

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 Elk Hills Elementary School District

Contact Name and Title Jeff Tensley
Superintendent/Principal

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2017-20 Plan Summary

THE STORY

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

Welcome to Elk Hills Elementary School. Our motto is "Where Kids Come First!" Elk Hills School is a small K–8 school with a population of approximately 185 students during the 2016-17 school year. Our small-school setting allows for reduced class sizes and individualized attention for our students. Our students participate in academic, athletic, and social events with other small schools throughout the school year. In addition, all students participate in a variety of grade-level appropriate field trips. Each year we visit a university to support the concept that education is important and all students can obtain success and attend college or other high-level training in their chosen field if they apply themselves. In 2016-17, our staff consisted of nine full-time teachers who instructed K-8 grade level classes, a special education teacher/Teacher in Charge, and a superintendent. Additionally, we had a classified support staff including a school secretary; a food services manager; a maintenance, operations, and transportation supervisor; five instructional aides; two school custodian; food service aide and several certificated and classified substitutes.

Our student population is 86.2% White, 9.6% Hispanic, 4.2% Other (African American, American Indian and two or more races). 58% of our students are classified as low income, our LCFF Unduplicated count is 57%.

LCAP HIGHLIGHTS

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

In prior years our district, schools, staff, parents, and students were engaged in the planning and updating of our Site Plans, but the level of involvement was a bare minimum. This new process of engaging all local stakeholders has allowed for a valid, meaningful, and transparent plan for best serving the needs of our local students. This process allowed us as a community to truly investigate what is working for our students and what needs some fine-tuning. The level of engagement was in all aspects of the operation of our small rural school district.

The following recommendations were developed as a result of the multiple meetings with ALL Stakeholders:

1. Encourage opportunities for meaningful participation for students.
2. Develop programs, services, and other supports to help students with social, emotional, and behavioral needs.

3. Continue to develop teacher training and skills in English Language Arts including the writing process, academic language, and the new ELA/ELD Framework.
4. Provide additional support for the integration of technology with the instructional program including tech support staff, professional development for staff, funds for applications/software, and additional devices for student use.
5. Continue to develop programs and activities that promote positive peer relations and encourage and support students to take action against bullying.
6. Training for playground supervisors and support for kindness club antibullying instruction.
7. Math Night(s) and parent info
8. Supplemental and Concentration money help keep two teachers for reduced class size.

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.

According to the California Dashboards, our ELA scores increased last year for "All Students". We are excited at our progress over the 2016-2017 school year and anticipate solid growth within the areas of math and writing as well as continued progress within ELA and overall literacy skills. Our staff has worked diligently toward integrating aligning our newly adopted ELA curriculum and Common Core State Standards to best meet the needs of our students. A major focus of this past school year that will continue next year was in the area of writing. The staff has made teaching and learning writing strategies more interactive and more engaging for both students and teachers. All students were given the opportunity to read their writing regularly to their peers after a peer editing process. Furthermore, we anticipate solid growth within the area of math as our new curriculum is now more familiar to our staff and community. Feedback was positive when asked how stakeholders felt about teaching and learning state standards using Go Math. NPD strategies furthered all aspects of learning this year and will continue next year.

Strong school community exists where all stakeholders have come together to focus our efforts around what's best for kids and this motto drives us forward every day.

GREATEST PROGRESS

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?

According to the California Dashboards we have two major areas of need.

Suspension data from 2013 - 2014 status and 2014-2015 change indicated that we are orange for "All Students" and red for Low Income and White student groups. Since this data is "old" we feel strongly that our metrics will improve in the coming reported due to the fact that we have implemented and ATS program and are suspending fewer students.

GREATEST NEEDS

The Academic Indicator for Math indicates that we are in orange for "All Students". Stakeholders felt strongly that we needed an up to date Common Core State Standards aligned math curriculum to help students access the state standards for math. This past school year was our implementation year for GoMath. Stakeholders feel that this was a positive first step for improving student outcomes in math.

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

PERFORMANCE GAPS

According to the California Dashboards we have two major areas of need.

Suspension data from 2013 - 2014 status and 2014-2015 change indicated that we are orange for "All Students" and red for Low Income and White student groups. We have implemented more teaching of desired behaviors in various areas of the school as well as instituted Buddy Classrooms in order to avoid suspending students and to ensure that they are exposed to teaching and learning. We also focused on providing incentives to reward students for positive behavior and showing strong character.

The Academic Indicator for Math indicates that we are in orange for "All Students". Low income and White student groups were in red this past year. With the implementation of GoMath, we have implemented more small group pull back reteaching opportunities for struggling students as well as opportunities to extend the thinking of our students that need more of a challenge. We feel that our second year (next year) will be even better when it comes to teaching and learning math here at Elk Hills.

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.

Based on staff and stakeholder feedback and research we are implementing additional actions that focus on our higher needs areas. Specifically we are focused on improving learning and performance in math with opportunities for extra assistance and intervention. Additionally, we are moving forward with improving our climate with additional measures that will ensure students are at school and engaged each day with more ATS supports such as focusing on teaching and modeling desired behaviors, classroom meetings to address social issues, and Character Counts curriculum. Caught Being Good activities will include more incentives and opportunities for reinforcing positive student behaviors. Implementation of GoMath and aligning our curriculum to state academic standards with a focus on reteaching and working with small groups is also an example of improved services.

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	\$1,799,896
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$257,025.00

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.

General fund expenditures specified above for the 2017-18 school year include salaries and benefits for all certificated teachers, classified personnel, and administrative staff members. In addition, other expenditures in this area include: books and supplies, services and operating expenditures (e.g. utilities), and capital outlay.

\$1,612,301

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

Assure that all students will be provided with access to Common Core curriculum and materials in all grades TK-8.

State and/or Local Priorities Addressed by this goal:

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Based on the established baseline all students will increase their individual scores in both math and language by 5% as measured by SBAC testing results and new district benchmarks.

Priority 1 - BASIC

- A) 100% of Teachers are: appropriately assigned, fully credentialed in subject areas taught, and for the pupils they are teaching.
- B) 100% of pupils have sufficient access to standards-aligned instructional materials.
- C) School facilities are maintained in good repair, FIT report: GOOD

Priority 2 - IMPLEMENTATION OF STATE STANDARDS

- A) Implementation of the academic content and performance standards adopted by the state board is partially implemented as measured by Administrative observation.
- B) 100 % of EL students are able to access the CCSS and ELD standards for purposes of gaining academic content knowledge and English Language proficiency through designated and integrated ELD as indicated by Administrative observation.

Priority 7 – Course Access: the extent to which pupils have access to, and are enrolled in:

- A) 100% of students have access to a broad course of study that includes all of the subject areas described in Section 51210 and 51220 (a)

ACTUAL

Based on the established baseline students increased their overall scores in language by 2.5% and decreased on math by 1.5% measured by SBAC testing results. The district did not write new district benchmarks in 2016.

Priority 1 - BASIC

- A) 80% of our teachers were fully credentialed, 2 teachers were finishing their credentials.
- B) 100% of students had sufficient materials as seen in our Williams report.
- C) School facilities are maintained in good repair, FIT report: GOOD
Actually our school received an Exemplary rating

Priority 2 - IMPLEMENTATION OF STATE STANDARDS

- A) Implementation of the academic content and performance standards adopted by the state board is partially implemented as measured by Administrative observation. (During walk through ,I observed all students being taught appropriate standards and goals for their grade level.)
- B) 100 % of EL students are able to access the CCSS and ELD standards for purposes of gaining academic content knowledge and English Language proficiency through designated and integrated ELD as indicated by Administrative observation.(100% of our ELhad access to CCSS and ELD standards when appropriate)

Priority 7 – Course Access: the extent to which pupils have access to, and are enrolled in:

B) Programs and services are developed and provided to 100% of unduplicated pupils.
 C) Programs and services are developed and provided to 100% of individuals with exceptional needs.

