

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 | McKittrick Elementary School District | | |
| Contact Name and Title | Barry Koerner Superintendent/Principal | Email and Phone | bakoern@zeus.kern.org 661-762-7303 |

2017-20 Plan Summary

THE STORY

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

2017-2020 Plan Summary

McKittrick Elementary School District has a single school site that is extremely rural and serves a population group that is slightly diverse. It is the district's goal that all of the students will develop the skills necessary to be able to adapt to their environment, for the purpose of becoming productive, contributing members of an ever-changing global community. McKittrick's Elementary School Districts student population is 100% English speaking, 29% of our students are classified as Low Income and 11% of the students receive some kind of support services. The ethnic breakdown of McKittrick Elementary School District is 1% Filipino, 1% Native American, 14% Hispanic, and 84% White. The district serves approximately 80 students in a Kindergarten through 8th-grade single school setting. The district employs five regular education combo teachers and an RSP Teacher. McKittrick Elementary School District is located in a rural area located on the far western border of Kern County. The school is located 40 miles west of downtown Bakersfield. McKittrick's Elementary school's eighth students graduate and traditionally attend Taft Union School District which is located 18 miles to the east.

LCAP HIGHLIGHTS

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

Through analysis of our state and local data and input from staff and stakeholders we identified our focus areas to be addressed to achieve our vision: "To challenge each student to reach his or her full intellectual, creative and physical potential, by giving them the basic skills that they need for success in high school, college and beyond. We want our students to leave our school with the ability and desire to learn about any subject in which they may be interested. At McKittrick Elementary School we will provide every student with a safe, orderly, caring, and well-disciplined learning environment, by offering a fully integrated curriculum, and incorporating both academic and a rich hands-on learning process, that provides our students with both intellectual and practical knowledge.." Based on this process, the actions and services in the LCAP fell into the following areas of influence:

1. McKittrick's teachers will implement modern and current curriculum in all required subjects.
2. McKittrick Elementary will increase student access to the curriculum through summer school and afters-school tutoring.
3. McKittrick Elementary will increase stakeholder engagement.

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.

The greatest success for a very small investment of time and a little money was in the area of student attendance. McKittrick's attendance rate was 96% in 2015-16 and climbed to 97% in 2016-17.

The district introduced a perfect attendance lunch with the principal. Lunch with the principal has generated a lot of excitement. The students can earn lunch with the principal each quarter. The first Quarter 43% of the students had Perfect Attendance, The second quarter 33% of the students had perfect attendance, The third quarter 44% of the students had perfect attendance and the fourth quarter 35% of the students had perfect attendance.

GREATEST PROGRESS

McKittrick had seven students that did not miss a day all year. Twelve students only missed a single day. 24% or nineteen students out of eighty only missed a single day or less of school all year.

As per the CA Dashboard, McKittrick saw a good increase in their SBAC scores for the 2015 16 school year. The ELA scores rose by 15.8%. 43% of the students scored Standard met or exceeded in ELA. The Math scores rose 19.5%. This year 51% of the students scored Standard Met or Standard Exceeded in math. McKittrick Plans to continue the actions and services this coming school year in order to maintain and build on our success.

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?

McKittrick had no state or local performance indicators that were "Red" or "Orange". The LEA did not receive a "Not Met" or "Not Met for Two or More Years" rating. The LEA has determined that no significant improvement based on review of local performance indicators or other local indicator is currently needed.

GREATEST NEEDS

As per community stakeholder feedback, it was determined that a greater effort needs to be made to reach out to our senior citizen and digitally challenged school population.

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?

McKittrick had no state indicators for which any student group was two or more performance levels below the “all student” performance.

PERFORMANCE GAPS

INCREASED OR IMPROVED SERVICES

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

McKittrick Elementary school has no ELL Students and no Foster youth. McKittrick Elementary School will continue to offer Low-Income students additional access to the curriculum through the use of after school tutoring and summer school. The response to after school tutoring has been tremendous. The program needs to add an aide to assist more students. Summer school may need to consider adding a third class.

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

\$2,526,190.00

Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year

\$68,600.00

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.

\$166,328

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

1. Conditions for Learning:
McKittrick's teachers will implement modern and current curriculum in all required subjects.

State and/or Local Priorities Addressed by this goal:

| | | | | | | | | | | | | | | | | |
|-------|--------------------------|---|-------------------------------------|----|--------------------------|---|--------------------------|---|--------------------------|---|--------------------------|---|--------------------------|---|--------------------------|---|
| STATE | <input 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 type="checkbox"/> | 7 | <input type="checkbox"/> | 8 |
| COE | <input type="checkbox"/> | 9 | <input type="checkbox"/> | 10 | | | | | | | | | | | | |
| LOCAL | | | | | | | | | | | | | | | | |

ANNUAL MEASURABLE OUTCOMES

EXPECTED

June 2017 90% of the staff will be trained to implement the use of new ELA curriculum.
 November 2016 90% of staff will be trained in the area of utilizing technology to differentiate instructional strategies to support student learning in core curriculum.
 Priority 2: Implementation of State Standards: State standards are being implemented in all classrooms in all core content areas.
 Common Core State Standards will be substantially implemented in all classes according to administrative observation collected during classroom visits.
 McKittrick Elementary School has no ELL Students.
 All core content will be accessible to students with disabilities.

ACTUAL

November 2016 0% of the staff received training.
 June 2017 90% of the staff received training in the use of the new ELA curriculum.
 June 2017 90%% of staff received training in the area of utilizing technology to differentiate instructional strategies to support student learning in the core curriculum.
 Common Core State Standards are substantially implemented in all classes according to administrative observation data.
 McKittrck has no ELL Students.
 All Core content was accessible to students with disabilities.

ACTIONS / SERVICES

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

Action **1**
 Actions/Services

PLANNED

ACTUAL
 90% of the staff was trained this school year.

| | | |
|--------------|---|--|
| | 1.1 Train the staff in the use of new English language arts curriculum. Three days June 2017 | |
| Expenditures | <p>BUDGETED</p> <p>Hire consultant to introduce and train the staff in the use of new English Language Arts curriculum. 5800: Professional/Consulting Services And Operating Expenditures Property Tax \$7500.00</p> <p>Teacher pay. 1000-1999: Certificated Personnel Salaries Property Tax \$5000.00</p> <p>Instructional aide pay. 2000-2999: Classified Personnel Salaries Property Tax \$2500.00</p> <p>Supplies 4000-4999: Books And Supplies Property Tax \$1500.00</p> | <p>ESTIMATED ACTUAL</p> <p>Hired a consultant to introduce and train the staff in the use of new English Language Arts curriculum. 5800: Professional/Consulting Services And Operating Expenditures Property Tax \$7500.00</p> <p>Teacher pay. 1000-1999: Certificated Personnel Salaries Property Tax \$5400.00</p> <p>Instructional aide pay. 2000-2999: Classified Personnel Salaries Property Tax 1533.42</p> <p>Supplies 4000-4999: Books And Supplies Property Tax 2000.00</p> |

Action **2**

| | | |
|------------------|---|---|
| Actions/Services | <p>PLANNED</p> <p>1.2 Staff training in the area of utilizing technology to differentiate instructional strategies to support student learning in core curriculum. One day October 2016</p> | <p>ACTUAL</p> <p>90% of the staff were trained this school year.</p> |
| Expenditures | <p>BUDGETED</p> <p>Hire consultant to conduct training in the area of differentiated instructional strategies and technology to support student learning. 5800: Professional/Consulting Services And Operating Expenditures Property Tax \$1000.00</p> <p>Teacher pay. 1000-1999: Certificated Personnel Salaries Property Tax \$1000.00</p> <p>Instructional aide pay. 1000-1999: Certificated Personnel Salaries Property Tax \$500.00</p> <p>Supplies 4000-4999: Books And Supplies Property Tax \$500.00</p> | <p>ESTIMATED ACTUAL</p> <p>The district hired a consultant to conduct training at our November in service in the area of differentiated instructional strategies and technology to support student learning. The presenter did not show up. 5800: Professional/Consulting Services And Operating Expenditures Property Tax 0.00</p> <p>Teacher pay. 1000-1999: Certificated Personnel Salaries Property Tax 0.00</p> <p>Instructional aide pay. 1000-1999: Certificated Personnel Salaries Property Tax 0.00</p> <p>Supplies 4000-4999: Books And Supplies Property Tax 0.00</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.

Action 1 for goal 1 was implemented as planned. One of the 3.5-hour classroom aides was unable to attend the June ELA training due to a family conflict. With such a small staff one aide was enough to drop the total % of staff trained from 100% to 90%.

Action 2 for goal 1 was generally implemented as planned. The differentiated instructional strategies training was moved from November to June because the presenter had doubled booked and did not show up. The missed training was added to the June 2017 end of the school year in service series.

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

Action 1 for goal 1 was deemed effective. The staff was able to unpack their new materials and review all of the curriculum components. The teachers and classroom aides were able to build simulated lessons plans. The teachers and aides were introduced to and allowed time to experiment with the technology provided to enhance the lesson delivery. The training was deemed a success by administration and staff by an evaluation completed at the end of the training.

