

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	Cayucos Elementary School District		
Contact Name and Title	Scott Smith Superintendent/Principal	Email and Phone	ssmith@cayucossschool.org 805-995-3694

2017-20 Plan Summary

THE STORY

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

Cayucos Elementary School is a one school, community-funded, K-8 district. The district currently serves 7 English Language Learners, has a high (96%) attendance rate, and enjoys an exceptionally supportive community. Local groups such as the PTA, Lions Club, Cayucos Lioness Club, Rotary, and Cayucos Education Foundation offer financial and program support. The largest unduplicated pupil count is our economically disadvantaged students and represents a little less than 33% of the student body. Due to the District's basic aid status and community support, our district is able to offer a strong enrichment curriculum in drama, art, technology, and music. Additionally, the class sizes are generally small, ranging from 17 to 28 students. All K through 5th grade classes are supported by instructional aides for several hours a day. Additionally, our 7th and 8th grade math classes are reduced in size to maximize student learning.

LCAP HIGHLIGHTS

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

This year's LCAP provides continued support for enrichment activities to help students feel more connected to their school. This LCAP support coupled with community financial support enables the District to provide a wide range of enrichment activities. These activities coupled with strong academic instruction will help each student realize their maximum potential. The plan also provides instructional interventions for struggling students.

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

Cayucos ESD has partnered with the Cayucos Education Foundation, Rotary, and PTA to provide additional technology for student use. Through the use of LCAP funds supplemented with the fore mentioned donated funds, the District is now one to one with a computer for every student. These computers enable us to provide students with appropriate computer assisted learning according to classroom and student needs. This additional technology access will also enable students to practice computer based assessments on a more regular basis. Students are also greatly benefiting from small group direct instruction through our TOSA (teacher on special assignment). Internal assessments show big gains in reading fluency and comprehension.

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 had a significant dip in students who met or exceeded the standards on the State testing during the 2015-16 school year. These CAASPP scores showed a concern in both the areas of English Language Arts and Mathematics. The District is addressing these issues. For Mathematics, the District adopted a new computer assisted learning program named ST Math. We have also provided extra support for struggling students by giving those students additional instructional time in Mathematics. In addition to those strategies, students were also provided with smaller class sizes during their Mathematics instruction. For English Language Arts, students are benefiting from teachers piloting an ELA curriculum that is Standards based. We will adopt a new ELA curriculum by the end of the 2016-17 school year. We have also implemented SIPPS (Systematic Instruction in Phonological Awareness, Phonemes, and Sight Words) instruction to ensure that all students become proficient readers.

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?

The District did not have any significant performance gap for our only significant subgroup. Our Economically Disadvantaged students performed at about the same level as non Economically Disadvantaged students.

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.

We have increased services for our unduplicated students by implementing remedial phonics instruction, providing aides for classrooms, and providing Math support classes. Many of our low income students have not reached reading proficiency therefore our TOSA provides additional support with phonics instruction. Our classroom aides principally target our low income students in order to help them be successful in all areas of academics and social/emotional growth.

BUDGET SUMMARY

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

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	\$3,225,313
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$231,100.00

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 General Fund Budget Expenditures include standard operating expenses that are not included in the LCAP. These standard operating expenditures includes base staff, general operating expenditures, and materials/supplies.

\$133,560

Total Projected LCFF Revenues for LCAP Year

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

For all students, including students designated as low income students, to obtain and maintain grade level proficiency in the content areas of English Language Arts (ELA), mathematics, and science. A student is considered proficient when they have met or exceeded standards on the CAASPP and internal benchmarks. All students will have access to standards-aligned instructional materials in all content areas.

State and/or Local Priorities Addressed by this goal:

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED

65% of all students will meet or exceed standards in math and ELA on the CAASPP and internal benchmarks.
 100% of teachers will be highly qualified and CLAD certified.
 80% of ELL students proficient as measured by the CELDT
 All current ELL students reclassified as soon as they meet criteria
 ELA materials will be adopted for the 17/18 academic year

ACTUAL

For the 2015-16 CAASPP assessment, 55% of students met or exceeded the Standards in English Language Arts and 50% of students met or exceeded the Standards in Mathematics. In September of 2016 on the Measures of Academic Progress (MAP) testing which is used as a District benchmark assessment, 59% students met or exceeded the Standards in English Language Arts and 39% students met or exceeded the Standards in Mathematics. For our English Language Learners, 90% of them scored intermediate or better overall on the California English Language Development Test (CELDT).

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

Maintain highly qualified status of faculty through contracts for staff development and training with a focus on assessments, NGSS, and technology.

ACTUAL

The District continued to support highly qualified staff through in house professional development and training provided through outside agencies. A highlight of this year's professional development was MAP training for District benchmark testing.