A) 100% of students had access to a broad course of study that includes all of the subject areas described in Section 51210 and 51220 (a): 100%
 B) Programs and services are developed and provided to 100% of unduplicated pupils.:100%
 C) Programs and services are developed and provided to 100% of individuals with exceptional needs.:100%

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.

<p>Action 1</p>	<p>PLANNED Continue to provide EdCaliber training that are aligned with Common Core Standards for all staff</p>	<p>ACTUAL Continued with the last year of our contract with EdCaliber, will not be renewing our contract. EdCaliber trained our staff at the beginning of the year, September.</p>
<p>Expenditures</p>	<p>BUDGETED 1000-1999: Certificated Personnel Salaries Base \$2000 2000-2999: Classified Personnel Salaries Base \$1500 5000-5999: Services And Other Operating Expenditures Base \$1500 3000-3999: Employee Benefits Base \$500</p>	<p>ESTIMATED ACTUAL Did not cost our district for training, it was done at our after school meeting days. \$0 \$0 \$0 \$0</p>
<p>Action 2</p>	<p>PLANNED Provide administrative support for new and existing teachers. BTSA program support for new teachers. ELD special needs training as needed.</p>	<p>ACTUAL Mrs. Bafia continued to oversee our 3 BTSA teachers. Superintendent performed regular class walk throughs, weekly and meet individually with teachers and reviewed lesson plans / provided feedback.</p>
<p>Expenditures</p>	<p>BUDGETED 1000-1999: Certificated Personnel Salaries Base \$6000 3000-3999: Employee Benefits Base \$750</p>	<p>ESTIMATED ACTUAL 2000-2999: Classified Personnel Salaries Base \$3,600 3000-3999: Employee Benefits Base \$500</p>
<p>Action 3</p>		

Actions/Services	<p>PLANNED Train staff on usage of new ELA materials. Preview New Generation Science materials for future adoption.</p>	<p>ACTUAL Houghton Mifflin trained staff on our Pilot ELA materilas (purchased in in spring 2017). Lead teacher attended several New Generation Science workshops as well as NPDL training to enhance overall pedagogy.</p>
Expenditures	<p>BUDGETED No cost</p>	<p>ESTIMATED ACTUAL no Cost \$0</p>

Action **4**

Actions/Services	<p>PLANNED Continue to recruit and retain highly qualified staff for class size reduction(2) teachers</p>	<p>ACTUAL The district continued with all 9 teachers this year, but due to low enrollment, 2017-18 we will have one less teacher</p>
Expenditures	<p>BUDGETED The district is staffed with 9 teachers that were all highly qualified. The district maintained class size of 22.4 with the current level of staffing. If the district did not receive the supplemental and concentration funding, the district class size would rise to 28.8 students, by reducing two teachers 1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$111356 3000-3999: Employee Benefits Supplemental/Concentration \$47,614</p>	<p>ESTIMATED ACTUAL 1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$111,356 3000-3999: Employee Benefits Supplemental/Concentration \$47,614</p>

ANALYSIS

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

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

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

During the 2016-17 school year we had our first full year of Go Math fully implemented and piloted an ELA curriculum this year with success. As per stakeholder input the piloted ELA curriculum was eventually purchased with base funds. All instruction was focused on Common Core State Standards which we are in the process of aligning to our curriculum for math and ELA.

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

As a result of having two additional teachers on staff, we were able to effectively implement our new math curriculum and provide students with smaller groupings for overall instruction as well as the ability to pull back smaller groups for reteaching as other students worked effectively in groups and independently within the classroom.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material differences between budgeted expenditures and estimated actual expenditures existed.

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

The only change to next years LCAP, we are going have a 6/7-7/8 combo class, so keeping the two extra teachers will really benefit our lower grades. In addition, students will receive more personalized and small group supports for their learning.

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

All students will demonstrate academic growth in English Language Arts, Mathematics, and English Language Development.

State and/or Local Priorities Addressed by this goal:

STATE	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input checked="" type="checkbox"/>	4	<input 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

Priority 4 - PUPIL ACHIEVEMENT AS MEASURED BY ALL THE FOLLOWING

A) Statewide SBAC current test results: 14-15:
Elk Hills:
ELA: 27% Met/Above Standard
Math: 20% Met/Above Standard

B) API – N/A

C) % of pupils successfully completed sequences for entrance to UC, CSU, or Technical Educ. – N/A

D) 100% of EL pupils made/or will make progress toward English proficiency as measured by the CELDT/LPAC

E) English Learner reclassification rate which will be 100%

F) % of pupils passed AP exam with a score of 3 or higher – N/A

G) % of pupils in EAP – N/A

Priority 8 – Other pupil Outcomes

A) Pupil outcomes in the subject areas described in Sections mentioned above, as available. Increase Physical Fitness test scores by 10%
Elk Hills current scores: 5th grade: 34% passed 5 of 6 fitness standards
7th grade: 16% passed 5 of 6 fitness standards

ACTUAL

Priority 4 - PUPIL ACHIEVEMENT AS MEASURED BY ALL THE FOLLOWING

A) Statewide SBAC current test results 15-16)
ELA: 25% Met/Above Standard ("Maintained" at +1.5 DF3)
Math: 13% Met/Above Standard - ("Decreased" by -8.8 DF3)

B) API – N/A

C) % of pupils successfully completed sequences for entrance to UC, CSU, or Technical Educ. – N/A

D) 100% of EL pupils made progress toward English proficiency as measured by the CELDT/LPAC

E) English Learner reclassification rate was 0% (6 students)

F) % of pupils passed AP exam with a score of 3 or higher – N/A

G) % of pupils in EAP – N/A

Priority 8 – Other pupil Outcomes

A) Pupil outcomes in the subject areas described in Sections mentioned above, as available. Increase Physical Fitness test scores by 10%
Elk Hills current scores: 5th grade: 60% passed 5 of 6 fitness standards/In HFZ
7th grade: 48% passed 5 of 6 fitness standards/ In HFZ

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 Through student surveys, leadership meetings and SST's. We will identify struggling students.</p>	<p>ACTUAL Throughout the school year we identified 126 students that needed some intervention with ELA and/or Math.</p>
Expenditures		<p>BUDGETED 1000-1999: Certificated Personnel Salaries Base \$500 3000-3999: Employee Benefits Base \$75</p>	<p>ESTIMATED ACTUAL \$0 \$0</p>
Action	2		
Actions/Services		<p>PLANNED Provide Before and/or After school tutorials to support struggling students.</p>	<p>ACTUAL Due to an injury to a bus driver at the beginning of the school year , the district was unable to offer the after school program. We did offer a before school homework, club that met in the cafeteria at 8:00-8:30.</p>
Expenditures		<p>BUDGETED 1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$15000 3000-3999: Employee Benefits Supplemental/Concentration \$2250</p>	<p>ESTIMATED ACTUAL No cost \$0 \$0</p>
Action	3		
Actions/Services		<p>PLANNED Provide extra support, Instructional aides to assist with intervention/tutorial classes.</p>	<p>ACTUAL We employed three intervention aides and two classroom aides to support teachers and students with smaller group instruction and more focused attention with intervention thus increasing and improving instructional supports and strategies.</p>
Expenditures		<p>BUDGETED 2000-2999: Classified Personnel Salaries Supplemental/Concentration \$6000</p>	<p>ESTIMATED ACTUAL 2000-2999: Classified Personnel Salaries Base \$6,000</p>

3000-3999: Employee Benefits Supplemental/Concentration \$900

3000-3999: Employee Benefits Base \$900

Action **4**

Actions/Services	PLANNED Maintain 100 minutes of Physical Education per week for all students	ACTUAL All students maintained the 100 mins. a week for PE
Expenditures	BUDGETED No Cost, maintain	ESTIMATED ACTUAL No extra cost \$0

Action **5**

Actions/Services	PLANNED Continue to purchase (class set) of chrome books for students	ACTUAL Due to deficit spending this year, chrome books were not purchased this year.
Expenditures	BUDGETED 25-30 chrome books w/ cart 4000-4999: Books And Supplies Supplemental/Concentration \$12000	ESTIMATED ACTUAL \$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.

