 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. 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. Education Code 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. Education Code requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, Education Code 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, mark 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, mark 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

Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. 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 contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services 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 checking “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is checked, 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 indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark “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 selecting “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.

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 scope of service by indicating “LEA-wide”, “Schoolwide”, or “Limited to Unduplicated Student Group(s)”. The LEA must select one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, place a check mark next to “Limited to Student Groups”.

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 mark “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 selecting “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:

- Check “New” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Check “Modified” 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.
- Check “Unchanged” 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 check “Unchanged” 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 *Education Code* 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 mark the appropriate LCAP year. Using the copy of the table, complete the table as required for the current year LCAP. Retain all prior year tables for this section 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 5 CCR 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 15496(a)(7).

Consistent with the requirements of 5 CCR 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 for English Language Arts
 - b. Mathematics – Common Core State Standards for Mathematics
 - c. English Language Development
 - 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 UC or 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 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. A broad course of study including courses described under 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 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 *Education Code* 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 *California Code of Regulations*, title 5, 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 *Education Code* 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 *Education Code* 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 *Education Code* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *Education Code* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 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 *Education Code* sections 42238.01 and bgroups as defined in 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 *Education Code* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *Education Code* 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?

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	10,100.00	11,700.00	42,610.00	37,749.00	38,809.00	119,168.00
	0.00	0.00	0.00	0.00	0.00	0.00
Base	1,100.00	5,600.00	10,700.00	7,800.00	7,800.00	26,300.00
LCFF	0.00	0.00	100.00	100.00	100.00	300.00
Supplemental	9,000.00	6,100.00	31,810.00	29,849.00	30,909.00	92,568.00

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

Total Expenditures by Object Type						
Object Type	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	10,100.00	11,700.00	42,610.00	37,749.00	38,809.00	119,168.00
	0.00	0.00	0.00	0.00	0.00	0.00
0000: Unrestricted	4,500.00	0.00	0.00	0.00	0.00	0.00
0001-0999: Unrestricted: Locally Defined	4,600.00	0.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	0.00	0.00	21,869.00	22,306.00	22,752.00	66,927.00
3000-3999: Employee Benefits	0.00	0.00	5,041.00	5,643.00	6,257.00	16,941.00
4000-4999: Books And Supplies	0.00	3,730.00	5,500.00	2,700.00	2,700.00	10,900.00
5000-5999: Services And Other Operating Expenditures	1,000.00	7,970.00	6,200.00	3,100.00	3,100.00	12,400.00
5800: Professional/Consulting Services And Operating Expenditures	0.00	0.00	4,000.00	4,000.00	4,000.00	12,000.00

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

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	10,100.00	11,700.00	42,610.00	37,749.00	38,809.00	119,168.00
		0.00	0.00	0.00	0.00	0.00	0.00
0000: Unrestricted	Supplemental	4,500.00	0.00	0.00	0.00	0.00	0.00
0001-0999: Unrestricted: Locally Defined	Base	100.00	0.00	0.00	0.00	0.00	0.00
0001-0999: Unrestricted: Locally Defined	Supplemental	4,500.00	0.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Supplemental	0.00	0.00	21,869.00	22,306.00	22,752.00	66,927.00
3000-3999: Employee Benefits	Supplemental	0.00	0.00	5,041.00	5,643.00	6,257.00	16,941.00
4000-4999: Books And Supplies	Base	0.00	100.00	1,700.00	1,600.00	1,600.00	4,900.00
4000-4999: Books And Supplies	LCFF	0.00	0.00	100.00	100.00	100.00	300.00
4000-4999: Books And Supplies	Supplemental	0.00	3,630.00	3,700.00	1,000.00	1,000.00	5,700.00
5000-5999: Services And Other Operating Expenditures	Base	1,000.00	5,500.00	5,000.00	2,200.00	2,200.00	9,400.00
5000-5999: Services And Other Operating Expenditures	Supplemental	0.00	2,470.00	1,200.00	900.00	900.00	3,000.00
5800: Professional/Consulting Services And Operating Expenditures	Base	0.00	0.00	4,000.00	4,000.00	4,000.00	12,000.00

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

Total Expenditures by Goal				
Goal	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	7,500.00	5,000.00	5,000.00	17,500.00
Goal 2	33,810.00	31,449.00	32,509.00	97,768.00
Goal 3	1,000.00	1,000.00	1,000.00	3,000.00
Goal 4	100.00	100.00	100.00	300.00
Goal 5	200.00	200.00	200.00	600.00
Goal 6	0.00	0.00	0.00	0.00
Goal 7	0.00	0.00	0.00	0.00
Goal 8	0.00	0.00	0.00	0.00

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