Expenditures	BUDGETED Staff Development 5800: Professional/Consulting Services And Operating Expenditures Base 5000.00	ESTIMATED ACTUAL Staff Development 5800: Professional/Consulting Services And Operating Expenditures Base 5000.00
Action 2		
Actions/Services	PLANNED Refining standard benchmarks in writing, math, and reading administered three times a year in grades K - 8 and aligning assessments to CCSS and CAASP.	ACTUAL The District implemented District benchmarks three times this year utilizing the MAP assessments.
Expenditures	BUDGETED Job-embedded 0	ESTIMATED ACTUAL Job-embedded 0
Action 3		
Actions/Services	PLANNED Intervention/English Language Development teacher and Assessment Coordinator monitoring progress using assessment data to direct targeted academic intervention needs (one 0.8 FTE)	ACTUAL The District employed a teacher for intervention/English Language Development and assessment coordination.
Expenditures	BUDGETED One 0.8 FTE Teacher 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 45,180.00	ESTIMATED ACTUAL One 0.8 FTE Teacher 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 45,180.00
Action 4		
Actions/Services	PLANNED Six intervention para-educators (0.5 FTE) retained to address the progress of students who are not yet meeting grade level proficiency.	ACTUAL Six intervention para-educators (0.5 FTE) were retained to address the progress of students who are not yet meeting grade level proficiency.
Expenditures	BUDGETED Six 0.5 Para-Educators 2000-2999: Classified Personnel Salaries Supplemental and Concentration 35,400.00	ESTIMATED ACTUAL Six 0.5 FTE Para-Educators 2000-2999: Classified Personnel Salaries Supplemental and Concentration 35,400.00
Action 5		
Actions/Services	PLANNED Contract to monitor progress using benchmark assessments and software programs to direct targeted academic intervention needs and communicate results to parents/guardians.	ACTUAL The District contracted to monitor progress using benchmark assessments and software programs to direct targeted academic intervention needs and communicate results to parents/guardians.
Expenditures	BUDGETED Maintain contract for services 5000-5999: Services And Other Operating Expenditures Base 8695.00	ESTIMATED ACTUAL MAP testing through MWEA 5000-5999: Services And Other Operating Expenditures Base 8695.00

Purchase software in reading and mathematics which provide progress data
5000-5999: Services And Other Operating Expenditures Base 5000.00

The District purchased and implemented ST Math in grades K-5 and Moby Max for grades 6-8 to provide targeted instruction in the identified areas of need for mathematics. 5000-5999: Services And Other Operating Expenditures Base 6000.00

Action **6**

Actions/Services

PLANNED
Maintain highly qualified status of faculty through staff professional development.

ACTUAL
Certificated and classified staff participated in many internal and external professional development opportunities during the 2016-17 school year.

Expenditures

BUDGETED
Staff development related to core academic subjects, engagement strategies, and technology integration. 5000-5999: Services And Other Operating Expenditures Base 5,000.00

ESTIMATED ACTUAL
Staff development related to core academic subjects, engagement strategies, and technology integration. 5000-5999: Services And Other Operating Expenditures Base 9,000.00

Action **7**

Actions/Services

PLANNED
ELA Materials Piloted for 17/18 Adoption

ACTUAL
ELA materials have been piloted during the 2016-17 school year

Expenditures

BUDGETED
Job-embedded 0

ESTIMATED ACTUAL
Job-embedded 0

ANALYSIS

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

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

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

The District implemented all aspects of the actions under this goal during the 2016-17 school year.

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

This goal enabled the District to provide a 0.8 FTE intervention and assessment teacher on special assignment. She was able to provide small group remediation for struggling readers. She provided additional phonics instruction and worked with students on reading comprehension. Students benefited from this additional small group instruction outside of the classroom as shown by internal fluency and reading comprehension scores. Also, our para-educators were provided to support teachers in classrooms. These additional services were overall effective to meet students' needs. An indicator of the effectiveness is shown from our Measures of Academic Performance (MAP) data from the winter assessment. That data shows that 80.7% in ELA and 67.5% in Math tested out at the Average, High Average or High level on the assessment.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no material differences between our budgeted expenditures and our estimated actual expenditures.

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

There are no significant changes to this goal in the 2017-18 LCAP.

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	<p>Increase Science, Technology, Engineering, Arts, Mathematics (STEAM) education focus and implement Next Generation Science Standards (NGSS) in order to ensure students are on track for college and career readiness. All grade levels will have at least one STEAM focused project-based learning assignment for the 2016/17 year. Tech standards will be implemented in all grades.</p> <p>Make this more of a goal. prepare for high school prepare for CAST under goals and services.</p>
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State and/or Local Priorities Addressed by this goal:

STATE	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	2	<input checked="" 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

Maintain technology integrated into instruction in all curricular areas, 100% of students create electronic portfolios in 7th and 8th grade using Google Apps for Education, 50% of students meeting standards or above on CAASPP, 75% of students in 5th and 8th graders score proficient or above on the Science CST. 100% of elementary teachers and middle school science teacher will participate in professional development around NGSS and will be implementing NGSS aligned instruction in at least 75% of science lessons.

ACTUAL

Technology was integrated into instruction in all curricular areas during the 2016-17 school year. Professional development activities continue to enhance staff capacity through training on NGSS and the District is participating in new CAST (California Science Test) science test since the state has cancelled the CST in science. The District is implementing NGSS based lessons at all grade levels. However, the District still has a need for an NGSS aligned science curriculum since the state has not yet completed their adoption. We are also in need of materials to support K-5 science instruction.

ACTIONS / SERVICES

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

Action	1		
Actions/Services		<p>PLANNED Continued implementation and monitoring district technology plan and technology standards</p>	<p>ACTUAL The District is implementing the District technology plan.</p>
Expenditures		<p>BUDGETED</p>	<p>ESTIMATED ACTUAL</p>

1.0 FTE Tech TOSA 1000-1999: Certificated Personnel Salaries Base 55,000.00

1.0 FTE Tech TOSA 1000-1999: Certificated Personnel Salaries Base 55,000.00

Action **2**

Actions/Services

PLANNED
Staff Development on Technology and NGSS

ACTUAL
Staff attended multiple training events related to technology and NGSS during the 2016-17 school year.