Through professional development the district was able to have all staff trained in new our new ELA curriculum as well as in our GoMath core curriculum. Furthermore, we trained staff in a supplement to GoMath in NextGen Math to enhance teaching and learning.

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

Implementation was effective based on the training of two new sets of curriculum (ELA and Math) and various support materials/programs.

Intervention aides, service 120 students through intervention.

Action 4: The lack of technology purchased for two classrooms has made it difficult to evaluate its effectiveness. Therefore, more evaluation will need to be done once all technology supports are in place next year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material differences between budget expenditures and estimated actual expenditures.

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

We will enter into year two of implementing our new ELA and Math curriculum next year. Superintendent will support teachers and students with teaching and learning by continuing with walk through visits and classroom observations. Additional supports will be provided based on teacher debrief meetings and an analysis of data from formative assessments for ELA and Math. We plan to purchase 50 student chrome books next 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 3

The Elk Hills School District will foster a school environment that ensures safety, engagement, and connectedness of students, staff, and families.
Prepare Students to be High School, College, Trade School or Career ready.

State and/or Local Priorities Addressed by this goal:

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Priority 3 - PARENTAL INVOLVEMENT
 A) Quantify efforts the school district makes to seek parent input in making decisions for the district and each individual school-site. will hold meetings for PTO,DAC and parent nights throughout the year. Send home parent surveys with 90% participation,
 B) Activities/efforts the district provides to promote parental participation in programs for unduplicated pupils.: Fall Fest, Back to school night, Math Night, Winter/Spring Concerts, Camp KEEP, monthly Small Schools activities
 C) Same for individuals with exceptional needs.Elk Hills has no exceptional needs students

Priority 5 – PUPIL ENGAGEMENT AS MEASURED BY ALL OF THE FOLLOWING AS APPLICABLE
 A) School attendance rate: 96%
 B) Chronic absenteeism rate: 5%
 C) Middle School dropout rate: 0%
 D) High School dropout rate – N/A
 E) High School graduation rate – N/A

Priority 6 – School Climate as measured by all of the following, as applicable
 A) Pupil suspension rate: 5%
 B) Pupil expulsion rate: 0%
 C) Results of other local measures, surveys indicate 90% of pupils, parents, and staff feel a sense of safety and school connectedness.

ACTUAL

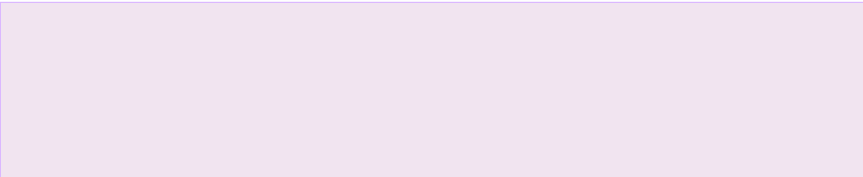
Priority 3 - PARENTAL INVOLVEMENT
 A) The school district made an effort to seek parent input in making decisions for the district . We held meetings for PTO,DAC and parent nights throughout the year. Sent home parent surveys with 85% participation, Monthly PTO,DAC,Coffee w/ Tensley were held monthly. 91% of surveys sent home were returned.

B) Activities/efforts the district provided to promote parental participation in programs for unduplicated pupils: Fall Fest (October 28th), Back to school night (August 25th), Math Night, Winter/Spring Concerts (December 20th/May 9th), Camp KEEP (November 28-December 2), monthly Small Schools activities (Monthly competitions).

C) Same for individuals with exceptional needs.Elk Hills has no exceptional needs students.

Priority 5 – PUPIL ENGAGEMENT AS MEASURED BY ALL OF THE FOLLOWING AS APPLICABLE
 A) School attendance rate: 93% for 2016-17
 B) Chronic absenteeism rate: 7% for 2016-17
 C) Middle School dropout rate: 0%
 D) High School dropout rate – N/A
 E) High School graduation rate – N/A

Priority 6 – School Climate as measured by all of the following, as applicable
 A) Pupil suspension rate: maintained below 5% for 2016-17
 B) Pupil expulsion rate: 0% for 2016-17



C) Results of other local measures, surveys indicate 90% of pupils, parents, and staff feel a sense of safety and school connectedness.

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.

<p>Action 1</p>	<p>PLANNED Create articulation with local community colleges as well as high schools.</p>	<p>ACTUAL Our 8th grade teacher attended meetings with Taft High/Taft College, concerning incoming freshman in order to best align curriculum and instruction for students exiting Elk Hills into high school and college.</p>
<p>Expenditures</p>	<p>BUDGETED Possible release time days 1000-1999: Certificated Personnel Salaries Base \$1000 3000-3999: Employee Benefits Base \$150</p>	<p>ESTIMATED ACTUAL 2 days release time 1000-1999: Certificated Personnel Salaries Base \$300</p>
<p>Action 2</p>	<p>PLANNED Invite Parents on field trips with students to involve them in exploring the career paths.</p>	<p>ACTUAL Parents attended field trips with their students to engage in exploring career paths together.</p>
<p>Expenditures</p>	<p>BUDGETED Transportation cost 4000-4999: Books And Supplies Base \$2500</p>	<p>ESTIMATED ACTUAL 4000-4999: Books And Supplies Base \$7900</p>
<p>Action 3</p>	<p>PLANNED Take students on field trips to universities and local businesses to see what lies ahead.</p>	<p>ACTUAL Due to some time constraints and budget, our college/university field trips were not taken this year.</p>
<p>Expenditures</p>	<p>BUDGETED Supplies/Transportation cost 4000-4999: Books And Supplies Base \$500 2000-2999: Classified Personnel Salaries Base \$500</p>	<p>ESTIMATED ACTUAL No Cost \$0 \$0</p>

3000-3999: Employee Benefits Base \$75

40

Action **4**

Actions/Services	<p>PLANNED Will hold meetings for PTO,DAC and parent nights throughout the year</p>	<p>ACTUAL Monthly PTO,DAC,Coffee w/ Tensley and parent nights were held this year.</p>
Expenditures	<p>BUDGETED No Cost</p>	<p>ESTIMATED ACTUAL No Cost \$0</p>

ANALYSIS

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

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

Describe the overall implementation of the actions/services to achieve the articulated goal.	<p>Parent involvement actions were effective as measured by parent participation and attendance rates. Stakeholders felt that the involvement with Taft High School and Taft College is beneficial to assisting with the alignment of curriculum so that students are successful once they leave Elk Hills.</p>
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	<p>It is estimated that we had approximately 15% increase in general involvement from parents based on qualitative observational measurements. Parents attended monthly Coffee w/ Tensley meetings to talk about the school and ideas/input for this year and upcoming year.</p>
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	<p>There were no material differences between budgeted expenditures and estimated actual expenditures.</p>
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.	<p>We are going to expand our student attendance incentives and parent involvement opportunities next year. We will continue our relationship with Taft High School and Taft College. Visiting a university and or college next year with our 7th and 8th grade students and parents is a goal.</p>

Stakeholder Engagement

LCAP Year

2017–18 2018–19 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

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

The process used for developing our Local Control Accountability Plan has been one of inclusion, dedication, and a focus on how to best serve the needs of our students.