Action 2 for goal 1 was deemed effective. The delay from October to June changed the curricular focus from the differentiation of math to ELA. Math was the preference because the ELA is still so fresh. The training was deemed a success by administration and staff by an evaluation completed at the end of the training.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 1 for goal 1 was implemented as budgeted.

Action 2 for goal 1 The district condensed the single day of missed differentiated instruction in service and added it to the three days of ELA training. All three days were offered in June. The combining of the two in services saved the district presenter costs. One of the 3.5 Hour classroom aides was not able to attend due to a family situation.

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.

Action 1 and 2 for goal The November in service day was missed, but the district was able to reschedule the missed day. The three day in service had extra time built into the schedule for the presenter to work individually with each classroom. The individual time was shortened and replaced with a general session that covered differentiated instructional strategies that apply to the new ELA curriculum.

Change: No change is required, but a follow-up in service is being considered during the fall of the 2018-19 school year to ensure that the necessary differentiated instructional strategies are being practiced.

Annual Update

LCAP Year Reviewed: 2016-17

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

Goal 2

2. Pupil Outcomes:
McKittrick Elementary will increase student access to the curriculum through summer school and afters-school tutoring.

State and/or Local Priorities Addressed by this goal:

| | | | | | | | | | | | | | | | | |
|-------|-------------------------------------|---|--------------------------|----|--------------------------|---|-------------------------------------|---|-------------------------------------|---|-------------------------------------|---|-------------------------------------|---|--------------------------|---|
| STATE | <input checked="" type="checkbox"/> | 1 | <input type="checkbox"/> | 2 | <input type="checkbox"/> | 3 | <input checked="" type="checkbox"/> | 4 | <input checked="" type="checkbox"/> | 5 | <input checked="" 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

The district will offer the following programs in addition to the regular school year and school day to target the unduplicated students. After-School Tutoring and Summer School.
30% of the unduplicated students that need additional support** will attend the after school tutoring program 2 days per week.
30% of the unduplicated students that need additional support** will attend summer school 3 days per week.

PRIORITY 1
BASIC SERVICES:
1A: HQT/Teacher rate: 100% teacher misassignments: 0
1B: Instructional materials: 100% Compliance on Williams
1C: FIT: Good/exemplary

PRIORITY 4
PUPIL ACHIEVEMENT:
4A: Statewide SBAC test results: ELA 40% Met/Exceeded MATH 45% Met/Exceeded
4B: API Growth: NA
4C: % of pupils completed sequences to UC, CSU, or Technical ED NA (elementary district)
4D: % of EL pupils made/or will make progress towards Eng proficiency as measured by CELDT/LPAC. NA (McKittrick Elementary School has no ELL students) enrollment data
4E: Reclassification rates/or will be: NA (No EL students at McKittrick) enrollment data
4F: % passed AP exam with 3 or higher: N/A (elementary district)
4G: EAP Passage: NA (elementary district)

ACTUAL

The district offered the following programs in addition to the regular school year and school day to target the unduplicated students. After-School Tutoring and Summer School.
27% of the unduplicated students that need additional support** I attended the after school tutoring program 2 days per week.
30% of the unduplicated students that need additional support attended summer school

PRIORITY 1
BASIC SERVICES:
1A: HQT/Teacher rate: 100% teacher misassignments: 0
1B: Instructional materials: 100% Compliance on Williams
1C: FIT: Good/exemplary

PRIORITY 4
PUPIL ACHIEVEMENT:
4A: Statewide SBAC test results: ELA 43% Met/Exceeded MATH 51% Met/Exceeded
4B: API Growth: NA
4C: % of pupils completed sequences to UC, CSU, or Technical ED NA (elementary district)
4D: % of EL pupils made/or will make progress towards Eng proficiency as measured by CELDT/LPAC. NA (McKittrick Elementary School has no ELL students) enrollment data
4E: Reclassification rates/or will be: NA (No EL students at McKittrick) enrollment data
4F: % passed AP exam with 3 or higher: N/A (elementary district)
4G: EAP Passage: NA (elementary district)

PRIORITY 5
PUPIL ENGAGEMENT:
 5A: School attendance rate: 96%
 5B: Chronic Absenteeism Rate: 3.6%
 5C: Middle School Dropout Rate: 0%
 5D: High School Dropout Rate: N/A (elementary district)
 5E: High School Graduation Rate: N/A (elementary district)
PRIORITY 6
SCHOOL CLIMATE:
 6A: Pupil suspension rate .09%
 6B: Pupil expulsion rate: 0 %
 6C: School Safety and Contentedness:
 95%% of the parents that complete the online survey will feel their students are "Very Safe at school."
PRIORITY 7
COURSE ACCESS:
 7A: 100% of students have access to a broad course of study that includes all subject areas described in section 51210 and 51220:
 7B: Programs and services are developed to 100% of unduplicated pupils:
 7C: Programs and services are developed to 100 % of individuals with exceptional needs:
 **Unduplicated students in K-4 will be deemed to need additional support if they score "Intensive Intervention" on Aims Web.
 **Unduplicated students 5-8 will be deemed to need additional support if they if they have a quarter grade point average that is below 2.00.

PRIORITY 5
PUPIL ENGAGEMENT:
 5A: School attendance rate: 97%
 5B: Chronic Absenteeism Rate: .0125%
 5C: Middle School Dropout Rate: 0%
 5D: High School Dropout Rate: N/A (elementary district)
 5E: High School Graduation Rate: N/A (elementary district)
PRIORITY 6
SCHOOL CLIMATE:
 6A: Pupil suspension rate .00% Unduplicated
 6B: Pupil expulsion rate: 00 % Unduplicated
 6C: School Safety and Contentedness:
 100% of the parents that completed the online survey will feel their students are "Very Safe at school."
 88.24% of the students feel very safe to extremely safe at McKittrick Elementary School.
 80.30% of the students feel their teachers respect them.
 93.85 of the students feel their principal has a lot to a great deal of respect for them.
PRIORITY 7
COURSE ACCESS:
 7A: 100% of students have access to a broad course of study that includes all subject areas described in section 51210 and 51220:
 7B: Programs and services are developed and offered to 100% of unduplicated pupils:
 7C: Programs and services are developed and offered to 100 % of individuals with exceptional needs:

[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 2.1 McKittrick will offer one hour of after school tutoring four days per week. The target audience is the unduplicated students.</p> | <p>ACTUAL 2.1 McKittrick offered one hour of after school tutoring three days per week. The target audience was the unduplicated students.</p> |
| Expenditures | <p>BUDGETED Teacher Pay 1000-1999: Certificated Personnel Salaries Supplemental \$4361.00</p> | <p>ESTIMATED ACTUAL Teacher Pay 1000-1999: Certificated Personnel Salaries Supplemental \$4361.00</p> |

Teacher Pay 1000-1999: Certificated Personnel Salaries Property Tax \$5639.00

Teacher Pay 1000-1999: Certificated Personnel Salaries Property Tax \$3097.87

Action **2**

Actions/Services

PLANNED
2.2 McKittrick will offer summer school to all district students 1-8. The target audience will be the district's unduplicated students.

ACTUAL
2.2 McKittrick offered summer school to all district students 1-8. The target audience was the district's unduplicated students.

Expenditures

BUDGETED
Teacher Pay for Summer School 1000-1999: Certificated Personnel Salaries Property Tax \$6,000.00
Transportation for Summer School 5000-5999: Services And Other Operating Expenditures Property Tax \$5000.00
Support Personal Pay for Summer School 5000-5999: Services And Other Operating Expenditures Property Tax \$2500.00
Support Personal Pay for Summer School 2000-2999: Classified Personnel Salaries Property Tax \$2500.00
Field Trips For Summer School 4000-4999: Books And Supplies Property Tax \$1000.00
Breakfasts for summer school 4000-4999: Books And Supplies Property Tax \$1500.00

ESTIMATED ACTUAL
Teacher Pay for Summer School 1000-1999: Certificated Personnel Salaries Property Tax \$6000.00
Transportation for Summer School 5000-5999: Services And Other Operating Expenditures Property Tax \$3500.00
Support Personal Pay for Summer School 5000-5999: Services And Other Operating Expenditures Property Tax \$1285.00
Support Personal Pay for Summer School 2000-2999: Classified Personnel Salaries Property Tax \$0.00
Field Trips For Summer School 4000-4999: Books And Supplies Property Tax
Breakfasts for summer school 4000-4999: Books And Supplies Property Tax \$1070.00

ANALYSIS

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

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

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

Action 1 for goal 2 was generally implemented as planned. Conflicts due to sharing our after school tutoring teacher with two other districts, tutoring was only offered an average of three days per week.

Action 2 for goal 2 was generally implemented as planned with this exception: the district's practice of summer school attendance data collection failed to disaggregate unduplicated students.

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

Action 1 for goal 2 was deemed effective based attendance data showing that an average of 20 students per week.

Action 2 for goal 2 was deemed effective based on enrollment data showing that 41% of McKittrick Elementary school students enrolled to attend summer school.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 1 for goal 2. The after school tutor had some life situations that caused some days when the after-school tutoring program was not held. No plan for a substitute was built into the program model.