Expenditures

BUDGETED
Staff Development 5000-5999: Services And Other Operating Expenditures Base 5000.00

ESTIMATED ACTUAL
Staff Development 5000-5999: Services And Other Operating Expenditures Base 5,000.00

Action **3**

Actions/Services

PLANNED
Media/STEAM Tosa to support implementation of STEAM and project-based learning instruction in all classrooms.

ACTUAL
The District employed a Media/STEAM TOSA.

Expenditures

BUDGETED
0.8 Media/STEAM TOSA position 1000-1999: Certificated Personnel Salaries Base \$40,000.00

ESTIMATED ACTUAL
0.8 FTE Media/Steam TOSA position 1000-1999: Certificated Personnel Salaries Base 40,000.00

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.

Overall, the District had good implementation of the actions under this goal.

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

The effectiveness of implementing the NGSS science standards has room for improvement since K-5 teachers need better materials to support NGSS instruction at their grade levels. Our students and teachers have benefited from the support of our technology teacher on special assignment. He has provided teachers the help they need to keep the technology in their classrooms working well.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no material differences between budgeted expenditures and our estimated actual expenditures.

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

This goal was modified this year in order to provide the level of support the staff determined they needed in technology. When we first put into service our tech plan and chrome books on a one to one basis with students, it was a lot of work to get them in the field. Refreshing those computers and maintaining them in the field is not as demanding. Therefore, our technology TOSA went from a 1.0 FTE to a 0.4 FTE. This will enable us to maintain our technology but also use the TOSA for Mathematics instruction with students.

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

Provide a safe and secure school climate where students can achieve academic success and maintain high attendance rates. Ensure that facilities are maintained in good repair. Maintain a less than 2% expulsion rate and a 0% middle school drop out rate. Reduce chronically truant student rate to 4%.

State and/or Local Priorities Addressed by this goal:

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Maintain attendance rate of at least 95%. Reduce number of chronically absent/tardy students to less than 4%. Maintain low suspension rate of less than 2%. Maintain a 0% expulsion rate. Ensure all school facilities are in safe and good condition.

ACTUAL

The District attendance rate is 96%, it maintains a 0% expulsion rate and the facilities continue to be in good condition. The District had an estimated .04% suspension 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 Provide counseling services for one day a week.	ACTUAL Counseling services were provided one day a week.
	BUDGETED Contract with School-Based Counselor 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 17,500.00	ESTIMATED ACTUAL Contract with School-Based Counselor 5000-5999: Services And Other Operating Expenditures Base 17,500.00

Action 2

Actions/Services	PLANNED	ACTUAL
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Expenditures	Maintain school Climate Program - PAXIS, Anti-Bullying Programs, restorative approaches, and safety programs	The school implemented the school climate program - PAXIS, Anti-Bullying Programs.
	BUDGETED Anti-bullying Curriculum Purchased 4000-4999: Books And Supplies 500.00	ESTIMATED ACTUAL Anti-Bullying Curriculum Purchased 4000-4999: Books And Supplies Base 500.00

ANALYSIS

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

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

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

The overall implementation of these planned actions was 100%.

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

The effectiveness of these actions were in large part positive. However, there is still room for improvement in helping students self regulate their behavior.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no significant differences in estimated budget expenditures and estimated actual expenditures under this goal.

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.

There are no changes to this goal or expected outcomes.

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?

PTA - Met with PTA monthly (8/9/16, 9/13/16, 10/11/16, 11/1/16, 12/13/16, 1/10/17, 2/14/17, 3/14/17, 5/9/17) to review progress on LCAP goals and seek input.

LCAP Goal progress and updates were shared with LCAP Advisory committee, Board of Trustees. Input was sought from all groups from September 2016 through April 2017.

SSC/LCAP Advisory Committee met (9/14/16, 10/12/16, 11/9/16, 12/14/16, 1/11/17, 2/8/17, 3/8/17) to discuss progress on goals and future needs.

CTA and support staff discussed progress at regularly scheduled staff meetings.

Cayucos Citizens Advisory Council (CCAC) was given school LCAP update in May 2017.

Monthly LCAP updates were shared with community, staff, and Board at each Board meeting from December 2015 through June 2016. LCAP Update has been posted for monthly Board of Trustees meetings to provide the public an opportunity to comment on the LCAP at every Board meeting.

Most feedback given was positive and stakeholders felt that all students were well supported and provided with a rigorous and well-rounded education. Community members were exceptionally proud of the school steel pan band (appearing on floats in parades and at many events). The community service groups reported strong relationships with the school and enjoyed providing services and fiscal support. Staff reported high satisfaction with the professional development being offered and specifically mentioned the benefit of instructional aides in the classrooms and the support of the counselor. A new parent communication tool (Parent Square) was implemented this school year. Reports from many parents and staff members were very positive as they liked the tool and felt better informed.

The District also provided meaningful notice to consult with the teachers bargaining unit which is the only bargaining unit in the District. Feedback from the union was positive.

Middle school students were surveyed and asked what the District is doing that they view as important and what new things should be funded for the following year. Their input was incorporated into the LCAP and budget.

IMPACT ON LCAP AND ANNUAL UPDATE

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

PTA members gave input regarding overall programs at the school and were particularly interested in the District continuing our enrichment programs. PTA members also were appreciative of the District's efforts to provide additional instructional opportunities for students. These opportunities included Acheive 3000, SIPP's instruction, ST Math and Moby Max.