The involvement process began in early Fall of 2016 and has been a continuous collaborative process throughout. Our committees like Elk Hills Teacher Union, CSEA, School Site Council, DAC, Parents Club and learning community are now working far more collaboratively than in years prior. Each of these stakeholder groups now feel connected, listened to, valued and appreciated for their contributions to our students and district. The first steps were to provide information on the LCFF and LCAP requirements to our school board, classified and certificated staff, parents, families, and community stakeholders in the Fall. There was a presentation at Back to school night and the board meeting in September. As a small rural school district this process began with staff orientations, back to school nights, board meetings, Site Council meetings, and DAC Committee meetings. This was then followed up with parent conferences this past fall where our staff further detailed the new requirements including the new assessment system. Weekly bulletins posted and continue to post the latest updates on the draft plan, LCFF Funding Formula, and the Smarter Balanced Assessment System. Additional support and input was gathered via community clubs and organizations including our Parent Teacher Club, and our own student council. The attempts to seek the support and involvement of community organizations are an ongoing process, but are limited by the rural setting.

Surveys were created and administered to all stakeholders. Students, Parents, Staff, Community Members, and School Board members were all asked to participate in the survey process. The results of each survey were tabulated and then used to assure the goals were developed with their results in mind. Parent surveys in both English and Spanish were used and were available in both print and on our webpage. The committee has also reviewed the parent, staff and student surveys for ideas and suggestions.

Key Dates: Public Hearings

January 17, 2017

January 24, 2017- PTO, DAC

February 14, 2017

February 21, 2017-PTO, DAC

March 14, 2016

May 9, 2017- Parent night meeting/Spring Concert

April 20, 2017

April 18, 2017-PTO,DAC,

May 16, 2017-PTO/DAC review

June 13, 2017- Final LCFF/Budget Draft will be available

June 20, 2017- Adoption of LCAP/Budget

IMPACT ON LCAP AND ANNUAL UPDATE

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

The efforts this community have undertaken this past year as we write the local control plan and evaluate our programs and practices from fiscal services, curriculum, maintenance and operations, transportation, staffing, instructional program, and administration were not only thorough, but were a collaborative process which continues to evolve and seek how to best serve the needs of each and everyone of our students. All stakeholders had numerous opportunities to voice and share their concerns and desires.

All major stakeholder groups received notice of LCAP input opportunities and given opportunity to participate in the process to provide progress towards goals as well as actions to consider for 2016-17 to meet the state's eight priorities. Stakeholders identified areas of progress and accomplishments for 2015-16 and areas of focus needed for 2016-17. This information is reflected in the plan. Review of the 3 goals and the actions taken revealed strategies and programs that were effective and needed to be continued in the new LCAP as well as actions that did not need to be continued. Input from the community and stakeholders affirmed the same themes from the previous year that resulted in the development of the identified needs and goals in the Local Control Accountability Plan.

The following recommendations were developed as a result of the multiple meetings with ALL Stakeholders:

This has allowed all stakeholders, especially parents and community members to evaluate current practices and voice their ideas and suggestions for the future.

Ideas gained from input:

- Maintain reduced class size, by using Supplemental and Concentration for two teachers
- Goals and Action as related to Common Core implementation
- We must purchase more laptops or tablets
- After school tutorials
- Purchase Common Core materials for parents
- Maintain Intervention classes
- Maintain Intervention aides
- Have students visit a college

As a result of the Public Hearing, Board discussion at the May 16, 2017 meeting, no questions were received during the public comment period that required a response from the superintendent in writing, and any new information learned regarding LCAP requirements, revisions will be made to the Elk Hills LCAP. These revisions will be presented for Board discussion on June 13, 2017, and a second Public Hearing will also held on June 21, 2016 for adoption of the Elk Hills LCAP.

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

Assure that all students will be provided with access to Common Core curriculum and materials in all grades TK-8.

State and/or Local Priorities Addressed by this goal:

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

Identified Need

As per stakeholder feedback, we feel that there is a need to focus on implementation of Common Core State Standards in relation to our two new sets of curriculum. In addition, we need to focus on Next Gen Math as a support for formative assessment and benchmark testing in order to make our data actionable. We want to get the red out of our math.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 1 - BASIC A) Teachers are appropriately assigned, fully credentialed in subject areas taught, and for the pupils they are teaching.	A) 90% of Teachers are appropriately assigned, fully credentialed in subject areas taught, and for the pupils they are teaching.	A) 100% of Teachers will be appropriately assigned, fully credentialed in subject areas taught, and for the pupils they are teaching.	A) 100% of Teachers will be appropriately assigned, fully credentialed in subject areas taught, and for the pupils they are teaching.	A) 100% of Teachers will be appropriately assigned, fully credentialed in subject areas taught, and for the pupils they are teaching.
B) Pupils have sufficient access to standards-aligned instructional materials.	B) 100% of pupils have have sufficient access to standards-aligned instructional materials.	B) Maintain 100% of pupils will have have sufficient access to standards-aligned instructional materials.	B) Maintain 100% of pupils will have have sufficient access to standards-aligned instructional materials.	B) Maintain 100% of pupils will have have sufficient access to standards-aligned instructional materials.
C) School facilities are maintained in good repair, FIT report: Exemplary	C) School facilities: Exemplary	C) School facilities will be maintained in good repair, FIT report: Exemplary	C) School facilities will be maintained in good repair, FIT report: Exemplary	C) School facilities will be maintained in good repair, FIT report: Exemplary

<p>Priority 2 - IMPLEMENTATION OF STATE STANDARDS</p> <p>A) Implementation of the academic content and performance standards,CCSS</p>	<p>A) Implementation of the academic content and academic content and performance standards CCSS: Partially implemented as per administrative walk throughs.</p>	<p>A) Implementation of the academic content and performance standards adopted by the state board will be substantial implemented as measured by Administrative observation.</p>	<p>A) Implementation of the academic content and performance standards adopted by the state board will be substantial implemented as measured by Administrative observation.</p>	<p>A) Implementation of the academic content and performance standards adopted by the state board will be substantial implemented as measured by Administrative observation.</p>
<p>B) 100 % of EL students are able to access the CCSS and ELD standards for purposes of gaining academic content knowledge and English Language proficiency through designated and integrated ELD as indicated by Administrative observation.</p>	<p>B) 100 % of EL students have access the CCSS and ELD standards for purposes of gaining academic content knowledge and English Language proficiency through designated and integrated ELD as indicated by Administrative observation.</p>	<p>B) 100 % of EL students will be able to access the CCSS and ELD standards for purposes of gaining academic content knowledge and English Language proficiency through designated and integrated ELD as indicated by Administrative observation.</p>	<p>B) 100 % of EL students will be able to access the CCSS and ELD standards for purposes of gaining academic content knowledge and English Language proficiency through designated and integrated ELD as indicated by Administrative observation..</p>	<p>B) 100 % of EL students are able to access the CCSS and ELD standards for purposes of gaining academic content knowledge and English Language proficiency through designated and integrated ELD as indicated by Administrative observation.</p>
<p>Priority 7 – Course Access: the extent to which pupils have access to, and are enrolled in:</p> <p>A) 100% of students have access to a broad course of study that includes all of the subject areas described in Section 51210 and 51220 (a)</p>	<p>A) 100% of students have access to a broad course of study that includes all of the subject areas described in Section 51210 and 51220 (a)</p>	<p>A) 100% of students will have access to a broad course of study that includes all of the subject areas described in Section 51210 and 51220 (a)</p>	<p>A) 100% of students will have access to a broad course of study that includes all of the subject areas described in Section 51210 and 51220 (a)</p>	<p>:A) 100% of students have access to a broad course of study that includes all of the subject areas described in Section 51210 and 51220 (a)</p>
<p>B) Programs and services are developed and provided to 100% of unduplicated pupils.</p>	<p>B) Programs and services are developed and provided to 100% of unduplicated pupils.</p>	<p>B) Programs and services will continue to be developed and provided to 100% of unduplicated pupils.</p>	<p>B) Programs and services will continue to be developed and provided to 100% of unduplicated pupils.</p>	<p>B) Programs and services will continue to be developed and provided to 100% of unduplicated pupils.</p>
<p>C) Programs and services are developed and provided to 100% of individuals with exceptional needs.</p>	<p>C) Programs and services are developed and provided to 100% of individuals with exceptional needs.</p>	<p>C) Programs and services will be maintained and provided to 100% of individuals with exceptional needs.</p>	<p>C) Programs and services will be maintained and provided to 100% of individuals with exceptional needs.</p>	<p>C) Programs and services are developed and maintained to 100% of individuals with exceptional needs.</p>