Action 2 for goal 2. The difference between estimated and actual costs was due to the fact that the Superintendent / Principal provided prepackaged snacks rather than contracting with an individual cafeteria person.

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.

Action 1 for goal 2 It is necessary to add a classified aide to the afterschool tutoring program. This will ensure consistent supervision and provision of needed services.

Action 1 for goal 2 Because of the small number of students, the target audience needs to be expanded to all district students that are below a 2.5 GPA for two quarters in grades 3rd-8th grades.

Action 1 for goal 2 Because of the small number of total district students, the target audience K-2 needs to be expanded to all students who score severe risk on reading fluency portion of Aimsweb.

Action 2 for goal 2 The student information system need to be utilized for attendance during summer school. This will allow for more detailed data collection. This will require additional support from the attendance clerk.

School Climate: McKittrick will add a question to the student survey to gauge how much the students feel connected to their school.

Goal 2 is going to be rewritten to read: McKittrick Elementary School will increase student achievement through an engaging school climate and a broad course access everyday.

Annual Update

LCAP Year Reviewed: 2016-17

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

Goal 3

3. Engagement:
McKittrick Elementary will increase stakeholder engagement.

State and/or Local Priorities Addressed by this goal:

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED

McKittrick Elementary school will conduct three parent meetings during the next school year and one will be at night.
 McKittrick Elementary school will conduct one parent survey online during the next school year.
 McKittrick Elementary school will conduct one paper survey.
 McKittrick will host a fall and winter community evening event to give parent's additional access to the staff and school administration.

3) Parental Involvement:
 A: McKittrick Elementary school will hold 3 LCAP stakeholder meetings held throughout the year.
 McKittrick Elementary school will hold 3 LCAP Community meetings held throughout the year.
 McKittrick Elementary school will conduct 1 Group paper version survey and 1 Online LCAP this year.

B: McKittrick Elementary school will personally invite each of the Unduplicated student's parents to each of the 5 LCAP Meetings.

C. McKittrick Elementary school will personally invite each of the Parent's of students with IEP's to each of the 5 LCAP Meetings.

D. McKittrick Elementary school will personally invited to each of the Parent's of students with IEP's to their IEP's.

8) Other Pupil Outcome:

ACTUAL

McKittrick Elementary school conducted six parent meetings during the school year. One of these was held at night.
 McKittrick Elementary school conducted one parent survey online during the school year.
 McKittrick Elementary school did not conduct a paper survey.
 McKittrick Elementary hosted a fall and winter community evening event to give parent's additional access to the staff and school administration.

3) Parental Involvement:
 A: McKittrick Elementary school held 6 LCAP stakeholder meetings throughout the year.
 McKittrick Elementary school held 11 LCAP Community meetings throughout the year.
 McKittrick Elementary school conducted 1 Group Online LCAP survey for parents and one for students this year. No paper survey was conducted.

B: McKittrick Elementary school personally invited each of the Unduplicated student's parents to only one of the 5 LCAP Meetings.

C. McKittrick Elementary school personally invited each of the Parent's of students with IEP's to only one of the 5 LCAP Meetings.

D. McKittrick Elementary school personally invited all parents of students with IEP's to attend their student's annual IEP meeting.

8) Other Pupil Outcome:

State Physical Fitness testing McKittrick's 5th and 7th Grade class are too small to be reported.

State Physical Fitness testing McKittrick's 5th and 7th Grade class are tested but are too small to be reported.

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 3.1 Hold three stakeholder meetings. Hold at least one in the evening.</p> | <p>ACTUAL 3.1 McKittrick held 17 meetings for parents, stakeholders and community, 12 of which were in the evenings.</p> |
| Expenditures | <p>BUDGETED Hold four stakeholder meetings. Hold at least one in the evening. 4000-4999: Books And Supplies Property Tax \$500.00</p> | <p>ESTIMATED ACTUAL Hold four stakeholder meetings. Hold at least one in the evening. 4000-4999: Books And Supplies Property Tax \$110.00</p> |
| Action | 2 | |
| Actions/Services | <p>PLANNED 3.2 Conduct a minimum of one online survey per year.</p> | <p>ACTUAL 3.2 Information regarding the online parent survey was sent to parents in the Friday Notice and also through the district's auto-dialer system and the McKittrick School Parents Club Facebook page. The survey window was open for over a month, and 29 stakeholders responded. In addition, an online student survey was developed, and 71 of 80 students responded (89%).</p> |
| Expenditures | <p>BUDGETED Conduct online survey. 5800: Professional/Consulting Services And Operating Expenditures Property Tax \$500.00</p> <p>Staff create and conduct Survey 1000-1999: Certificated Personnel Salaries Property Tax \$2500.00</p> | <p>ESTIMATED ACTUAL Yearly subscription to Survey Monkey, the system used to provide and collect survey data was as follows: 5800: Professional/Consulting Services And Operating Expenditures Property Tax \$399.00</p> <p>Staff cost 1000-1999: Certificated Personnel Salaries Property Tax \$2920.80</p> |
| Action | 3 | |
| Actions/Services | <p>PLANNED 3.3 Host a fall social event to get parents and stake holders on campus.</p> | <p>ACTUAL 3.3 Fall Community event was held on October 24th.</p> |
| Expenditures | <p>BUDGETED</p> | <p>ESTIMATED ACTUAL</p> |

Conduct a Fall Social Event. 4000-4999: Books And Supplies Property Tax \$500.00

Conduct a Fall Social Event. 4000-4999: Books And Supplies Property Tax \$1,668.60

Action **4**

Actions/Services

PLANNED
3.4 Host a winter social event that show cases the use of fine arts. This will get parents and stake holders on campus.

ACTUAL
3.4 Winter showcase was held on December 21st.

Expenditures

BUDGETED
Host a winter event that includes singing and acting to get parents on campus 1000-1999: Certificated Personnel Salaries Property Tax \$20,000.00

ESTIMATED ACTUAL
Host a winter event that includes singing and acting to get parents on campus 1000-1999: Certificated Personnel Salaries Property Tax \$11,994.95

Action **5**

Actions/Services

PLANNED
3.5 Students K-8 will receive 3,600 minutes of physical fitness education during the 2016-17 school year.

ACTUAL
3.5 K-8 students averaged 5,526 minutes of physical education during the 2016-17 year.

Expenditures

BUDGETED
All students K-8 will receive 3,600 Minutes of physical fitness education per school year. 1000-1999: Certificated Personnel Salaries Property Tax \$0.00

ESTIMATED ACTUAL
All students K-8 will receive 3,600 Minutes of physical fitness education per school ye 1000-1999: Certificated Personnel Salaries Property Tax \$36,345.09

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.

Action 1 for goal 3 was generally implemented as planned. The district held more meetings than planned

Action 2 for goal 3 was implemented generally as planned. The district administered two online surveys. One to parents and one to students. The district did not administer a paper survey.

Action 3 for goal 3 was implemented as planned. The district held a fall social event and it was well attended.

Action 4 for goal 4 was implemented as planned. The district held a winter social event and it was well attended.

Action 4 for goal 5 was implemented as written. This action was not originally planned by the district. This action was not part of the original 2015-16 submission of McKittrick's LCAP.

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

Action 1 for goal 3 was deemed effective by the fact that McKittrick held 17 meetings for parents, stakeholders, and community, 12 of which were in the evenings

Action 2 for goal 3 was deemed generally effective because of an 18% increase in the total number of parents that responded to this year's online survey as compared to last year. In addition, 89% of McKittrick's students responded to their student survey.

Action 3 for goal 3 was deemed effective by the responses given by parents and students to the online surveys. 86% of the parents and 89% of the students responded that they attended the fall social event.

Action 4 for goal 3 was deemed effective by the responses given by parents and students to the online surveys. 93% of parents and 90% of the students responded that they attended the winter social event.

Action 5 for goal 3 was implemented as written. This action was not part of last years LCAP as written by McKittrik Elementary School, but the district provided an average of 5526 Minutes of PE to the students K-8.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 1 for goal 3 The difference between estimated and actual expenditures for this activity was due to the fact that most meetings were held immediately after parents club luncheons, when participants had just eaten. Refreshments were only purchased for the evening meetings.

Action 2 for goal 3 The difference between estimated and actual expenditures for this activity was due to the fact that additional staff time was needed to create and disaggregate results of the added survey for students, in addition to the one for parents/stakeholders.

Action 3 for goal 3 The difference between estimated and actual expenditures for this activity was due to the fact that many expenses for this event are traditionally donated by local businesses. Due to the downturn in the local economy, donations were down significantly, requiring many of those items to be purchased by the district.

Action 4 for goal 3 The difference between estimated and actual expenditures for this activity was due to the fact that the music teacher's salary cost was overestimated.

Action 5 for goal 3 The difference between estimated and actual expenditures for this activity were due to the fact that the district did not list this as a goal when the plan was submitted to the county office for review. When it was returned, it had been included, and had no estimate of cost to address the goal.

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

Action 1 for goal 3 The district has chosen to post notices of stakeholder/community meetings on the bulletin board at the local post office, in an effort to better inform senior citizens and the digitally challenged.