Based on the needs identified through the engagement process, the LCAP is focused on meeting the academic and social emotional needs of all students while providing support to the unduplicated students who are not yet at grade level proficiency. Parents were also interested in us continuing helping families understand how they can help support the school's anti cyber bullying efforts.

Stakeholders have been informed on our RTI (Response to Intervention) initiatives that were put in place this year. They are in support of the interventions continuing.

Stakeholder engagement demonstrated to staff that overall they are very supportive of interventions and enrichment activities. The District art, drama, music, and STEAM initiatives will continue in part due to this support.

Our LCAP process allowed stakeholders to comment and provide suggestions for the goals, measurements of progress toward goals, and funding.

The Board oversaw progress on goals and gave input. The Superintendent updated the Board during each Board meeting regarding LCAP funding and programs.

Parent Square is continuing to be used to inform parents and keep communication open between parents and staff.

Stakeholder engagement is promoted through this process. Superintendent responded to all questions and request for information during hearing. No further comments or questions were received during the 10-day comment period.

Students reported that they found the 1:1 program very helpful in their work. They wanted to see more use of technology with in more subjects. This informed the updated focus on professional development for staff on how to integrate technology into instruction.

Students reported that overall, they felt safe and that the school was responsive to problems when they arose. The survey results were shared with parents at a community meeting. Parents were given the chance to suggest areas of focus. The main suggestion was to focus future anti-bullying training on empowering the bystanders. The District has purchased a curriculum for the school counselor to use with classroom groups.

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

For all students, including students designated as low income students, to obtain and maintain grade level proficiency in the content areas of English Language Arts (ELA) and mathematics. A student is considered proficient when they have met or exceeded standards on the CAASPP and internal benchmarks. All students will have access to standards-aligned instructional materials in all content areas.

State and/or Local Priorities Addressed by this goal:

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

Identified Need

The District has several identified needs to achieve this goal. First, is to continue to maintain highly qualified status with all certificated staff. Second, the District needs to continue Standards based assessments to identify areas of student academic need. Third, is to provide reading intervention for struggling readers and to monitor assessment data in order to modify instruction. Fourth, students are in need of additional instructional support that may be provided by instructional aides.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Internal benchmarks and CAASPP state assessments.	We are considering a score of Average to High on benchmark assessments in ELA and Math content areas as proficient. To determine this we are using Measures of Academic Progress (MAP) assessments. On the 2016 CAASPP, 55% of all students taking the ELA CAASPP met or exceeded standards and 50% met or exceeded standards in mathematics.	60% of all students will meet or exceed standards in math and ELA on the CAASPP and internal benchmarks. 100% of teachers will be highly qualified and CLAD certified. 80% of ELL students proficient as measured by the CELDT. All current ELL students reclassified as soon as they meet criteria. No significant achievement gap between low income students and non-low income students.	65% of all students will meet or exceed standards in math and ELA on the CAASPP and internal benchmarks. 100% of teachers will be highly qualified and CLAD certified. 85% of ELL students proficient as measured by the CELDT. All current ELL students reclassified as soon as they meet criteria. No significant achievement gap between low income students and non-low income students	70% of all students will meet or exceed standards in math and ELA on the CAASPP and internal benchmarks. 100% of teachers will be highly qualified and CLAD certified. 90% of ELL students proficient as measured by the CELDT. All current ELL students reclassified as soon as they meet criteria. No significant achievement gap between low income students and non-low income students

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>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

Maintain highly qualified status of faculty through contracts for staff development and training with a focus on assessments, NGSS, and technology.

2018-19

New Modified Unchanged

Maintain highly qualified status of faculty through contracts for staff development and training with a focus on assessments, NGSS, and technology.

2019-20

New Modified Unchanged

Maintain highly qualified status of faculty through contracts for staff development and training with a focus on assessments, NGSS, and technology.

BUDGETED EXPENDITURES

2017-18

Amount	5,000.00
Source	Base
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Professional Development

2018-19

Amount	6,000.00
Source	Base
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Professional Development

2019-20

Amount	7,000.00
Source	Base
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Professional Development

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

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

Implement standards based benchmarks in writing, math, and reading administered three times a year for grades K - 8 using MAP assessments or the equivalent.

2018-19

New Modified Unchanged

Implement standards based benchmarks in writing, math, and reading administered three times a year for grades K - 8 using MAP assessments or the equivalent.

2019-20

New Modified Unchanged

Implement standards based benchmarks in writing, math, and reading administered three times a year for grades K - 8 using MAP assessments or the equivalent.

BUDGETED EXPENDITURES

2017-18

Amount	9,000.00
Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures

2018-19

Amount	9,500.00
Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures

2019-20

Amount	10,000.00
Source	Base
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 Special Education and homeless

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

Intervention/English Language Development teacher and Assessment Coordinator to monitor progress using assessment data and provide direct targeted academic intervention (one 0.8 FTE)

2018-19

New Modified Unchanged

Intervention/English Language Development teacher and Assessment Coordinator to monitor progress using assessment data and provide direct targeted academic intervention (one 0.8 FTE)

2019-20

New Modified Unchanged

Intervention/English Language Development teacher and Assessment Coordinator to monitor progress using assessment data and provide direct targeted academic intervention (one 0.8 FTE)

BUDGETED EXPENDITURES

2017-18

Amount	50,000.00
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries One 0.8 FTE Teacher

2018-19

Amount	55,000.00
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries One 0.8 FTE Teacher

2019-20

Amount	60,000.00
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries One 0.8 FTE Teacher

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 Special Education

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

Six intervention para-educators (0.5 FTE) to provide additional instructional support for students who are not yet on grade level.