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 [Specific Student Group(s)]

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Administration will complete regular classroom visits supporting implementation of state academic standards in alignment with newly adopted curriculum for ELA and Math.

2018-19

New Modified Unchanged

Administration will complete regular classroom visits supporting implementation of state academic standards in alignment with newly adopted curriculum for ELA and Math.

2019-20

New Modified Unchanged

Administration will complete regular classroom visits supporting implementation of state academic standards in alignment with newly adopted curriculum for ELA and Math.

BUDGETED EXPENDITURES

2017-18

Amount \$0

2018-19

Amount \$0

2019-20

Amount \$0

Action **2**

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

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

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

OR

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

Students to be Served

- English Learners Foster Youth Low Income

Scope of Services

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

Location(s)

- All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

- New Modified Unchanged

Continue to train staff / provide professional development opportunities on usage of new materials around ELA and Math implementation. Preview social studies and science materials for future adoption.

2018-19

- New Modified Unchanged

Continue to train staff / provide professional development opportunities on usage of new materials around ELA and Math implementation. Preview social studies and science materials for future adoption.

2019-20

- New Modified Unchanged

Continue to train staff / provide professional development opportunities on usage of new materials around ELA and Math implementation. Preview social studies and science materials for future adoption.

BUDGETED EXPENDITURES

2017-18

Amount	\$5000
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries
Amount	\$500
Source	Base
Budget Reference	3000-3999: Employee Benefits

2018-19

Amount	\$5000
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries
Amount	\$500
Source	Base
Budget Reference	3000-3999: Employee Benefits

2019-20

Amount	\$5000
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries
Amount	\$500
Source	Base
Budget Reference	3000-3999: Employee Benefits

Action **3**

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

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

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Continue to recruit and retain highly qualified staff

2018-19

New Modified Unchanged

Continue to recruit and retain highly qualified staff

2019-20

New Modified Unchanged

Continue to recruit and retain highly qualified staff

BUDGETED EXPENDITURES

2017-18

Amount	\$111,356
Source	Supplemental/Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries The district is staffed with teachers that were all highly qualified. The district maintained class size of 22.4 with the current level of staffing. If the district did not receive the supplemental and

2018-19

Amount	\$111,356
Source	Supplemental/Concentration
Budget Reference	2000-2999: Classified Personnel Salaries The district is staffed with teachers that were all highly qualified. The district maintained class size of 22.4 with the current level of staffing. If the district did not receive the supplemental and concentration funding, the district class

2019-20

Amount	\$111,356
Source	Supplemental/Concentration
Budget Reference	2000-2999: Classified Personnel Salaries The district is staffed with teachers that were all highly qualified. The district maintained class size of 22.4 with the current level of staffing. If the district did not receive the supplemental and concentration funding, the district class

	concentration funding, the district class size would rise to 28.8 students, by reducing two teachers		size would rise to 28.8 students, by reducing two teachers		size would rise to 28.8 students, by reducing two teachers
Amount	\$47,614	Amount	\$47,614	Amount	\$47,614
Source	Supplemental/Concentration	Source	Supplemental/Concentration	Source	Supplemental/Concentration
Budget Reference	3000-3999: Employee Benefits	Budget Reference	3000-3999: Employee Benefits	Budget Reference	3000-3999: Employee Benefits

Action **4**

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

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

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Establish list of support materials for Core EL, Math and Science

2018-19

New Modified Unchanged

Establish list of support materials for Core EL, Math and Science

2019-20

New Modified Unchanged

Establish list of support materials for Core EL, Math and Science

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount	Amount	Amount
\$0	\$0	\$0

Action 5

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

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

OR

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

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

[ACTIONS/SERVICES](#)

2017-18

New
 Modified
 Unchanged

Monitor student progress through the implementation of a comprehensive assessment system using state and local multiple measures to provide formative feedback to teachers, students, and parents.

2018-19

New
 Modified
 Unchanged

Monitor student progress through the implementation of a comprehensive assessment system using state and local multiple measures to provide formative feedback to teachers, students, and parents.

2019-20

New
 Modified
 Unchanged

Monitor student progress through the implementation of a comprehensive assessment system using state and local multiple measures to provide formative feedback to teachers, students, and parents.

[BUDGETED EXPENDITURES](#)

2017-18

Amount \$5000

Source Supplemental/Concentration

2018-19

Amount \$5000

Source Supplemental/Concentration

2019-20

Amount \$5000

Source Supplemental/Concentration

Budget Reference	1000-1999: Certificated Personnel Salaries Teachers receive training on the use of state Interim Assessments as part of Smarter Balanced system . Teachers provided release time to identify grade level and subject area informal assessments and site-based benchmarks.	Budget Reference	1000-1999: Certificated Personnel Salaries Teachers receive training on the use of state Interim Assessments as part of Smarter Balanced system . Teachers provided release time to identify grade level and subject area informal assessments and site-based benchmarks.	Budget Reference	1000-1999: Certificated Personnel Salaries Teachers receive training on the use of state Interim Assessments as part of Smarter Balanced system . Teachers provided release time to identify grade level and subject area informal assessments and site-based benchmarks.
Amount	\$860	Amount	\$860	Amount	\$860
Source	Supplemental/Concentration	Source	Supplemental/Concentration	Source	Supplemental/Concentration
Budget Reference	3000-3999: Employee Benefits	Budget Reference	3000-3999: Employee Benefits	Budget Reference	3000-3999: Employee Benefits

Action **6**

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

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

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

OR

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

[Students to be Served](#) English Learners Foster Youth Low Income

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

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

[ACTIONS/SERVICES](#)

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

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Provide high quality, research based, and tiered interventions and supports to all students in all areas

Provide high quality, research based, and tiered interventions and supports to all students in all areas

Provide high quality, research based, and tiered interventions and supports to all students in all areas

BUDGETED EXPENDITURES

2017-18

Amount	\$50000
Source	Base
Budget Reference	2000-2999: Classified Personnel Salaries Continue Response to Intervention ,including the purchase of instructional materials
Amount	\$5000
Source	Base
Budget Reference	3000-3999: Employee Benefits
Amount	\$2000
Source	Base
Budget Reference	4000-4999: Books And Supplies

2018-19

Amount	\$50000
Source	Base
Budget Reference	Continue Response to Intervention ,including the purchase of instructional materials
Amount	\$5000
Source	Base
Budget Reference	3000-3999: Employee Benefits
Amount	\$2000
Source	Base
Budget Reference	4000-4999: Books And Supplies

2019-20

Amount	\$50000
Source	Base
Budget Reference	Continue Response to Intervention ,including the purchase of instructional materials
Amount	\$5000
Source	Base
Budget Reference	3000-3999: Employee Benefits
Amount	\$2000
Source	Base
Budget Reference	4000-4999: Books And Supplies

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

All students will demonstrate academic growth in English Language Arts, Mathematics, and English Language Development.