Action 2 for goal 3 It was deemed more effective to provide an electronic survey to parents/stakeholders rather than a paper version. However, the district will continue to research other means of widening our sample group of survey participants.

Action 3 for goal 3 Due to economic forecasts for our region, it will be necessary to increase the budgeted amount for this activity to account for the district's greater responsibility for needed supplies.

Action 4 for goal 3 The budget needs to be adjusted down in this area to more closely reflect the actual salary of the music teacher.

Action 5 for goal 3 As per stakeholder feedback this action is transitioning to a physical fitness measure. The new action will be added to goal 2.

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?

1. An online parent survey was administered through 'Survey Monkey" The survey was open from 1/23/2017 through 4/17/2017. Parents were notified through the Friday notice sent home with every student, through the Parent's Club Facebook Page, and messages were sent via the school notification system. The survey received 29 responses.
2. An online student survey was administered through 'Survey Monkey" The survey was open from 1/23/2017 through 4/17/2017. Students were given the survey in their regular classrooms. The survey received 71 responses.
3. Met with parents to update them about our process towards meeting the students needs. Discussions included strengths and areas of improvement for the schools on; 9/9,11/17,1/27,2/10,3/31,4/27,5/19 (7) Times during the day. 6/9 During the Evening (1) Time
4. Teacher and staff input towards meeting the student's needs was gathered during staff meetings that were held on; 8/24, 9/7,10/5,10/19,11/2,11/16,12/7,1/11,1/25,2/1,2/15,3/1,3/15,4/5,4/20,5/1,5/17 (17) Times. LCAP is a permanent Agenda Item in all staff Meetings.
5. The Superintendent added time to the monthly trustees meeting agenda to solicit input and report progress to public and the trustees No questions or comments required written response from the Superintendent. 8/9, 9/12,10/11,11/8,12/13,1/17,2/14,3/14,4/18,5/9,6/13. (11) Times
6. The district held an evening fall social event on campus. (Harvest Carnival) The superintendent spoke with stakeholders about district goals and solicited feedback. 10/24/2016
7. The district held a evening winter social event on campus. (Christmas Musical Program)The superintendent spoke with stakeholders about district goals and solicited feedback. 12/21/2016
8. The district held an afternoon social event on campus. (1st Semester Awards Program) The superintendent spoke with stakeholders about district goals and solicited feedback.01/27/2017
9. The district held a lunch time social event targeting mother's and grandmothers. Event was held on campus for parents of students in Kindergarten through the second grade. A lite lunch was provided. 95% of the students in Kindergarten through second grade were represented by a parent or grandparent. 5/5/2017
10. The district held an afternoon social event on campus. (2nd Semester Awards Program) The superintendent spoke with stakeholders about 2017 LCAP and obtain feedback. 06/02/2017
11. McKittrick has no collective bargaining units for certificated or classified staff.
12. The district held an Evening LCAP meeting social event on campus. An invitation was sent to every parent and a notice was posted at the McKittrick Post Office. 06/09/2017
13. Final Public Hearing . Shared the final LCAP with the School Board and the public. 6/13/2017
14. Budget Meeting, School board took public comment and voted to approve the plan. 6/14 /2017

IMPACT ON LCAP AND ANNUAL UPDATE

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

1,2,3,4 McKittrick elementary school will continue to offering an after school tutoring program

1,2,3,4 McKittrick elementary school needs to continue offering summer.

1,2,3,9 McKittrick elementary school needs to continue offering a music program

1,2,3 McKittrick elementary school needs to continue to offer a summer school program.

1,2,3,4,9,11 McKittrick elementary school needs to continue to offer a swimming program.

1,2,3,4,9 McKittrick elementary school needs to continue to offer a school gardening program.

3,4,5 McKittrick elementary school needs to continue it attempts to reach out to stakeholders through social events.

3,4,7 McKittrick elementary school needs to continue to be active participant in all of the small school activities.

2,11 McKittrick elementary school needs to conduct one LCAP Stakeholder meeting during an evening apart from regular trustee meetings

2,3,6, McKittrick elementary school needs space out any purchase of new curriculum by at least one year and two if possible.

1,2,3 McKittrick elementary school needs to update the school webpage.

1,7 McKittrick elementary school needs to explore ways to expand the school garden to all grades.

1,2,3,4,7 McKittrick elementary school needs to explore ways to improve the school lunch program.

1,2,3 McKittrick elementary school needs to explore ways to improve the playground.

7 McKittrick elementary school needs to explore ways to increase seating at social events.

The district will continue to offer afters school tutoring that will target unduplicated students.

After school tutoring needs to increase time by adding an aide.

The district will continue to offer summer school that will target unduplicated students

The district will continue to provide training to all teachers and aides before implementation of new curriculum.

The district will continue to provide training to all teachers and aides before implementation of new technology to support student learning.

The district will continue to offer music program will that will showcase the student's efforts at a winter social event.

The district will continue to offer the social outreach events.

The district will wait one full year between the purchase of new core curriculum. ELA will be implemented Fall of 2018

The district will conduct an evening LCAP meeting in the spring of 2018

The district will continue to offer a swimming program, as long as it does not take away (financially) from the educational well being of students. It will be funded through local taxes and will not be included in this plan.

The district will continue to offer a gardening program. It will be funded through local taxes and will not be included in this plan.

The district will explore ways to improve the school lunch program and it would be funded through local taxes and will not be included in this plan.

The district will explore ways add more playground toys and it will be funded through local taxes and will not be included in this plan.

Physical Education will continue to be taught but will not be a part of this plan.

| | | | | |
|--|---|--|--|---|
| | <p>McKittrick Elementary School has no ELL Students. All core content is accessible to students with disabilities</p> | <p>McKittrick Elementary School has no ELL Students. All core content will remain accessible to students with disabilities.</p> <p>LOCAL By December 2017 100% of the instructional staff will be trained to implement the use new state standards and the new ELA curriculum.</p> <p>By December 2017, Staff will receive training to assist in the utilization of best practices in the use of technology to support student learning in the core curriculum.</p> <p>By June 2018 75 % of the staff will feel they have better than a basic understanding of best practice methods of embedding technology in the core curriculum.</p> <p>By June 2018 90% of the staff will review available standardized writing curriculum.</p> | <p>McKittrick Elementary School has no ELL Students. All core content will remain accessible to students with disabilities.</p> <p>LOCAL By December 2018 100% of the instructional staff will be trained to implement the use of a new standardized Writing curriculum.</p> <p>By August 2019, Staff will receive training to assist in the utilization of best practices in the use technology to support student learning in core the curriculum</p> <p>By June 2019 90 % of the staff will feel they have better than a basic understanding of best practice methods of embedding technology in the core curriculum.</p> | <p>McKittrick Elementary School has no ELL Students. All core content will remain accessible to students with disabilities.</p> <p>LOCAL By December 2019 90% of the instructional staff will be trained to implement the use of new history curriculum.</p> <p>By August 2020, Staff will receive training to assist in the utilization of best practices in the use technology to support student learning in the core curriculum</p> <p>By June 2020 95% of the staff will feel they have better than a basic understanding of best practice methods of embedding technology in the core curriculum.</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:

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

OR

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

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

ACTIONS/SERVICES

| 2017-18 | 2018-19 | 2019-20 |
|--|--|--|
| <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged | <input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged | <input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged |
| 1.1 Train the staff. One day follow-up training in the new ELA Curriculum and Common Core Mastery. | 1.1 Train the staff. Two day training in the use of a District-wide writing program and Common Core Mastery. | 1.1 Train the staff. Three days of training in the use of new History Curriculum and Standards Mastery. |

BUDGETED EXPENDITURES

| 2017-18 | | 2018-19 | | 2019-20 | |
|------------------|---|------------------|--|------------------|---|
| Amount | 3000.00 | Amount | 3500.00 | Amount | \$10000.00 |
| Source | Property Tax | Source | Property Tax | Source | Property Tax |
| Budget Reference | 5800: Professional/Consulting Services And Operating Expenditures Hire a consultant to assist the staff in the implementation of the new ELA Curriculum and Common Core Mastery. Also, Hire a consultant to cover new online grading system. | Budget Reference | 5800: Professional/Consulting Services And Operating Expenditures Hire a consultant to instruct the staff in the use of the new writing curriculum and Common Core Mastery. . | Budget Reference | 5800: Professional/Consulting Services And Operating Expenditures Hire consultant to introduce and train the staff in the use of new History curriculum and Standards Mastery. |
| Amount | 3000.00 | Amount | \$3500.00 | Amount | \$4000.00 |
| Source | Property Tax | Source | Property Tax | Source | Property Tax |
| Budget Reference | 1000-1999: Certificated Personnel Salaries Teacher pay. | Budget Reference | 1000-1999: Certificated Personnel Salaries Teacher pay. | Budget Reference | 1000-1999: Certificated Personnel Salaries Teacher pay |
| Amount | \$1500.00 | Amount | \$1500.00 | Amount | \$2500.00 |
| Source | Property Tax | Source | Property Tax | Source | Property Tax |

| | | | | | |
|------------------|---|------------------|---|------------------|--|
| Budget Reference | 2000-2999: Classified Personnel Salaries Instructional aide pay. | Budget Reference | 2000-2999: Classified Personnel Salaries Instructional aide pay. | Budget Reference | 2000-2999: Classified Personnel Salaries Instructional aide pay |
| Amount | \$1000.00 | Amount | \$1000.00 | Amount | \$1000.00 |
| Source | Property Tax | Source | Property Tax | Source | Property Tax |
| Budget Reference | 4000-4999: Books And Supplies Supplies | Budget Reference | 4000-4999: Books And Supplies Supplies | Budget Reference | 4000-4999: Books And Supplies Supplies |