2018-19

New Modified Unchanged

Six intervention para-educators (0.5 FTE) to provide additional instructional support for students who are not yet on grade level.

2019-20

New Modified Unchanged

Six intervention para-educators (0.5 FTE) to provide additional instructional support for students who are not yet on grade level.

BUDGETED EXPENDITURES

2017-18

Amount	40,000.00
Source	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries Six 0.5 FTE Para-educators

2018-19

Amount	45,000.00
Source	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries Six 0.5 FTE Para-Educators

2019-20

Amount	50,000.00
Source	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries Six 0.5 FTE Para-Educators

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

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

Contract to monitor progress using benchmark assessments and software programs to direct targeted academic intervention needs and communicate results to parents/guardians.

2018-19

New Modified Unchanged

Contract to monitor progress using benchmark assessments and software programs to direct targeted academic intervention needs and communicate results to parents/guardians.

2019-20

New Modified Unchanged

Contract to monitor progress using benchmark assessments and software programs to direct targeted academic intervention needs and communicate results to parents/guardians.

BUDGETED EXPENDITURES

2017-18

Amount	9000.00
Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures Maintain contract for services

2018-19

Amount	9,500.00
Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures Maintain contract for services

2019-20

Amount	10,000.00
Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures Maintain contract for services

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

Students will become proficient in the Next Generation Science Standards (NGSS). We will accomplish this by increasing our Science, Technology, Engineering, Arts, Mathematics (STEAM) education focus and implementing the Next Generation Science Standards (NGSS). This will enable students to be on track for college and career readiness. All grade levels will have at least one STEAM focused project-based learning activity for the 2017/18 and tech standards will be implemented in all grades.

State and/or Local Priorities Addressed by this goal:

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

Identified Need

Next Generation Science Standards (NGSS) have not yet been fully implemented. NGSS professional development will be needed for all K - 5th grade teachers and the middle school science teacher to ensure students have access to standards-aligned instruction in science. Students in grades K-8 have 1:1 Chromebooks so web-based instructional support programs will be needed to help students master the NGSS. The District will need to adopt new NGSS aligned curriculum during the 2017-18 school year for implementation the following year. STEAM lessons need to be provided for students to support NGSS science instruction.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
California Science Test (CAST)	TBD, students are taking the CAST (California Science Test) exam for the first time in Spring of 2017. Baseline data will be available for next year's LCAP.	50% of students who participate in the CAST will either meet or exceed the standards. All teachers will have NGSS aligned materials to support standards based instruction.	55% of students who participate in the CAST will either meet or exceed the standards. All teachers will have NGSS aligned materials to support standards based instruction.	60% of students who participate in the CAST will either meet or exceed the standards. All teachers will have NGSS aligned materials to support standards based instruction.

PLANNED ACTIONS / SERVICES

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

Action **1**

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

Students to be Served
 All
 Students with Disabilities

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 teachers and students with technology support to ensure the appropriate use of technology in classrooms.

2018-19

New Modified Unchanged

Provide teachers and students with technology support to ensure the appropriate use of technology in classrooms.

2019-20

New Modified Unchanged

Provide teachers and students with technology support to ensure the appropriate use of technology in classrooms.

BUDGETED EXPENDITURES

2017-18

Amount	55,000
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries 0.4 Tech TOSA

2018-19

Amount	60,000
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries 0.4 Tech TOSA

2019-20

Amount	65,000
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries 0.4 Tech TOSA

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

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 technology and NGSS focused staff development

2018-19

New Modified Unchanged

Provide technology and NGSS focused staff development

2019-20

New Modified Unchanged

Provide technology and NGSS focused staff development

BUDGETED EXPENDITURES

2017-18

Amount 5,000

Source Base

Budget Reference 5000-5999: Services And Other Operating Expenditures Professional Development

2018-19

Amount 5,000

Source Base

Budget Reference 5000-5999: Services And Other Operating Expenditures Professional Development

2019-20

Amount 5,000

Source Base

Budget Reference 5000-5999: Services And Other Operating Expenditures Professional Development

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

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

Media/STEAM Tosa to support implementation of STEAM and project-based learning instruction in all classrooms

2018-19

- New Modified Unchanged

Media/STEAM Tosa to support implementation of STEAM and project-based learning instruction in all classrooms

2019-20

- New Modified Unchanged

Media/STEAM Tosa to support implementation of STEAM and project-based learning instruction in all classrooms

BUDGETED EXPENDITURES

2017-18

Amount	40,000
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries 0.8 Media/STEAM TOSA

2018-19

Amount	45,000
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries 0.8 Media/STEAM TOSA

2019-20

Amount	50,000
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries 0.8 Media/STEAM TOSA

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 3

Provide a safe and secure school climate where students can achieve academic success and maintain high attendance rates. Ensure that facilities are maintained in good repair. Maintain a less than 2% expulsion rate and a 0% middle school drop out rate. Reduce chronically truant student rate to 4%.