State and/or Local Priorities Addressed by this goal:

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

Identified Need

Increase student success in ELA, math, science and literacy.
 Current ELA: 25% Met/Above Standard
 Math: 13% Met/Above Standard
 Increase Physical Fitness test scores

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 4 - PUPIL ACHIEVEMENT AS MEASURED BY ALL THE FOLLOWING A) Statewide SBAC testing	Statewide SBAC current test results: 16-17: Elk Hills: ELA: 58.6 points below Level 3 Math: 88.7 points below Level 3	ELA: 55.6 points below Level 3 Math: 85.7 points below Level 3 3 point increase over previous year for both Math and ELA	ELA: 52.6 points below Level 3 Math: 82.7 points below Level 3 3 point increase over previous year for both Math and ELA	ELA: 549.6 points below Level 3 Math: 79.7 points below Level 3 3 point increase over previous year for both Math and ELA
B) API	API - NA	API – N/A	API – N/A	API – N/A
C) Pupils successfully completed sequences for entrance to UC, CSU, or Technical Educ. – N/A	Pupils successfully completed sequences for entrance to UC, CSU, or Technical Educ. – N/A	Pupils successfully completed sequences for entrance to UC, CSU, or Technical Educ. – N/A	Pupils successfully completed sequences for entrance to UC, CSU, or Technical Educ. – N/A	Pupils successfully completed sequences for entrance to UC, CSU, or Technical Educ. – N/A

D) EL Pupils will make progress toward English proficiency as measured by the CELDT/LPAC	10% of EL Pupils will make progress toward English proficiency as measured by the CELDT/LPAC (6 students)	Increase number of EL Pupils making progress toward English proficiency as measured by the CELDT/LPAC.	Increase number of EL Pupils making progress toward English proficiency as measured by the CELDT/LPAC.	Increase number of EL Pupils making progress toward English proficiency as measured by the CELDT/LPAC.
E) English Learner reclassification rate	0% of our English Learners were reclassified (six students)	English Learner reclassification rate will increase each year based on baseline data.	English Learner reclassification rate will increase each year based on baseline data.	English Learner reclassification rate will increase each year based on baseline data..
F) Pupils passed AP exam with a score of 3 or higher – N/A	Pupils passed AP exam with a score of 3 or higher – N/A	Pupils passed AP exam with a score of 3 or higher – N/A	Pupils passed AP exam with a score of 3 or higher – N/A	Pupils passed AP exam with a score of 3 or higher – N/A
G) Pupils in EAP – N/A	Pupils in EAP – N/A	Pupils in EAP – N/A	Pupils in EAP – N/A	Pupils in EAP – N/A
Priority 8 – Other pupil Outcomes A) Pupil outcomes in the subject areas described in Sections mentioned above, as available	Elk Hills current scores: 5th grade: 34% passed 5 of 6 fitness standards 7th grade: 16% passed 5 of 6 fitness standards	Increase Physical Fitness test scores by 3%	Increase Physical Fitness test scores by 5%	Increase Physical Fitness test scores by 7%

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 [Specific Student Group(s)]

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Purchase Nextgen Math subscription

2018-19

New Modified Unchanged

Maintain Nextgen Math subscription

2019-20

New Modified Unchanged

Maintain NextGen Math Subscription

BUDGETED EXPENDITURES

2017-18

Amount \$1500
 Source Supplemental/Concentration
 Budget Reference 5000-5999: Services And Other Operating Expenditures
 NextGen Math Subscription

2018-19

Amount \$1500
 Source Supplemental/Concentration
 Budget Reference 5000-5999: Services And Other Operating Expenditures
 NextGen Math Subscription

2019-20

Amount \$1500
 Source Supplemental/Concentration
 Budget Reference 5000-5999: Services And Other Operating Expenditures
 NextGen Math Subscription

Action **2**

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

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

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

OR

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

[Students to be Served](#) English Learners Foster Youth Low Income

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

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Professional development activities will provide staff with (1) time and materials to continue the development of course pacing plans and the development of CCSS aligned learning activities, and (2) training to continue to implement the CCSS.

2018-19

New Modified Unchanged

Professional development activities will continue to provide staff with (1) time and materials to continue the development of course pacing plans and the development of CCSS aligned learning activities, and (2) training to continue to implement the CCSS.

2019-20

New Modified Unchanged

Professional development will continue activities will provide staff with (1) time and materials to continue the development of course pacing plans and the development of CCSS aligned learning activities, and (2) training to continue to implement the CCSS.

BUDGETED EXPENDITURES

2017-18

Amount \$2000

Source Base

Budget Reference 2000-2999: Classified Personnel Salaries Release time/Substitutes

Amount \$5000

Source Base

Budget Reference 5000-5999: Services And Other Operating Expenditures Workshops

Amount \$463

Source Base

Budget Reference 3000-3999: Employee Benefits

2018-19

Amount \$2000

Source Base

Budget Reference 1000-1999: Certificated Personnel Salaries Release time/Substitutes

Amount \$5000

Source Base

Budget Reference 5000-5999: Services And Other Operating Expenditures Workshops

Amount \$463

Source Base

Budget Reference 3000-3999: Employee Benefits

2019-20

Amount \$2000

Source Supplemental/Concentration

Budget Reference 1000-1999: Certificated Personnel Salaries Release time/Substitutes

Amount \$5000

Source Supplemental/Concentration

Budget Reference 5000-5999: Services And Other Operating Expenditures Workshops

Amount \$463

Source Base

Budget Reference 3000-3999: Employee Benefits

Action **3**

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

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

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

OR

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

[Students to be Served](#) English Learners Foster Youth Low Income

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

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Provide extra support as needed to support intervention classes.

2018-19

New Modified Unchanged

Continue to provide extra support as needed to support intervention classes.

2019-20

New Modified Unchanged

Continue to provide extra support as needed to support intervention classes.

BUDGETED EXPENDITURES

2017-18

Amount	\$2000
Source	Base
Budget Reference	2000-2999: Classified Personnel Salaries
Amount	\$300
Source	Base
Budget Reference	3000-3999: Employee Benefits

2018-19

Amount	\$2000
Source	Base
Budget Reference	2000-2999: Classified Personnel Salaries
Amount	\$300
Source	Base
Budget Reference	3000-3999: Employee Benefits

2019-20

Amount	\$2000
Source	Base
Budget Reference	2000-2999: Classified Personnel Salaries
Amount	\$300
Source	Base
Budget Reference	3000-3999: Employee Benefits

Action **4**

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

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

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Purchase class sets of Chrome books

2018-19

New Modified Unchanged

Revisit possibility of purchase chrome books as needed

2019-20

New Modified Unchanged

Revisit possibility of purchase chrome books as needed

BUDGETED EXPENDITURES

2017-18

Amount	\$12,000
Source	Supplemental/Concentration
Budget Reference	4000-4999: Books And Supplies 25-30 Chrome books with cart

2018-19

Amount	\$12,000
Source	Supplemental/Concentration
Budget Reference	4000-4999: Books And Supplies 25-30 Chrome books with cart

2019-20

Amount	\$12,000
Source	Supplemental/Concentration
Budget Reference	4000-4999: Books And Supplies 25-30 Chrome books with cart

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

The Elk Hills School District will foster a school environment that ensures safety, engagement, and connectedness of students, staff, and families. Prepare Students to be High School, College, Trade School or Career ready.