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: McKittrick Elementary School 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: McKittrick Elementary School Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

1.2 Staff training in the area of utilizing technology to assist in the differentiation of instructional strategies to support student learning in core curriculum One day October 2017

2018-19

New Modified Unchanged

1.2 Staff training in the area of utilizing technology best practices strategies to support student learning in core curriculum. One Day October 2018

2019-20

New Modified Unchanged

1.2 Staff training in the area of learning styles to support student learning in core curriculum. One Day October 2018

BUDGETED EXPENDITURES

| 2017-18 | | 2018-19 | | 2019-20 | |
|------------------|--|------------------|--|------------------|---|
| Amount | \$2000.00 | Amount | \$2000.00 | Amount | \$2500.00 |
| Source | Property Tax | Source | Property Tax | Source | Property Tax |
| Budget Reference | 5800: Professional/Consulting Services And Operating Expenditures Hire a consultant to conduct training in the area of differentiated instructional strategies and technology to support our unduplicated student learning. | Budget Reference | 5800: Professional/Consulting Services And Operating Expenditures Hire a consultant to conduct training in the area of google for education to support our unduplicated student learning. | Budget Reference | 5800: Professional/Consulting Services And Operating Expenditures Hire a consultant to conduct training in the area of learning styles to support our unduplicated student learning. |
| Amount | \$1500.00 | Amount | \$1500.00 | Amount | \$2000.00 |
| Source | Property Tax | Source | Property Tax | Source | Property Tax |
| Budget Reference | 1000-1999: Certificated Personnel Salaries Teacher pay. | Budget Reference | 1000-1999: Certificated Personnel Salaries Teacher pay | Budget Reference | 1000-1999: Certificated Personnel Salaries Teacher pay |
| Amount | \$2000.00 | Amount | \$2,400.00 | Amount | \$2,800.00 |
| Source | Property Tax | Source | Property Tax | Source | Property Tax |
| Budget Reference | 2000-2999: Classified Personnel Salaries Instructional aide pay. | Budget Reference | 2000-2999: Classified Personnel Salaries Instructional aide pay. | Budget Reference | 2000-2999: Classified Personnel Salaries Instructional aide pay |
| Amount | \$500.00 | Amount | \$750.00 | Amount | \$1000.00 |
| Source | Property Tax | Source | Property Tax | Source | Property Tax |
| Budget Reference | 1000-1999: Certificated Personnel Salaries Supplies | Budget Reference | 4000-4999: Books And Supplies Supplies | Budget Reference | 4000-4999: Books And Supplies 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

2. Pupil Outcomes:
McKittrick Elementary will increase student achievement through an engaging climate and a broad course access everyday.

State and/or Local Priorities Addressed by this goal:

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

Identified Need

Students in 5th and 7th grades need to strengthen their core strength:

The California Department of Education considers a student who meets or exceeds an HFZ (Healthy Fitness Zones) as meeting the desired performance goals.

The McKittrick students 5th-grade female students averaged 26 Sit-ups / Curl -Ups. According to the HFZ students in this group should complete a min of 26 Sit-ups / Curl -Ups
McKittrick's Local goal is 28 Sit-ups / Curl -Ups for this group.

The McKittrick students 8th -grade female students averaged 32 Sit-ups / Curl -Ups. According to the HFZ students in this group should complete a min of 32 Sit-ups / Curl -Ups
McKittrick's Local goal is 34 Sit-ups / Curl -Ups for this group.

The McKittrick students 5th-grade male students averaged 24 Sit-ups / Curl -Ups. According to the HFZ students in this group should complete a min of 24 Sit-ups / Curl -Ups
McKittrick's Local goal is 26 Sit-ups / Curl -Ups for this group.

The McKittrick students 8th -grade male students averaged 36 Sit-ups / Curl -Ups. According to the HFZ students in this group should complete a min of 36 Sit-ups / Curl -Ups
McKittrick's Local goal is 38 Sit-ups / Curl -Ups for this group.

EXPECTED ANNUAL MEASURABLE OUTCOMES

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|--|--|---|---|---|
| PRIORITY 1 BASIC SERVICES: Priority 1A: Basic Services: Teachers credentialed and appropriately placed: | PRIORITY 1 BASIC SERVICES: 1A: HQT/Teacher rate: 100% teacher misassignments: 0 | PRIORITY 1 BASIC SERVICES: 1A: HQT/Teacher rate: Maintain 100% teacher misassignments: 0 | PRIORITY 1 BASIC SERVICES: 1A: HQT/Teacher rate: Maintain 100% teacher misassignments: 0 | PRIORITY 1 BASIC SERVICES: 1A: HQT/Teacher rate: Maintain 100% teacher misassignments: 0 |

| | | | | |
|---|--|---|---|---|
| <p>Priority 1B: Basic Services Facilities:</p> <p>Priority 1C: Basic Services Access to curriculum:</p> <p>PRIORITY 4 PUPIL ACHIEVEMENT: Priority 4A: Pupil Achievement: State Assessments:</p> <p>Priority 4B: Pupil Achievement API-N/A</p> <p>Priority 4C: Pupil Achievement: Percentage of pupils completing a-g or CTE sequences/programs:</p> <p>Priority 4D: Pupil Achievement: Percentage of EL pupils making progress toward English proficiency:</p> <p>Priority 4E: Pupil Achievement: English Learner reclassification rate:</p> <p>Priority 4F: Pupil Achievement: Percentage of pupils passing AP exam with 3 or higher:</p> <p>Priority 4G: Pupil Achievement: Percentage of pupils who participate in and demonstrate college preparedness on EAP (or other):</p> <p>PRIORITY 5 PUPIL ENGAGEMENT: Priority 5A: Pupil Engagement: School Attendance Rates:</p> <p>Priority 5B: Pupil Engagement: Chronic absenteeism Rate:</p> | <p>1B: Instructional materials: 100% Compliance on Williams</p> <p>1C: FIT: Good/exemplary</p> <p>PRIORITY 4 PUPIL ACHIEVEMENT: 4A: Statewide SBAC test results: ELA 40% Met/Exceeded MATH 49% Met/Exceeded</p> <p>4B: API Growth: NA</p> <p>4C: % of pupils completed sequences to UC, CSU, or Technical ED NA (elementary district)</p> <p>4D: % of EL pupils made/or will make progress towards Eng proficiency as measured by CELDT/LPAC. NA (McKittrick Elementary School has no ELL students) enrollment data</p> <p>4E: Reclassification rates/or will be: NA (No EL students at McKittrick) enrollment data</p> <p>4F: % passed AP exam with 3 or higher: N/A (elementary district)</p> <p>4G: EAP Passage: NA (elementary district)</p> <p>PRIORITY 5 PUPIL ENGAGEMENT: 5A: School attendance rate: 96%</p> <p>5B: Chronic Absenteeism Rate: .02%</p> <p>5C: Middle School Dropout Rate: 0%</p> | <p>1B: Instructional materials: Maintain 100% Compliance on Williams</p> <p>1C: FIT: Maintain Good/exemplary mark on FIT Report</p> <p>PRIORITY 4 PUPIL ACHIEVEMENT: 4A: Statewide SBAC test results: ELA 40% Met/Exceeded MATH 49% Met/Exceeded</p> <p>4B: API Growth: NA</p> <p>4C: % of pupils completed sequences to UC, CSU, or Technical ED NA (elementary district)</p> <p>4D: % of EL pupils made/or will make progress towards Eng proficiency as measured by CELDT/LPAC. NA (McKittrick Elementary School has no ELL students) enrollment data</p> <p>4E: Reclassification rates/or will be: NA (No EL students at McKittrick) enrollment data</p> <p>4F: % passed AP exam with 3 or higher: N/A (elementary district)</p> <p>4G: EAP Passage: NA (elementary district)</p> <p>PRIORITY 5 PUPIL ENGAGEMENT: 5A: School attendance rate: Maintain greater than 95%</p> <p>5B: Chronic Absenteeism Rate: Maintain less than .05%</p> <p>5C: Middle School Dropout Rate: Maintain .02%</p> | <p>1B: Instructional materials: Maintain 100% Compliance on Williams</p> <p>1C: FIT: Maintain Good/exemplary mark on FIT Report</p> <p>PRIORITY 4 PUPIL ACHIEVEMENT: 4A: Statewide SBAC test results: ELA 41% Met/Exceeded MATH 50% Met/Exceeded</p> <p>4B: API Growth: NA</p> <p>4C: % of pupils completed sequences to UC, CSU, or Technical ED NA (elementary district)</p> <p>4D: % of EL pupils made/or will make progress towards Eng proficiency as measured by CELDT/LPAC. NA (McKittrick Elementary School has no ELL students) enrollment data</p> <p>4E: Reclassification rates/or will be: NA (No EL students at McKittrick) enrollment data</p> <p>4F: % passed AP exam with 3 or higher: N/A (elementary district)</p> <p>4G: EAP Passage: NA (elementary district)</p> <p>PRIORITY 5 PUPIL ENGAGEMENT: 5A: School attendance rate: Maintain greater than 95%</p> <p>5B: Chronic Absenteeism Rate: Maintain less than .05%</p> <p>5C: Middle School Dropout Rate: Maintain .02%</p> | <p>1B: Instructional materials: Maintain 100% Compliance on Williams</p> <p>1C: FIT: Maintain Good/exemplary mark on FIT Report</p> <p>PRIORITY 4 PUPIL ACHIEVEMENT: 4A: Statewide SBAC test results: ELA 42% Met/Exceeded MATH 51% Met/Exceeded</p> <p>4B: API Growth: NA</p> <p>4C: % of pupils completed sequences to UC, CSU, or Technical ED NA (elementary district)</p> <p>4D: % of EL pupils made/or will make progress towards Eng proficiency as measured by CELDT/LPAC. NA (McKittrick Elementary School has no ELL students) enrollment data</p> <p>4E: Reclassification rates/or will be: NA (No EL students at McKittrick) enrollment data</p> <p>4F: % passed AP exam with 3 or higher: N/A (elementary district)</p> <p>4G: EAP Passage: NA (elementary district)</p> <p>PRIORITY 5 PUPIL ENGAGEMENT: 5A: School attendance rate: Maintain greater than 95%</p> <p>5B: Chronic Absenteeism Rate: Maintain less than .05%</p> <p>5C: Middle School Dropout Rate: Maintain .02%</p> |
|---|--|---|---|---|