State and/or Local Priorities Addressed by this goal:

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

Identified Need

Students having discipline issues are missing academic instruction when they are out of class due to suspensions. Stakeholders noted the continued need for social emotional support for students to deal with issues both at school and/or home to reduce discipline and bullying issues. In 2015/16, 5.8% of students were identified chronically absent with 10 or more absences. During the 2016-17 school year, we had under 2% of our students chronically absent with 10 or more absences.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Suspension, expulsion and truancy rates.	5.8% of students were chronically absent during the 2016-17 school year.	Maintain attendance rate of at least 95%. Keep the number of chronically absent/tardy students to less than 2%. Maintain low suspension rate of 2%. Maintain a 0% expulsion rate. Ensure all school facilities are in safe and good condition.	Maintain attendance rate of at least 95%. Keep the number of chronically absent/tardy students to less than 2%. Maintain low suspension rate of less than 2%. Maintain a 0% expulsion rate. Ensure all school facilities are in safe and good condition.	Maintain attendance rate of at least 95%. Keep the number of chronically absent/tardy students to less than 2%. Maintain low suspension rate of 2%. Maintain a 0% expulsion rate. Ensure all school facilities are in safe and good condition.
High school drop out and high school graduation rates.	CESD is a K-8 District so these metrics do not apply.			

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 All Students with Disabilities Special Education and Homeless

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 school based counseling services for one day per week. Counselor to provide one to one counseling, group counseling and classroom presentations with a focus on anti-bullying and restorative justice approaches.

2018-19

New Modified Unchanged

Provide school based counseling services for one day per week. Counselor to provide one to one counseling, group counseling and classroom presentations with a focus on anti-bullying and restorative justice approaches.

2019-20

New Modified Unchanged

Provide school based counseling services for one day per week. Counselor to provide one to one counseling, group counseling and classroom presentations with a focus on anti-bullying and restorative justice approaches.

BUDGETED EXPENDITURES

2017-18

Amount	17,500
Source	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Contract for School Based Counselor

2018-19

Amount	18,000
Source	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Contract for School Based Counselor

2019-20

Amount	18,500
Source	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Contract for School Based Counselor

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

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

Maintain school Climate Program - PAXIS student awards and other student incentives that will encourage proper behavior in class and on school grounds.

2018-19

New Modified Unchanged

Maintain school Climate Program - PAXIS student awards and other student incentives that will encourage proper behavior in class and on school grounds.

2019-20

New Modified Unchanged

Maintain school Climate Program - PAXIS student awards and other student incentives that will encourage proper behavior in class and on school grounds.

BUDGETED EXPENDITURES

2017-18

Amount

Budget Reference

2018-19

Amount

Budget Reference

2019-20

Amount

Budget Reference

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

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

Continue to use Parent Square to ensure proper communication between the school and parents in order to keep parents well informed.

2018-19

New Modified Unchanged

Continue to use Parent Square to ensure proper communication between the school and parents in order to keep parents well informed.

2019-20

New Modified Unchanged

Continue to use Parent Square to ensure proper communication between the school and parents in order to keep parents well informed.

BUDGETED EXPENDITURES

2017-18

Amount	600
Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures

2018-19

Amount	650
Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures

2019-20

Amount	700
Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year 2017–18 2018–19 2019–20

Estimated Supplemental and Concentration Grant Funds: \$110,464.00

Percentage to Increase or Improve Services: 7.89%

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](#)).

At Cayucos Elementary School, the largest group of unduplicated pupils is our low SES students for the 2016-17 school year. They comprise about 33% of our student population. We set aside over \$107,000 in our budget to be principally directed towards our low income students, English language learners, foster, and homeless students. The minimum proportionality percentage (MPP) of 7.09% was determined by using the LCFF calculator. We considered many options to serve our unduplicated students such as instructional aides, intervention teacher, counseling, and computer assisted learning. The LCAP advisory committee suggested implementing all options and they are incorporated into this plan. As socio-economic status is a confidential status, teachers do not use this to connect students to services, therefore all students who need it have access. However, our school-based counselor, intervention teacher, and para-educator support services are principally provided to our unduplicated students. The district's past successful experience with these supports indicate their effectiveness with unduplicated students. School-wide state assessment results indicate that our unduplicated students met or exceed standards at a higher rate than the state average.

CESD is providing additional funds to provide unduplicated students with additional intervention support, access to technology, and a highly qualified staff who received professional development in multiple areas. This funding allows us to provide school-based counseling support. The counselor predominantly works with low income, foster, and homeless students to meet their social emotional needs and connect them to community-based resources.

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 Expenditures By Funding Source

Cayucos Elementary School

Proposed Expenditure	Object Code	Amount	Action
Job-embedded		\$0.00	Implementation of technology standards across grade levels
Program already in place		\$0.00	Maintain school Climate Program - PAXIS, Anti-Bullying Programs and implement restorative approaches
Job-embedded		\$0.00	Foster Youth liaison has adequate time, knowledge, and resources to meet the needs of foster youth.
Using Attendance Works Pilot to monitor attendance data		\$0.00	Work with SLOCOE Attendance Works Program to implement attendance improvement efforts
Job Embedded		\$0.00	Maintain school Climate Program - PAXIS student awards and other student incentives that will encourage proper behavior in class and on school grounds.
Job Embedded		\$0.00	Maintain school Climate Program - PAXIS student awards and other student incentives that will encourage proper behavior in class and on school grounds.
Job Embedded		\$0.00	Maintain school Climate Program - PAXIS student awards and other student incentives that will encourage proper behavior in class and on school grounds.
		\$0.00	

Funding Source:

Proposed Expenditure	Object Code	Amount	Action
Job-embedded		\$0.00	Refining standard benchmarks in writing, math, and reading administered three times a year in grades K - 8 and aligning assessments to CCSS and CAASP.
Anti-bullying Curriculum Purchased	4000-4999: Books And Supplies	\$500.00	Maintain school Climate Program - PAXIS, Anti-Bullying Programs, restorative approaches, and safety programs