State and/or Local Priorities Addressed by this goal:

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

Identified Need

Improve student readiness for their future goals.
 90% of parents attended one or more meetings at school.
 Attendance rate was 93%, 0% expulsions, chronic absenteeism-15%

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 3 - PARENTAL INVOLVEMENT A) Quantify efforts the school district makes to seek parent input in making decisions for the district and each individual school-site.	A) Held meetings for PTO,DAC and parent nights throughout the year. Send home parent surveys with 90% participation,	A) Continue to hold meetings for PTO,DAC and parent nights throughout the year. Send home parent surveys with 90% participation	A) Continue to hold meetings for PTO,DAC and parent nights throughout the year. Send home parent surveys with 93% participation	A) Continue to hold meetings for PTO,DAC and parent nights throughout the year. Send home parent surveys with 96% participation
B) Activities/efforts the district provides to promote parental participation in programs for unduplicated pupils	B) Activities/efforts the district provides to promote parental participation in programs for unduplicated pupils.: Fall Fest, Back to school night, Math Night, Winter/Spring Concerts	B) Continue to promote parental participation in programs for unduplicated pupils.: Fall Fest, Back to school night, Math Night, Winter/Spring Concerts	B) Continue to promote parental participation in programs for unduplicated pupils.: Fall Fest, Back to school night, Math Night, Winter/Spring Concerts	B) Continue to promote parental participation in programs for unduplicated pupils.: Fall Fest, Back to school night, Math Night, Winter/Spring Concerts

C) Same for individuals with exceptional needs.	C) Elk Hills has no exceptional needs students	C) Elk Hills has no exceptional needs students	C) Elk Hills has no exceptional needs students	C) Elk Hills has no exceptional needs students
Priority 5 – PUPIL ENGAGEMENT AS MEASURED BY ALL OF THE FOLLOWING AS APPLICABLE A) School attendance rate	Priority 5 – PUPIL ENGAGEMENT AS MEASURED BY ALL OF THE FOLLOWING AS APPLICABLE A) School attendance rate: 96%	A) Maintain our current rate of 96% school attendance rate	A) Maintain our current rate of 96% school attendance rate	A) Maintain our current rate of 96% school attendance rate
B) Chronic absenteeism rate	B) Chronic absenteeism rate: 5%	B) Maintain our current rate of 5% chronic absenteeism	B) Maintain our current rate of 5% chronic absenteeism	B) Maintain our current rate of 5% chronic absenteeism
C) Middle School dropout rate	C) Middle School dropout rate: 0%	C) Maintain our current rate of 0% Middle school drop out	C) Maintain our current rate of 0% Middle school drop out	C) Maintain our current rate of 0% Middle school drop out
D) High School dropout rate	D) High School dropout rate – N/A	D) High School dropout rate – N/A	D) High School dropout rate – N/A	D) High School dropout rate – N/A
E) High School graduation rate	E) High School graduation rate – N/A	E) High School graduation rate – N/A	E) High School graduation rate – N/A	E) High School graduation rate – N/A
Priority 6 – School Climate as measured by all of the following, as applicable A) Pupil suspension rate	A) Pupil suspension rate: 5%	A) Maintain pupil suspension rate at or below 5%	A) Maintain pupil suspension rate at or below 5%	A) Maintain pupil suspension rate at or below 5%
B) Pupil expulsion rate:	B) Pupil expulsion rate: 0%	B) Maintain pupil expulsion rate at 0%	B) Maintain pupil expulsion rate at 0%	B) Maintain pupil expulsion rate at 0%
C) Results of other local measures, surveys of pupils, parents, and staff feel a sense of safety and school connectedness.	C) Results of other local measures, surveys indicate 90% of pupils, parents, and staff feel a sense of safety and school connectedness.	C) Continue to send surveys to pupils, parents, and staff and maintain that 90% feel a sense of safety and school connectedness.	C) Continue to send surveys to pupils, parents, and staff and maintain that 90% feel a sense of safety and school connectedness.	C) Continue to send surveys to pupils, parents, and staff and maintain that 90% feel a sense of safety and school connectedness.

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 [Specific Student Group(s)]

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Continue with Attendance incentives for students with 96% and Perfect attendance rates.

2018-19

New Modified Unchanged

Continue with Attendance incentives for students with 96% and Perfect attendance rates.

2019-20

New Modified Unchanged

Continue with Attendance incentives for students with 96% and Perfect attendance rates.

BUDGETED EXPENDITURES

2017-18

Amount	\$4000
Source	Supplemental/Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Attendance incentives, ie. Condor game, raffle prizes

2018-19

Amount	\$4000
Source	Supplemental/Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Attendance incentives, ie. Condor game, raffle prizes

2019-20

Amount	\$4000
Source	Supplemental/Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Attendance incentives, ie. Condor game, raffle prizes

Action **2**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Engage all stakeholders in the annual review of school positive behavior procedures. Provide staff training and discussion on effective strategies to support positive student behavior

2018-19

New Modified Unchanged

Engage all stakeholders in the annual review of school positive behavior procedures. Provide staff training and discussion on effective strategies to support positive student behavior

2019-20

New Modified Unchanged

Engage all stakeholders in the annual review of school positive behavior procedures. Provide staff training and discussion on effective strategies to support positive student behavior

BUDGETED EXPENDITURES

2017-18

Amount	\$1200
Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures Continued staff training's

2018-19

Amount	\$1200
Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures Continued staff training's

2019-20

Amount	\$1200
Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures Continued staff training's

Action **3**

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

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

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Parents are provided opportunities to provide feedback on all aspects of the school program. Continue to expand the use of all forms of communication to inform parents of school and district activities and programs. Will hold meetings for PTO,DAC and parent nights throughout the year

2018-19

New Modified Unchanged

Parents are provided opportunities to provide feedback on all aspects of the school program. Continue to expand the use of all forms of communication to inform parents of school and district activities and programs. Will hold meetings for PTO,DAC and parent nights throughout the year

2019-20

New Modified Unchanged

Parents are provided opportunities to provide feedback on all aspects of the school program. Continue to expand the use of all forms of communication to inform parents of school and district activities and programs. Will hold meetings for PTO,DAC and parent nights throughout the year

BUDGETED EXPENDITURES

2017-18

Amount \$0

Budget Reference No Cost

2018-19

Amount \$0

Budget Reference No Cost

2019-20

Amount \$0

Budget Reference No Cost

Action **4**

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

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

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Visit a university and or college next year with our 7th and 8th grade students and parents

2018-19

New Modified Unchanged

Visit a university and or college next year with our 7th and 8th grade students and parents

2019-20

New Modified Unchanged

Visit a university and or college next year with our 7th and 8th grade students and parents

BUDGETED EXPENDITURES

2017-18

Amount	\$1000
Source	Supplemental/Concentration
Budget Reference	2000-2999: Classified Personnel Salaries Possible overtime pay for bus driver
Amount	\$232
Source	Supplemental/Concentration

2018-19

Amount	\$1000
Source	Supplemental/Concentration
Budget Reference	2000-2999: Classified Personnel Salaries Possible overtime pay for bus driver
Amount	\$232
Source	Supplemental/Concentration

2019-20

Amount	\$1000
Source	Supplemental/Concentration
Budget Reference	2000-2999: Classified Personnel Salaries Possible overtime pay for bus driver
Amount	\$232
Source	Supplemental/Concentration

Budget
Reference

3000-3999: Employee Benefits

Budget
Reference

3000-3999: Employee Benefits

Budget
Reference

3000-3999: Employee Benefits

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year 2017–18 2018–19 2019–20

Estimated Supplemental and Concentration Grant Funds: \$173,809

Percentage to Increase or Improve Services: 12.31%

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](#)).