Priority 5C: Pupil Engagement:
Middle School dropout rate:

Priority 5D: Pupil Engagement:
High School dropout rate:

Priority 5E: Pupil Engagement:
High School graduation rate:

PRIORITY 6 SCHOOL
CLIMATE:
Priority 6A: Pupil Suspension
Rate:

Priority 6B: Pupil Expulsion
Rate:

Priority 6C: Other local
measures on a sense of safety
and school connectedness:

PRIORITY 7 COURSE
ACCESS:
Priority 7A: Course Access:
Extent to which pupils have
access to a broad course of
study that includes all subject
areas described in Section
51210 and 51220:

Priority 7B: Course Access:
Extent to which pupils have
access and are enrolled in
programs and services for
unduplicated pupils:

Priority 7C: Course Access:
Extent to which pupils have
access and are enrolled in
programs and services for
unduplicated pupils:

PRIORITY 8: OTHER PUPIL
OUTCOMES:

5D: High School Dropout Rate:
N/A (elementary district)

5E: High School Graduation
Rate: N/A (elementary district)

PRIORITY 6 SCHOOL
CLIMATE:
6A: Pupil suspension rate .08%

6B: Pupil expulsion rate: 0 %

6C: School Safety and
Contentedness:
95% of the parents that
complete the online survey will
feel their students are "Very
Safe at school.

88% of the students that
complete the online survey will
feel their students are "Very
Safe at school.

No questions were asked about
student connectedness to the
school, but 80% of the students
felt respected by their teachers.

PRIORITY 7 COURSE
ACCESS:
7A: Maintain 100% of students
will have access to a broad
course of study that includes all
subject areas described in
Section 51210 and 51220:

7B: Programs and services
serve 100% of unduplicated
pupils:

7C: Programs and services
serve 100% of individuals with
exceptional needs:

PRIORITY 8: OTHER PUPIL
OUTCOMES:

5D: High School Dropout Rate:
N/A (elementary district)

5E: High School Graduation
Rate: N/A (elementary district)

PRIORITY 6 SCHOOL
CLIMATE:
6A: Pupil suspension rate.
Maintain less than 05%

6B: Pupil expulsion rate:
Maintian 0%

6C: School Safety and
Contentedness:
Maintain 90% of the parents that
complete the online survey will
feel their students are "Very
Safe at school.

Maintain 85% of the students
that complete the online survey
will feel their students are "Very
Safe at school.

Students will be surveyed about
their connectedness to the
school. 80% of the students that
respond will feel well connected
or better.

PRIORITY 7 COURSE
ACCESS:
7A: Maintain 100% of students
will have access to a broad
course of study that includes all
subject areas described in
Section 51210 and 51220:

7B: Programs and services are
developed to serve 100% of
unduplicated pupils:

7C: Programs and services are
developed to serve 100% of
individuals with exceptional
needs:

5D: High School Dropout Rate:
N/A (elementary district)

5E: High School Graduation
Rate: N/A (elementary district)

PRIORITY 6 SCHOOL
CLIMATE:
6A: Pupil suspension rate .
Maintian 05%

6B: Pupil expulsion rate:
Maintian 0 %

6C: School Safety and
Contentedness:
Maintain 90% of the parents that
complete the online survey will
feel their students are "Very
Safe at school.

Maintain 85% of the students
that complete the online survey
will feel their students are "Very
Safe at school.

81% of the Students surveyed
will feel well connected to their
school.

PRIORITY 7 COURSE
ACCESS:
7A: 100% of students have
access to a broad course of
study that includes all subject
areas described in Section
51210 and 51220:

7B: Programs and services are
developed to serve 100% of
unduplicated pupils:

7C: Programs and services are
developed to serve 100% of
individuals with exceptional
needs:

5D: High School Dropout Rate:
N/A (elementary district)

5E: High School Graduation
Rate: N/A (elementary district)

PRIORITY 6 SCHOOL
CLIMATE:
6A: Pupil suspension rate
.Maintian 05%

6B: Pupil expulsion rate:
Maintian 0 %

6C: School Safety and
Contentedness:
Maintain 90% of the parents that
complete the online survey will
feel their students are "Very
Safe at school.

Maintain 85% of the students
that complete the online survey
will feel their students are "Very
Safe at school.

82% of the Students surveyed
will feel well connected to their
school.

PRIORITY 7 COURSE
ACCESS:
7A: 100% of students have
access to a broad course of
study that includes all subject
areas described in Section
51210 and 51220:

7B: Programs and services are
developed to serve 100% of
unduplicated pupils:

7C: Programs and services are
developed to serve 100% of
individuals with exceptional
needs:

| | | | | |
|--|---|--|--|--|
| <p>Physical Fitness Testing 5th & 8th Grades. Core strength as measured by the number of sit-ups aka Curl-Ups completed in one minute.</p> | <p>McKittrick 5th-grade female students averaged 26 Sit-ups / Curl -Ups</p> <p>McKittrick 8th -grade female students averaged 32 Sit-ups / Curl -Ups.</p> <p>McKittrick students 5th-grade male students averaged 24 Sit-ups / Curl -Ups</p> <p>McKittrick students 8th -grade male students averaged 36 Sit-ups / Curl -Ups.</p> | <p>PRIORITY 8: OTHER PUPIL OUTCOMES:</p> <p>McKittrick 5th-grade female students will average 27 Sit-ups / Curl -Ups</p> <p>McKittrick 8th -grade female students will average 33 Sit-ups / Curl -Ups.</p> <p>McKittrick students 5th-grade male students will average 25 Sit-ups / Curl -Ups</p> <p>McKittrick students 8th -grade male students will average 37 Sit-ups / Curl -Ups.</p> | <p>PRIORITY 8: OTHER PUPIL OUTCOMES:</p> <p>McKittrick 5th-grade female students will average 28 Sit-ups / Curl -Ups</p> <p>McKittrick 8th -grade female students will average 34 Sit-ups / Curl -Ups.</p> <p>McKittrick students 5th-grade male students will average 26 Sit-ups / Curl -Ups</p> <p>McKittrick students 8th -grade male students will average 38 Sit-ups / Curl -Ups.</p> | <p>PRIORITY 8: OTHER PUPIL OUTCOMES:</p> <p>McKittrick 5th-grade female students will average 29 Sit-ups / Curl -Ups</p> <p>McKittrick 8th -grade female students will average 34 Sit-ups / Curl -Ups.</p> <p>McKittrick students 5th-grade male students will average 26 Sit-ups / Curl -Ups</p> <p>McKittrick students 8th -grade male students will average 39 Sit-ups / Curl -Ups.</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:

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

OR

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2.1 McKittrick will offer one hour of after school tutoring four days per week and one half hour of lunch time tutoring five times per week. The target audience is the unduplicated students.

2018-19

New Modified Unchanged

2.1 McKittrick will offer one hour of after school tutoring four days per week and one half hour of lunch time tutoring five times per week. The target audience is the unduplicated students.

2019-20

New Modified Unchanged

2.1 McKittrick will offer one hour of after school tutoring four days per week and one half hour of lunch time tutoring five times per week. The target audience is the unduplicated students.