Cayucos Elementary School

Job-embedded

\$0.00 ELA Materials Piloted for 17/18 Adoption

Total Expenditures: \$500.00

Funding Source: Base

Proposed Expenditure	Object Code	Amount	Action
Monitor teacher completion of CLAD	0000: Unrestricted	\$0.00	Maintenance of highly qualified status for instructional staff by supporting teachers completing CLAD certification to serve ELL students.
Maintain contract for services	5000-5999: Services And Other Operating Expenditures	\$5,775.00	Contract to monitor progress using benchmark assessments and software programs to direct targeted academic intervention needs and communicate progress to parents/guardians.
Purchase software in reading and mathematics which provide progress data	5000-5999: Services And Other Operating Expenditures	\$4,000.00	Contract to monitor progress using benchmark assessments and software programs to direct targeted academic intervention needs and communicate progress to parents/guardians.
Staff development related to implementing Common Core State Standards, engagement strategies, and technology.	5800: Professional/Consulting Services And Operating Expenditures	\$10,000.00	Maintain highly qualified status of faculty through staff development and training.
One 0.7 FTE Teacher	1000-1999: Certificated Personnel Salaries	\$51,758.00	Technology integration/IT TOSA position to implement district technology plan, provide professional development, monitor technology integration, increase STEAM instruction, and provide parent learning opportunities
0.2 Teacher position added for STEAM elective	1000-1999: Certificated Personnel Salaries	\$9,000.00	Create middle school STEAM elective course
0.1 FTE added to art teacher	1000-1999: Certificated Personnel Salaries	\$4,000.00	Integrate art support into middle school core classes for project-based, cross curricular, learning opportunities.
Professional Development	5800: Professional/Consulting Services And Operating Expenditures	\$500.00	NGSS focused professional development for teachers
Staff Development	5800: Professional/Consulting Services And Operating Expenditures	\$5,000.00	Maintain highly qualified status of faculty through contracts for staff development and training with a focus on assessments, NGSS, and technology.

Cayucos Elementary School

Maintain contract for services	5000-5999: Services And Other Operating Expenditures	\$8,695.00	Contract to monitor progress using benchmark assessments and software programs to direct targeted academic intervention needs and communicate results to parents/guardians.
Purchase software in reading and mathematics which provide progress data	5000-5999: Services And Other Operating Expenditures	\$5,000.00	Contract to monitor progress using benchmark assessments and software programs to direct targeted academic intervention needs and communicate results to parents/guardians.
Staff development related to core academic subjects, engagement strategies, and technology integration.	5000-5999: Services And Other Operating Expenditures	\$5,000.00	Maintain highly qualified status of faculty through staff professional development.
1.0 FTE Tech TOSA	1000-1999: Certificated Personnel Salaries	\$55,000.00	Continued implementation and monitoring district technology plan and technology standards
Staff Development	5000-5999: Services And Other Operating Expenditures	\$5,000.00	Staff Development on Technology and NGSS
0.8 Media/STEAM TOSA position	1000-1999: Certificated Personnel Salaries	\$40,000.00	Media/STEAM Tosa to support implementation of STEAM and project-based learning instruction in all classrooms.
Professional Development	5800: Professional/Consulting Services And Operating Expenditures	\$5,000.00	Maintain highly qualified status of faculty through contracts for staff development and training with a focus on assessments, NGSS, and technology.
	5000-5999: Services And Other Operating Expenditures	\$9,000.00	Implement standards based benchmarks in writing, math, and reading administered three times a year for grades K - 8 using MAP assessments or the equivalent.
Maintain contract for services	5000-5999: Services And Other Operating Expenditures	\$9,000.00	Contract to monitor progress using benchmark assessments and software programs to direct targeted academic intervention needs and communicate results to parents/guardians.
0.4 Tech TOSA	1000-1999: Certificated Personnel Salaries	\$55,000.00	Provide teachers and students with technology support to ensure the appropriate use of technology in classrooms.
Professional Development	5000-5999: Services And Other Operating Expenditures	\$5,000.00	Provide technology and NGSS focused staff development
0.8 Media/STEAM TOSA	1000-1999: Certificated Personnel Salaries	\$40,000.00	Media/STEAM Tosa to support implementation of STEAM and project-based learning instruction in all classrooms
	5000-5999: Services And Other Operating Expenditures	\$600.00	Continue to use Parent Square to ensure proper communication between the school and parents in order to keep parents well informed.