Due to our school district's unduplicated percentage of 57% we have determined that the highest quality educational services can be best provided on both a district-wide and school-wide basis with allocation of LCFF supplemental and concentration grant funds principally directed to unduplicated students. Additionally, specific LCAP actions and services have been created on a Flat Funded Formula. We are one of a very few Districts in the state that will be Flat Funded for the next three years. The Elk Hills School District will offer a variety of programs and supports for English Learner students and students of low socio-economic status.

The Elk Hills School District expenditure of supplemental funds is aligned with the LCAP and addresses the needs of unduplicated pupils. The following expenditure plan meets the proportionality percentage for the LCAP term as well as the LCFF implementation period.

Certificated staff/ salary-benefits: Salaries for Highly Qualified teachers to reduce class size. This will provide additional support to our unduplicated pupils with access to State mandated core curriculum.

Instructional (Aides)to support students: Salaries for classroom aides to support our unduplicated students with intervention.

Truancy materials:Materials (Letters,pamphlets)to be purchased for truant students

Web site upgrade: Continued better web design for better communication with parents, community and teachers

Improved Actions:

* New State Board Adopted CCSS curriculum: \$28,000

* Lowering class size by hiring highly Qualified teachers: \$145,000

http://www.nea.org/assets/docs/PB08_ClassSize08.pdf (Class Size Reduction: A Proven Reform Strategy)

* Increase student attendance recognition: \$4000

* Library Materials purchased:\$0

Increased Services:

- Provide Professional Development to teachers for CCSS for ELA: \$ 5000
- Implement CCSS in both Math and ELA: \$5000
- Communication to track Truant students
- Reporting system to parents

The Elk Hills MPP is: 12.31

Revised Local Control and Accountability Plan and Annual Update Template Instructions

Addendum

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

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

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

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

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

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

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

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

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

Plan Summary

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

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

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

Budget Summary

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

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fg/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for

the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

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

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP. Minor typographical errors may be corrected.

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

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

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

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by checking “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is checked, identify the specific student group(s) as appropriate.

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

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

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

Location(s)

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

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

Actions/Services

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

New/Modified/Unchanged:

- Check “New” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Check “Modified” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Check “Unchanged” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
 - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may check “Unchanged” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

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

Charter schools may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the Goals, Actions, and

Services section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

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

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

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

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

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
 - a. English Language Arts – Common Core State Standards for English Language Arts
 - b. Mathematics – Common Core State Standards for Mathematics
 - c. English Language Development
 - d. Career Technical Education
 - e. Health Education Content Standards
 - f. History-Social Science
 - g. Model School Library Standards
 - h. Physical Education Model Content Standards
 - i. Next Generation Science Standards
 - j. Visual and Performing Arts
 - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

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

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy UC or CSU entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the CELDT;
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

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

- A. School attendance rates;
- B. Chronic absenteeism rates;

- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

- A. A broad course of study including courses described under Sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under Sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) "Middle School dropout rate" shall be calculated as set forth in *California Code of Regulations*, title 5, Section 1039.1.

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

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

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

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

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

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

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

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *Education Code* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *Education Code* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *Education Code* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *Education Code* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

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

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	212,670.00	178,210.00	257,025.00	257,025.00	257,025.00	771,075.00
	0.00	40.00	0.00	0.00	0.00	0.00
Base	17,550.00	19,200.00	73,463.00	73,463.00	66,463.00	213,389.00
General Fund	0.00	0.00	0.00	0.00	0.00	0.00
Supplemental	0.00	0.00	0.00	0.00	0.00	0.00
Supplemental/Concentration	195,120.00	158,970.00	183,562.00	183,562.00	190,562.00	557,686.00

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

Total Expenditures by Object Type						
Object Type	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	212,670.00	178,210.00	257,025.00	257,025.00	257,025.00	771,075.00
	0.00	40.00	0.00	50,000.00	50,000.00	100,000.00
1000-1999: Certificated Personnel Salaries	135,856.00	111,656.00	121,356.00	12,000.00	12,000.00	145,356.00
2000-2999: Classified Personnel Salaries	8,000.00	9,600.00	55,000.00	114,356.00	114,356.00	283,712.00
3000-3999: Employee Benefits	52,314.00	49,014.00	54,969.00	54,969.00	54,969.00	164,907.00
4000-4999: Books And Supplies	15,000.00	7,900.00	14,000.00	14,000.00	14,000.00	42,000.00
5000-5999: Services And Other Operating Expenditures	1,500.00	0.00	11,700.00	11,700.00	11,700.00	35,100.00
5800: Professional/Consulting Services And Operating Expenditures	0.00	0.00	0.00	0.00	0.00	0.00
6000-6999: Capital Outlay	0.00	0.00	0.00	0.00	0.00	0.00

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

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	212,670.00	178,210.00	257,025.00	257,025.00	257,025.00	771,075.00
		0.00	40.00	0.00	0.00	0.00	0.00
	Base	0.00	0.00	0.00	50,000.00	50,000.00	100,000.00
	General Fund	0.00	0.00	0.00	0.00	0.00	0.00
	Supplemental	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries		0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Base	9,500.00	300.00	5,000.00	7,000.00	5,000.00	17,000.00
1000-1999: Certificated Personnel Salaries	Supplemental	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Supplemental/Concentration	126,356.00	111,356.00	116,356.00	5,000.00	7,000.00	128,356.00
2000-2999: Classified Personnel Salaries		0.00	0.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Base	2,000.00	9,600.00	54,000.00	2,000.00	2,000.00	58,000.00
2000-2999: Classified Personnel Salaries	Supplemental/Concentration	6,000.00	0.00	1,000.00	112,356.00	112,356.00	225,712.00
3000-3999: Employee Benefits	Base	1,550.00	1,400.00	6,263.00	6,263.00	6,263.00	18,789.00
3000-3999: Employee Benefits	Supplemental/Concentration	50,764.00	47,614.00	48,706.00	48,706.00	48,706.00	146,118.00
4000-4999: Books And Supplies		0.00	0.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Base	3,000.00	7,900.00	2,000.00	2,000.00	2,000.00	6,000.00
4000-4999: Books And Supplies	General Fund	0.00	0.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Supplemental/Concentration	12,000.00	0.00	12,000.00	12,000.00	12,000.00	36,000.00
5000-5999: Services And Other Operating Expenditures		0.00	0.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Base	1,500.00	0.00	6,200.00	6,200.00	1,200.00	13,600.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
5000-5999: Services And Other Operating Expenditures	General Fund	0.00	0.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Supplemental/Concentration	0.00	0.00	5,500.00	5,500.00	10,500.00	21,500.00
5800: Professional/Consulting Services And Operating Expenditures	General Fund	0.00	0.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental/Concentration	0.00	0.00	0.00	0.00	0.00	0.00
6000-6999: Capital Outlay	General Fund	0.00	0.00	0.00	0.00	0.00	0.00

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

Total Expenditures by Goal

Goal	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	227,330.00	227,330.00	227,330.00	681,990.00
Goal 2	23,263.00	23,263.00	23,263.00	69,789.00
Goal 3	6,432.00	6,432.00	6,432.00	19,296.00
Goal 4	0.00	0.00	0.00	0.00
Goal 5	0.00	0.00	0.00	0.00

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