BUDGETED EXPENDITURES

2017-18

| | |
|------------------|--|
| Amount | \$7,000.00 |
| Source | Supplemental |
| Budget Reference | 1000-1999: Certificated Personnel Salaries Teacher Pay |
| Amount | \$3,500.00 |
| Source | Property Tax |
| Budget Reference | 2000-2999: Classified Personnel Salaries Aide Pay |

2018-19

| | |
|------------------|--|
| Amount | \$7,200.00 |
| Source | Supplemental |
| Budget Reference | 1000-1999: Certificated Personnel Salaries Teacher Pay |
| Amount | \$3,700.00 |
| Source | Property Tax |
| Budget Reference | 2000-2999: Classified Personnel Salaries Aide Pay |

2019-20

| | |
|------------------|--|
| Amount | \$7,400.00 |
| Source | Supplemental |
| Budget Reference | 1000-1999: Certificated Personnel Salaries Teacher Pay |
| Amount | \$3,900.00 |
| Source | Property Tax |
| Budget Reference | 2000-2999: Classified Personnel Salaries Aide Pay |

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: McKittrick Elementary School 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

2.2 McKittrick will offer summer school to all district students 1-8. The target audience will be the district's unduplicated students.

2018-19

New
 Modified
 Unchanged

2.2 McKittrick will offer summer school to all district students 1-8. The target audience will be the district's unduplicated students.

2019-20

New
 Modified
 Unchanged

2.2 McKittrick will offer summer school to all district students 1-8. The target audience will be the district's unduplicated students.

BUDGETED EXPENDITURES

2017-18

| | |
|------------------|--|
| Amount | \$6500.00 |
| Source | Property Tax |
| Budget Reference | 1000-1999: Certificated Personnel Salaries Teacher Pay for Summer School |
| Amount | \$5500.00 |
| Source | Property Tax |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures Transportation for Summer School |
| Amount | \$3000.00 |
| Source | Property Tax |
| Budget Reference | 2000-2999: Classified Personnel Salaries Support Personal Pay for Summer School |
| Amount | \$1500.00 |
| Source | Property Tax |

2018-19

| | |
|------------------|--|
| Amount | \$7,000.00 |
| Source | Property Tax |
| Budget Reference | 1000-1999: Certificated Personnel Salaries Teacher Pay for Summer School |
| Amount | \$6000.00 |
| Source | Property Tax |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures Transportation for Summer School |
| Amount | \$3500.00 |
| Source | Property Tax |
| Budget Reference | 2000-2999: Classified Personnel Salaries Support Personal Pay for Summer School |
| Amount | \$2000.00 |
| Source | Property Tax |

2019-20

| | |
|------------------|--|
| Amount | \$10,000.00 |
| Source | Property Tax |
| Budget Reference | 1000-1999: Certificated Personnel Salaries Teacher Pay for Summer School |
| Amount | \$6500.00 |
| Source | Property Tax |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures Transportation for Summer School |
| Amount | \$4000.00 |
| Source | Property Tax |
| Budget Reference | 2000-2999: Classified Personnel Salaries Support Personal Pay for Summer School |
| Amount | \$2500.00 |
| Source | Property Tax |

| | | | | | |
|------------------|--|------------------|--|------------------|--|
| Budget Reference | 4000-4999: Books And Supplies Field Trips for Summer School | Budget Reference | 4000-4999: Books And Supplies Field Trips for Summer School | Budget Reference | 4000-4999: Books And Supplies Field Trips for Summer School |
| Amount | \$2000.00 | Amount | \$2200.00 | Amount | \$2500.00 |
| Source | Property Tax | Source | Property Tax | Source | Property Tax |
| Budget Reference | 4000-4999: Books And Supplies Breakfast Program Summer School | Budget Reference | 4000-4999: Books And Supplies Breakfast Program Summer School | Budget Reference | 4000-4999: Books And Supplies Breakfast Program Summer School |

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

3. Engagement:
McKittrick Elementary will increase stakeholder engagement.

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

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

[Identified Need](#)

36% of the district's parents responded to the LCAP online Survey.

62% of the parents that responded "Not at all" to the question " How often do you use the school's website to communicate with McKittrick Elementary Staff"

55% of the parent that responded to the survey stated that they were "a little involved to not at all involved with the parent's club".

During one of the evening community meetings, it was requested that the school news and notices be better publicized.

EXPECTED ANNUAL MEASURABLE OUTCOMES

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|--|---|--|--|--|
| Priority 3A: Parental Involvement: Efforts to seek parent input in making decisions for district and sites | 3) Parental Involvement: A: McKittrick Elementary school held 7 daytime parent meetings. McKittrick Elementary school held 1-night time parent meeting. McKittrick Elementary school held 11 evening community meetings. | 3) Parental Involvement: A: McKittrick Elementary school will continue to hold 7 daytime parent meetings. McKittrick Elementary school will continue to hold 1-night time parent meeting. McKittrick Elementary school will continue to hold 11 evening community meetings. | 3) Parental Involvement: A: McKittrick Elementary school will continue to hold 7 daytime parent meetings. McKittrick Elementary school will continue to hold 1-night time parent meeting. McKittrick Elementary school will continue to hold 11 evening community meetings. | 3) Parental Involvement: A: McKittrick Elementary school will continue to hold 7 daytime parent meetings. McKittrick Elementary school will continue to hold 1-night time parent meeting. McKittrick Elementary school will continue to hold 11 evening community meetings. |

| | | | | |
|--|--|--|--|--|
| | | survey online during this school year. McKittrick will continue to host a fall and winter community evening event to give parents of special needs students access to staff and administration. | survey online during this school year. McKittrick will continue to host a fall and winter community evening event to give parents of special needs students access to staff and administration. | survey online during this school year. McKittrick will continue to host a fall and winter community evening event to give parents of special needs students access to staff and administration. |
|--|--|--|--|--|

PLANNED ACTIONS / SERVICES

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

Action 1

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

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

OR

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

3.1 Hold stakeholder meetings. Hold at least one in the evening.

3.1 Hold stakeholder meetings. Hold at least one in the evening.

3.1 Hold stakeholder meetings. Hold at least one in the evening.

BUDGETED EXPENDITURES

| 2017-18 | | 2018-19 | | 2019-20 | |
|------------------|---|------------------|---|------------------|---|
| Amount | \$1500.00 | Amount | \$1500.00 | Amount | \$1500.00 |
| Source | Property Tax | Source | Property Tax | Source | Property Tax |
| Budget Reference | 4000-4999: Books And Supplies Hold stakeholder meetings. Hold at least one in the evening. | Budget Reference | 4000-4999: Books And Supplies Hold stakeholder meetings. Hold at least one in the evening. | Budget Reference | 4000-4999: Books And Supplies Hold stakeholder meetings. Hold at least one in the evening. |
| Amount | \$500.00 | Amount | \$600.00 | Amount | \$700.00 |
| Source | Property Tax | Source | Property Tax | Source | Property Tax |
| Budget Reference | 2000-2999: Classified Personnel Salaries Classified Salary | Budget Reference | 2000-2999: Classified Personnel Salaries Classified Salary | Budget Reference | 2000-2999: Classified Personnel Salaries Classified Salary |
| Amount | \$500.00 | Amount | \$750.00 | Amount | \$1000.00 |
| Source | Property Tax | Source | Property Tax | Source | Property Tax |
| Budget Reference | 1000-1999: Certificated Personnel Salaries Stipend for Teacher to conduct Parent meetings. | Budget Reference | 1000-1999: Certificated Personnel Salaries Stipend for Teacher to conduct Parent meetings. | Budget Reference | 1000-1999: Certificated Personnel Salaries Stipend for Teacher to conduct Parent meetings. |

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: McKittrick Elementary School 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

3.2 Conduct a minimum of one online survey per year.

2018-19

New Modified Unchanged

3.2 Conduct a minimum of one online survey per year.

2019-20

New Modified Unchanged

3.2 Conduct a minimum of one online survey per year.

BUDGETED EXPENDITURES

2017-18

| | |
|------------------|--|
| Amount | \$600.00 |
| Source | Property Tax |
| Budget Reference | 5800: Professional/Consulting Services And Operating Expenditures Conduct online survey. |
| Amount | \$1000.00 |
| Source | Property Tax |
| Budget Reference | 1000-1999: Certificated Personnel Salaries Staff create and conduct Survey |

2018-19

| | |
|------------------|--|
| Amount | \$700.00 |
| Source | Property Tax |
| Budget Reference | 5800: Professional/Consulting Services And Operating Expenditures Conduct online survey. |
| Amount | \$1100.00 |
| Source | Property Tax |
| Budget Reference | 1000-1999: Certificated Personnel Salaries Staff create and conduct Survey |

2019-20

| | |
|------------------|--|
| Amount | \$800.00 |
| Source | Property Tax |
| Budget Reference | 5800: Professional/Consulting Services And Operating Expenditures Conduct online survey. |
| Amount | \$1200.00 |
| Source | Property Tax |
| Budget Reference | 1000-1999: Certificated Personnel Salaries Staff create and conduct Survey |

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: McKittrick Elementary School 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

3.3 Host a fall social event to get unduplicated and special needs parents on campus.

2018-19

New Modified Unchanged

3.3 Host a fall social event to get unduplicated and special needs parents on campus.

2019-20

New Modified Unchanged

3.3 Host a fall social event to get unduplicated and special needs parents on campus.

[BUDGETED EXPENDITURES](#)