Cayucos Elementary School

Professional Development	5800: Professional/Consulting Services And Operating Expenditures	\$6,000.00	Maintain highly qualified status of faculty through contracts for staff development and training with a focus on assessments, NGSS, and technology.
	5000-5999: Services And Other Operating Expenditures	\$9,500.00	Implement standards based benchmarks in writing, math, and reading administered three times a year for grades K - 8 using MAP assessments or the equivalent.
Maintain contract for services	5000-5999: Services And Other Operating Expenditures	\$9,500.00	Contract to monitor progress using benchmark assessments and software programs to direct targeted academic intervention needs and communicate results to parents/guardians.
0.4 Tech TOSA	1000-1999: Certificated Personnel Salaries	\$60,000.00	Provide teachers and students with technology support to ensure the appropriate use of technology in classrooms.
Professional Development	5000-5999: Services And Other Operating Expenditures	\$5,000.00	Provide technology and NGSS focused staff development
0.8 Media/STEAM TOSA	1000-1999: Certificated Personnel Salaries	\$45,000.00	Media/STEAM Tosa to support implementation of STEAM and project-based learning instruction in all classrooms
	5000-5999: Services And Other Operating Expenditures	\$650.00	Continue to use Parent Square to ensure proper communication between the school and parents in order to keep parents well informed.
Professional Development	5800: Professional/Consulting Services And Operating Expenditures	\$7,000.00	Maintain highly qualified status of faculty through contracts for staff development and training with a focus on assessments, NGSS, and technology.
	5000-5999: Services And Other Operating Expenditures	\$10,000.00	Implement standards based benchmarks in writing, math, and reading administered three times a year for grades K - 8 using MAP assessments or the equivalent.
Maintain contract for services	5000-5999: Services And Other Operating Expenditures	\$10,000.00	Contract to monitor progress using benchmark assessments and software programs to direct targeted academic intervention needs and communicate results to parents/guardians.
0.4 Tech TOSA	1000-1999: Certificated Personnel Salaries	\$65,000.00	Provide teachers and students with technology support to ensure the appropriate use of technology in classrooms.
Professional Development	5000-5999: Services And Other Operating Expenditures	\$5,000.00	Provide technology and NGSS focused staff development
0.8 Media/STEAM TOSA	1000-1999: Certificated Personnel Salaries	\$50,000.00	Media/STEAM Tosa to support implementation of STEAM and project-based learning instruction in all classrooms

Cayucos Elementary School

5000-5999: Services And Other Operating Expenditures	\$700.00	Continue to use Parent Square to ensure proper communication between the school and parents in order to keep parents well informed.
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Base Total Expenditures:	\$615,678.00	
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Funding Source: Other

Proposed Expenditure	Object Code	Amount	Action
Staff development		\$0.00	Identify or develop standard benchmarks in writing, math, and reading administered three times a year in grades K - 8.

Other Total Expenditures:	\$0.00	
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Funding Source: Supplemental and Concentration

Proposed Expenditure	Object Code	Amount	Action
One 1.0 FTE Teacher	1000-1999: Certificated Personnel Salaries	\$108,908.00	Intervention/English Language Development teacher and Assessment Coordinator monitoring progress using assessment data to direct targeted academic intervention needs (one 1.0 FTE)
Six 0.4 FTE Para-educators	2000-2999: Classified Personnel Salaries	\$71,000.00	Six Intervention para-educators (0.4 FTE) retained to address the progress of students who are not yet meeting grade level proficiency.
Contract for School-Based Counselor	5000-5999: Services And Other Operating Expenditures	\$17,500.00	Provide counseling services for two half days a week.
One 0.8 FTE Teacher	1000-1999: Certificated Personnel Salaries	\$45,180.00	Intervention/English Language Development teacher and Assessment Coordinator monitoring progress using assessment data to direct targeted academic intervention needs (one 0.8 FTE)
Six 0.5 Para-Educators	2000-2999: Classified Personnel Salaries	\$35,400.00	Six intervention para-educators (0.5 FTE) retained to address the progress of students who are not yet meeting grade level proficiency.
Contract with School-Based Counselor	5000-5999: Services And Other Operating Expenditures	\$17,500.00	Provide counseling services for one day a week.

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One 0.8 FTE Teacher	1000-1999: Certificated Personnel Salaries	\$50,000.00	Intervention/English Language Development teacher and Assessment Coordinator to monitor progress using assessment data and provide direct targeted academic intervention (one 0.8 FTE)
Six 0.5 FTE Para-educators	2000-2999: Classified Personnel Salaries	\$40,000.00	Six intervention para-educators (0.5 FTE) to provide additional instructional support for students who are not yet on grade level.
Contract for School Based Counselor	5000-5999: Services And Other Operating Expenditures	\$17,500.00	Provide school based counseling services for one day per week. Counselor to provide one to one counseling, group counseling and classroom presentations with a focus on anti-bullying and restorative justice approaches.
One 0.8 FTE Teacher	1000-1999: Certificated Personnel Salaries	\$55,000.00	Intervention/English Language Development teacher and Assessment Coordinator to monitor progress using assessment data and provide direct targeted academic intervention (one 0.8 FTE)
Six 0.5 FTE Para-Educators	2000-2999: Classified Personnel Salaries	\$45,000.00	Six intervention para-educators (0.5 FTE) to provide additional instructional support for students who are not yet on grade level.
Contract for School Based Counselor	5000-5999: Services And Other Operating Expenditures	\$18,000.00	Provide school based counseling services for one day per week. Counselor to provide one to one counseling, group counseling and classroom presentations with a focus on anti-bullying and restorative justice approaches.
One 0.8 FTE Teacher	1000-1999: Certificated Personnel Salaries	\$60,000.00	Intervention/English Language Development teacher and Assessment Coordinator to monitor progress using assessment data and provide direct targeted academic intervention (one 0.8 FTE)
Six 0.5 FTE Para-Educators	2000-2999: Classified Personnel Salaries	\$50,000.00	Six intervention para-educators (0.5 FTE) to provide additional instructional support for students who are not yet on grade level.
Contract for School Based Counselor	5000-5999: Services And Other Operating Expenditures	\$18,500.00	Provide school based counseling services for one day per week. Counselor to provide one to one counseling, group counseling and classroom presentations with a focus on anti-bullying and restorative justice approaches.
Supplemental and Concentration Total Expenditures:		\$649,488.00	
Cayucos Elementary School Total Expenditures:		\$1,265,666.00	