2017-18

| | |
|------------------|---|
| Amount | \$3000.00 |
| Source | Property Tax |
| Budget Reference | 4000-4999: Books And Supplies Conduct a fall social event to get unduplicated and special needs parents on campus. |
| Amount | \$1000.00 |
| Source | Property Tax |
| Budget Reference | 2000-2999: Classified Personnel Salaries Overtime for custodians. |
| Amount | \$500.00 |
| Source | Property Tax |
| Budget Reference | 1000-1999: Certificated Personnel Salaries Overtime for Administrator |

2018-19

| | |
|------------------|---|
| Amount | \$4000.00 |
| Source | Property Tax |
| Budget Reference | 4000-4999: Books And Supplies Conduct a fall social event to get unduplicated and special needs parents on campus. |
| Amount | \$1000.00 |
| Source | Property Tax |
| Budget Reference | 2000-2999: Classified Personnel Salaries Overtime for custodians. |
| Amount | \$600.00 |
| Source | Property Tax |
| Budget Reference | 1000-1999: Certificated Personnel Salaries Overtime for Administrator |

2019-20

| | |
|------------------|---|
| Amount | \$5000.00 |
| Source | Property Tax |
| Budget Reference | 4000-4999: Books And Supplies Conduct a fall social event to get unduplicated and special needs parents on campus. |
| Amount | \$1000.00 |
| Source | Property Tax |
| Budget Reference | 2000-2999: Classified Personnel Salaries Overtime for custodians. |
| Amount | \$700.00 |
| Source | Property Tax |
| Budget Reference | 1000-1999: Certificated Personnel Salaries Overtime for Administrator |

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: McKittrick Elementary School 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

3.4 Host a winter social event that show cases the use of fine arts. With the goal of getting more unduplicated and special needs parents on campus.

2018-19

New Modified Unchanged

3.4 Host a winter social event that show cases the use of fine arts. With the goal of getting more unduplicated and special needs parents on campus.

2019-20

New Modified Unchanged

3.4 Host a winter social event that show cases the use of fine arts. With the goal of getting more unduplicated and special needs parents on campus.

BUDGETED EXPENDITURES

2017-18

| | |
|------------------|--|
| Amount | \$15,000.00 |
| Source | Property Tax |
| Budget Reference | 1000-1999: Certificated Personnel Salaries Host a winter event that includes singing and acting to get more unduplicated and special needs parents on campus. Music Teacher Salary |
| Amount | \$1000.00 |

2018-19

| | |
|------------------|--|
| Amount | \$17,000.00 |
| Source | Property Tax |
| Budget Reference | 1000-1999: Certificated Personnel Salaries Host a winter event that includes singing and acting to get more unduplicated and special needs parents on campus. Music Teacher Salary |
| Amount | \$1000.00 |

2019-20

| | |
|------------------|--|
| Amount | \$18,000.00 |
| Source | Property Tax |
| Budget Reference | 1000-1999: Certificated Personnel Salaries Host a winter event that includes singing and acting to get more unduplicated and special needs parents on campus. Music Teacher Salary |
| Amount | \$1000.00 |

| | |
|------------------|---|
| Source | Property Tax |
| Budget Reference | 2000-2999: Classified Personnel Salaries Overtime for custodians. |
| Amount | \$500.00 |
| Source | Property Tax |
| Budget Reference | 2000-2999: Classified Personnel Salaries Overtime for Administrator |

| | |
|------------------|---|
| Source | Property Tax |
| Budget Reference | 2000-2999: Classified Personnel Salaries Overtime for custodians. |
| Amount | \$600.00 |
| Source | Property Tax |
| Budget Reference | 2000-2999: Classified Personnel Salaries Overtime for Administrator |

| | |
|------------------|---|
| Source | Property Tax |
| Budget Reference | 2000-2999: Classified Personnel Salaries Overtime for custodians. |
| Amount | \$700.00 |
| Source | Property Tax |
| Budget Reference | 2000-2999: Classified Personnel Salaries Overtime for Administrator |

Action **5**

OR

ACTIONS/SERVICES

| |
|--|
| |
|--|

| |
|--|
| |
|--|

| | | |
|------------------------------|--|------------------------------------|
| <input type="checkbox"/> New | <input checked="" type="checkbox"/> Modified | <input type="checkbox"/> Unchanged |
|------------------------------|--|------------------------------------|

BUDGETED EXPENDITURES

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year 2017–18 2018–19 2019–20

Estimated Supplemental and Concentration Grant Funds: \$6004.00

Percentage to Increase or Improve Services: 4.28%

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](#)).

Because the district is only provided \$375.25 per unduplicated student. The district has decided to take a targeted approach. The decision was made to target the school's unduplicated students with additional services, at the same time allowing non-unduplicated students to participate as capacity permits. McKittrick's 17-18 Supplemental expenditures for the unduplicated pupils are sufficient to meet the MYP requirement for the foreseeable future. The district is spending the funds in a targeted manner to support to the unduplicated pupils who represent less than 20% of the LEA population. The district will provide services that will increase unduplicated students access to the curriculum through the offering of an after school program and summer school.

The district is increasing services for the unduplicated pupils by 4.28%. The services listed below will increase/improve services to unduplicated students;

- Research, adopt, and train teacher in implementing the new textbooks
- Provide after school tutoring that targets our unduplicated students. (Funded by supplemental and concentration dollars)

https://www.washingtonpost.com/blogs/answer-sheet/post/why-strong-afterschool-programs-matter/2011/12/14/gIQAvtUpuO_blog.html?utm_term=.9261fea54e50 (Why Strong Afterschool Programs Matter)

<http://www.schoolturnaroundsupport.org/sites/default/files/resources/contentserve4r.pdf> (An Investigation of an After School Math Tutoring Program)

- Provide summer school opportunities to all McKittirck Students.
- Provide opportunities for parent and stakeholder engagement
- Teacher training on differentiated strategies and emerging technology.

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 | 72,000.00 | 89,185.73 | 68,600.00 | 76,600.00 | 94,200.00 | 239,400.00 |
| Concentration | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Other | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Property Tax | 67,639.00 | 84,824.73 | 61,600.00 | 69,400.00 | 86,800.00 | 217,800.00 |
| Supplemental | 4,361.00 | 4,361.00 | 7,000.00 | 7,200.00 | 7,400.00 | 21,600.00 |

* 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 | 72,000.00 | 89,185.73 | 68,600.00 | 76,600.00 | 94,200.00 | 239,400.00 |
| 1000-1999: Certificated Personnel Salaries | 45,000.00 | 70,119.71 | 35,500.00 | 38,650.00 | 44,300.00 | 118,450.00 |
| 2000-2999: Classified Personnel Salaries | 5,000.00 | 1,533.42 | 13,000.00 | 14,300.00 | 16,600.00 | 43,900.00 |
| 4000-4999: Books And Supplies | 5,500.00 | 4,848.60 | 9,000.00 | 11,450.00 | 13,500.00 | 33,950.00 |
| 5000-5999: Services And Other Operating Expenditures | 7,500.00 | 4,785.00 | 5,500.00 | 6,000.00 | 6,500.00 | 18,000.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | 9,000.00 | 7,899.00 | 5,600.00 | 6,200.00 | 13,300.00 | 25,100.00 |
| 7000-7439: Other Outgo | 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 | 72,000.00 | 89,185.73 | 68,600.00 | 76,600.00 | 94,200.00 | 239,400.00 |
| 1000-1999: Certificated Personnel Salaries | Concentration | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 1000-1999: Certificated Personnel Salaries | Other | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 1000-1999: Certificated Personnel Salaries | Property Tax | 40,639.00 | 65,758.71 | 28,500.00 | 31,450.00 | 36,900.00 | 96,850.00 |
| 1000-1999: Certificated Personnel Salaries | Supplemental | 4,361.00 | 4,361.00 | 7,000.00 | 7,200.00 | 7,400.00 | 21,600.00 |
| 2000-2999: Classified Personnel Salaries | Property Tax | 5,000.00 | 1,533.42 | 13,000.00 | 14,300.00 | 16,600.00 | 43,900.00 |
| 2000-2999: Classified Personnel Salaries | Supplemental | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 4000-4999: Books And Supplies | Concentration | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 4000-4999: Books And Supplies | Property Tax | 5,500.00 | 4,848.60 | 9,000.00 | 11,450.00 | 13,500.00 | 33,950.00 |
| 5000-5999: Services And Other Operating Expenditures | Property Tax | 7,500.00 | 4,785.00 | 5,500.00 | 6,000.00 | 6,500.00 | 18,000.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | Property Tax | 9,000.00 | 7,899.00 | 5,600.00 | 6,200.00 | 13,300.00 | 25,100.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | Supplemental | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 7000-7439: Other Outgo | Property Tax | 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 | 14,500.00 | 16,150.00 | 25,800.00 | 56,450.00 |
| Goal 2 | 29,000.00 | 31,600.00 | 36,800.00 | 97,400.00 |
| Goal 3 | 25,100.00 | 28,850.00 | 31,600.00 | 85,550.00 |

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